



Stages to Gender Transformative Programming - Monitoring and Evaluation Framework

Tracking “changes we want to see” and support to partners through programme management processes

Community level

Sector/ Stages	Stage 0 – gender blind	Stage 1 (Access and awareness)	Stage 2 (Systems change plus women stepping up)	Stage 3 (Substantive participation, protection and benefit)	Stage 4
Education and its link to economic development	Children have improved access to primary school	Girls and young women have improved access to primary and secondary education and vocational skills training both in development and humanitarian context	Girls can transition from primary to secondary education both in development and humanitarian context	Young women are able to complete secondary/ technical education both in development and humanitarian context	Young women who have completed secondary school can transition to the workforce/ tertiary studies

Economic development	Households (main unit of measure in economic development) are engaging in economic-related project activities	Women and men have improved access to income	Women and men share decision making powers on the use of household income	All family members are benefitting from increased income	
Political empowerment	Projects are generally building capacity of members of the community, most often household heads, in community decision making	Women have access to systems and structures that allow them to attend/ engage in decision making discussions	Women are able, confident and empowered to raise their concerns/issues as rights holders The community (government, community leadership, etc.) is supporting women to claim their rights	Women are actively taking part in decision making that affect them	
Women in leadership roles	There are no efforts being done to build capacity of women to engage in leadership roles	Women are becoming leaders in community-level groups (formed by LWF/ NGOs)	Political systems, culture and community attitudes are shifting to accept and recognize women as leaders at different levels	Women are being elected in government roles	
Shifting norms	There are no interventions that engages key community leaders/ decision	Community leaders and faith leaders are aware of gender inequality issues	Community leaders and faith leaders acknowledge their role in shifting	Leaders and communities are questioning and challenging harmful gender	Leaders and communities are changing harmful gender

	makers/ custodians of culture in gender programming		unequal gender norms and practices	norms that perpetuate gender inequality and GBV	norms that perpetuate gender inequality and GBV
Social Inclusion and empowerment	Programmes and projects do not have any intervention that address the needs and concerns of most marginalised and discriminated groups of women, men and people with diverse sexual orientation and gender identity	Most marginalised and discriminated groups of women, men and people with diverse sexual orientation and gender identity are accepted and acknowledged as members of the community	Most marginalized groups of women and men including people with diverse sexual orientation and gender identity are able to access basic services	Most marginalized groups of women and men including people with diverse sexual orientation and gender identity are participating in decision making at all levels	Most marginalized groups of women and men including people with diverse sexual orientation and gender identity are able to exercise their economic, social and political rights in equal footing with everyone
Protection/ GBV	No intention to implement activities aimed at preventing GBV and protecting women, girls, people with diverse gender identity and sexual orientation from violence and harm	Women, girls, people with diverse gender identity and sexual orientation are aware of their rights and the services that they need Barriers to access to protection services are reduced	Systems and services are responsive to the needs of survivors Communities are shifting mindset about GBV towards preventing GBV from happening	Women, girls, people with diverse gender identity and sexual orientation are protected from violence and harm	
Institutional support for gender equality	Institutions are not engaged in any gender-related activities	Institutions (cooperatives, CBO, village banks, government, church)	Institutions (cooperatives, CBO, village banks, government, church) are	Institutions (cooperatives, CBO, village banks, government, church)	Institutions (cooperatives, CBO, village banks, government, church)

		understands the need to promote gender equality	advocating for gender equality	reviews and change their policies and practices that may perpetuate inequality	promote and uphold women's rights including through women's leadership and affirmative action
Climate change	Women are not included in any climate change discussions, nor are they targeted in any information campaign related to climate change adaptation	Climate change information and initiatives are targeting and addressing negative impacts on women	Women are actively participating in decisions about climate response action Decision makers are actively engaging and seeking women's representation and voice in climate adaptation	Women are equally sharing in the benefits of climate resilient and response action Women and girls are resilient from shocks	

Changes we want to see at the [partner](#) level

Change	Stage 1	Stage 2	Stage 3
Capacity of staff on gender analysis and gender transformative programming	Project staff and DME staff participated in the collection of and analysis of the gender	Project staff can conduct gender analysis without any external support	Project designs include gender transformative approaches
Engagement with faith institutions/ local faith leaders	Partners are exploring partnerships with faith institutions/ local faith leaders to engage them as gender justice champions	Partners have concrete plans to engage with and support faith institutions and local faith leaders in engaging with faith leaders as gender justice champions	
Commitment to gender justice is institutionalised	Gender Policy adopted Commitments to operationalise/ implement the Policy is in place such as Gender Strategy, Gender integrated in Strategic Plan, gender action plan	Guidelines/ instructions on how gender will be implemented in programming practices are available and being used	Programming practices and processes such as M&E system regularly capturing gender-related data to track progress
Cultural change within the organization particularly in the way gender issues are assessed, addressed with intentionality and tracked for progress	Internal policies are reviewed for its gender responsiveness and affirmative action to address gender issues affecting staff are implemented	Organizational practices such as gender audits are conducted every 3 years Action plans for addressing gaps based on gender audits and emerging gender	

	Structures and accountability mechanism for Gender Justice are in place such as appointment of Gender focal points who are in positions of power	issues are regularly developed, implemented and progress reported	
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What to look for: Assessment of Project Designs

Parts of a Project Design	Stage 0	Stage 1	Stage 2	Stage 3
Analysis of context		GEDSI data and information are presented in the contextual analysis section of the project design (but no indication that there was a full GEDSI analysis conducted)	<p>GEDSI analysis has been conducted and findings were used in shaping the approach used in the project</p> <p>Includes discussion on:</p> <ul style="list-style-type: none"> • Women and men's, boys' and girls' status, roles and responsibilities in the home, in the economy and in the community and the extent to which people with a disability are valued contributors in the home, economy and community • cultural practices, norms, beliefs that perpetuate gender inequality and support stigma and discrimination against people with a disability • access to and control of resources and benefits (who has what resources and who decides on what) • level of participation of women and men (include women and men with disabilities) in decision making in the family and in the community and the barriers to participation • how unequal gender relations and disability/ inclusion issues faced by women and men with and without disabilities will affect sectoral outcome/objective <p>There is a discussion on what critical gender issues and disability barriers will be addressed within the project/ programme.</p>	<p>(Approach section of the design)</p> <p>Provides for approach on how to address barriers, improve participation level in decision making, increase access and control, sharing and valuing of responsibilities at home and decision making within households and in communities</p>

Design process	No indication that different groups of women and men, boys and girls were separately consulted to listen in on specific issues that they face.	There is articulation in the design where different groups of women and men took part in the design consultation	There is an indication that different groups of women and men took part in the design process and that the design articulates what issues articulated by different groups of women and men with and without disabilities and solutions were considered in the design	
Twin track	No intention in addressing gender inequality and disability in the project	Project mainstreams gender and disability and is clear about what issues and barrier is being addressed	In addition to mainstreaming, gender and disability-specific projects are being implemented to address a specific part of an issue or an emerging issue that needs more holistic response	Learnings/ approaches from gender and disability-specific projects are being integrated to regular programs
Project Outcome and Output	There are no project outcome and outputs that addresses any gender and disability-specific issue (not even inclusion and in targeting)	Inclusion of outputs that aim to address the gender and disability issues and barriers identified in the assessment/ design phase to include addressing practical and strategic needs	Inclusion of outcomes that indicate that a more holistic approach to addressing a gender issue will be implemented (targeting women, shifting norms, challenging systems, policies and practices)	
Use of disaggregated data	Data is not disaggregated by on sex, age, disability, and other social attributes Unit of measure is household	Collects disaggregated data based on sex, age, disability, and other social attributes of all relevant human data to include disaggregation of households by male/female household head and households with a person with a disability	Uses the data to inform strategies/ approaches (e.g., equity/ affirmative action – giving more to those who have less, gender balance such as in representation)	Annual report - Monitors progress in the data

Gender and disability Indicators	No indicator related to gender and disability	Uses quantitative indicators	Uses quantitative and qualitative indicators	Includes indicators that involve shifting norms and addressing attitudinal barriers
Programme Partners	No intention to partner with organizations/ networks of marginalised groups	Inclusion of organizations that represent marginalized groups (women, LGBTQI, people with disabilities) and/ or members of these groups as partners	There is intent/ plan to contribute to developing capacities of these organizations as part of the partnership	The project includes intentions to support advocacies led by organizations and networks of marginalised groups

Risk Assessment and Do No Harm

Gender has been explicitly considered in risk management through conducting a gendered do-no-harm assessment of activities on the following:

- Negative impact on gender relations,
- Increased gender-based violence,
- Increased workload/ overburdening women
- Reinforcing gender stereotype and unequal gender norms, and widening gender gap

Risk Assessment include mitigation plans during design and throughout the programming cycle to prevent unintended negative effects on different groups of women and men.

Monitoring, Evaluation, Learning and Accountability

Minimum standards for an Evaluation ToR

- Evaluation Objectives: Assessment of how women, men, boys and girls benefitted from, were impacted by, and participated in the project interventions, to include exploring the unintended outcomes of the project on the lives of different groups of women and men
- Evaluation participants: How women, women and men with disabilities will be included as a separate group to consult as part of the evaluation
- (Not a minimum but good to have) Evaluation Team: Women from minority groups and people with disabilities are part of the evaluation team and reasonable accommodation is provided to facilitate their participation
- Downward accountability: Results are reported back to the community (different groups of women, men, boys and girls with and without disabilities) as part of downward accountability

Monitoring visits: Guide

Meetings with partners:

- Explore their challenges and opportunities in implementing their gender-related activities
 - o Challenges with social norms, practices in communities particularly pushbacks from members of the community
 - o Capacity gaps of staff particularly field staff
 - o Opportunities to partner with other NGOs or CBOs

Meeting with communities:

- Observe/ Ask about gender roles and responsibilities particularly if you are visiting a community that is different from other parts of the country
- Ask for a meeting with women in the community to explore the following:
 - o who decides on what within the households and in the communities.
 - o cultural norms about roles and responsibilities at home and what are expected of them as women/ mothers/ wives, and what are their thoughts about these expectations
 - o key decision maker within the community who can help shift norms and the level of influence in these norms

Reviewing reports

- If project design has included gender and disability across the design, refer to the design if such intentions were implemented.
- There is evidence of on the progress on the key “changes we want to see” in the reports of partners, using quantitative data and qualitative information

From Gender Accommodating to Gender Transformative

(Note: These are examples of approaches that relate to the current programming focus of ALWS partners. This is not an exhaustive list but intends to give an illustration of what gender accommodating and gender transformative approaches look like.

Sectors	Gender Accommodating	Gender Transformative
	Gender Accommodating where practical gender needs are addressed, works around existing gender differences and inequalities, engages women as direct beneficiaries	Transformative goes beyond access; it fosters critical examination of gender and power dynamics, strengthens or creates systems that support gender equality, changes inequitable gender norms and dynamics; engages decision makers in shifting unequal gender norms; requires a multi-sectoral, holistic and multi-pronged approaches rather than a single intervention; looks into changes in individual and societal norms and beliefs, policies, institutions and structures; engages both women and men in shifting gendered norms
Economic development	<ul style="list-style-type: none"> - Targets women as members of Savings groups - Training women on trades and crafts - Training women on business development and financial literacy 	<ul style="list-style-type: none"> - Engaging men to support women in economic development through sharing of domestic roles (redistribution of roles) - Shifting households and community perceptions about women and men’s traditional roles and the value that is ascribed to these roles - Engaging men and women on equal decision making at home particularly in increasing women’s control of income and economic resources (spending)

		<ul style="list-style-type: none"> - Increasing women's ability to express and exercise her voice within her household, and men and other family members respecting her voice as a decision maker - Opening up spaces for women to engage in more productive (high-earning) economic activities (that may be non-traditional and uses economic inputs that are traditionally provided to men such as technology) - Increasing women's or women's groups' capacity to negotiate in markets and to actively interact with market actors outside their communities - Improving and recognizing women's capacity to lead and be part of economic groups such as farmers groups - Influencing shifts in policies that discriminate women such as land rights
Governance - Promoting women's leadership and their participation in decision making	<ul style="list-style-type: none"> - Women's participation in civic activities in self-reliance groups - Formation of women's community groups (e.g., Savings Groups, Mother's groups) 	<ul style="list-style-type: none"> - Involving participation of men in identifying models of transformed masculinities - Changing norms and beliefs about women in leadership roles (through role modelling of women leaders or practices within the community that support women to become leaders)

		<ul style="list-style-type: none"> - Identifying and addressing systemic and structural practices that create barriers for women's participation in leadership and decision making (by-laws, policies, leadership styles design by and for men) - Shifting attitudes around women's ability to public speak out about their issues in community and decision making discussions to include opening spaces for their greater participation in political processes - Advocating with local government on the inclusion of support in local policies, plans and budgets for women's empowerment - Strengthening civil society organizations (local women's groups) as advocates of their own issues and facilitating access to decision making discussions
Education	<ul style="list-style-type: none"> - Gender awareness (where women are mostly targeted) - GBV training for teachers that focus only on protection responses - Menstrual hygiene for girls 	<ul style="list-style-type: none"> - Keeping girls in schools and supporting them to transition and complete higher level of education (have a massive effect on her social, economic, and political empowerment) - Addressing social/ cultural/ economic/ gender-related beliefs that prevent girls from completing school (e.g., prioritization of boys over girls, lack of household economic resources, domestic responsibilities, GBV in school and outside the school, early marriage, early pregnancy) - Influencing and supporting parents to keep girls in school

		<ul style="list-style-type: none"> - Influencing education ministries to invest in approaches that promote gender equality and inclusive education as a core objective in formal and non-formal education. - Promoting gender equality in teaching practice and training (to make them as gender champions in the school system and role models) - Changing curriculum and educational materials that reinforce traditional gender norms, roles, and stereotypes - Making school environment safe spaces - Encouraging children (boys, girls and those that don't identify as either) and young people to be advocates of their issues and of gender equality
Gender-based violence and protection	<ul style="list-style-type: none"> - Awareness raising on women's rights, GBV and protection issues - Protection of female survivors of GBV through piece-meal responses 	<ul style="list-style-type: none"> - Prevention of GBV by shifting attitudes towards violence and towards violence committed against women <ul style="list-style-type: none"> - Promotion of respectful relationships in education that challenges violence in schools to include out-of-school youth - Influencing faith leaders to contribute to unpacking religious scripts to support gender equality - Engaging community leaders and custodians of culture in questioning and challenging harmful traditional norms such as FGM and changing such practice

		<ul style="list-style-type: none">- Engaging men to reflect on toxic masculinities and for them to adopt models of transformed masculinities (i.e., redefining what it is to be a man in their context) - Implementing communications in communities over a long period of time with clear messaging about harmful social norms - Addressing economic drivers of GBV - Adopting policies that protect women and girls from different forms of GBV and provides multi-sectoral approach to addressing GBV - Engaging the whole community to reflect on GBV and facilitate collective action to preventing GBV and supporting survivors - Improving capacities of service providers to provide adequate care with sensitivity that is survivor-centred.
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References:

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