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| **GENDER INTEGRATION GUIDANCE: INDICATORS** | |
| Why address gender issues at this stage? | Indicators are used to track the achievement of results, and are also useful to understand how far and in what ways programs and projects have changed the conditions and roles of men and women over time.  **Gender-sensitive indicators** are used to understand whether interventions have led to different results for men and women, for example whether they have reduced inequalities or increased them. They are not necessarily separate or distinct from those that you are already disaggregating by sex. That is, indicators about training, production, adoption of new technologies that are disaggregated by sex are already gender-sensitive because they will allow you to analyze differences between men and women.  Although your project may not explicitly aim to reduce gender inequalities, it is necessary to disaggregate your indicators by sex to be able to demonstrate that through your interventions you have not exacerbated any inequalities in the status quo.  Projects with specific objectives aimed at changing the roles of men and women will need to include **gender-specific indicators**. There are links to resources for these types of indicators in DMEL’s Glossary of Indicator Technical Terms and there are examples below in the section “**Illustrative Gender-specific indicators.**”  The guidance below is largely focused on good practice regarding sex-disaggregated data and indicators. It is useful for developing indicators for the **Logframe** as well as for completing your **Detailed M&E plan**. |
| Objective of addressing gender issues | * To inform development of logframe, results framework, M&E Plan, ITT, and ATT * To identify gender-sensitive or gender-specific indicators * To be able to measure how far and in what ways programs and projects have changed the conditions and roles of men and women over time and have helped them achieve more equitable results. |
| How to address gender issues | **Choose the appropriate unit of analysis.**  The unit of analysis for your indicator must logically link to your activities and the context. That is, if you are delivering agricultural trainings to individuals and not whole households, the subject of your indicators on participation in trainings should be the individual. Additionally if you are using productivity indicators, the disaggregation for this must make sense for how farming is organized in the specific community. You should not assume that a household head is the manager of the plot or the person who makes decisions. In many communities, farming households divide the management of plots up among different members of the household and the decisions about those plots are made by the manager, not the head of the household. Sometimes this individual is the same as the head of the household and sometimes the manager is someone else in the household.  Practitioners often disaggregate indicators by head of the household assuming that this level of disaggregation will provide meaningful information about the progress of activities. They also assume it provides information about gender relations. Unfortunately, this is not the case.  Examining issues at the household level overlooks the conditions of other people in households headed by men. The number of households headed by women is usually lower than the number of households headed by men. Using an analysis at the household level ignores the many women who live in households headed by men. If your project is concerned with food security, using the household as the unit of analysis will overlook how food is unequally distributed among members of the same household. So while a household may appear food secure, this can mask how food distribution may favor men and boys and leave women and girls food insecure. Or as in the case described above, you will miss plots of land managed by women in households headed by men.  Using the household head as the subject of the indicator is also confusing. Practitioners assume the household head is the person with full decision-making power or complete knowledge about all activities. But this is not always the case. For example, women may have control over garden plots where vegetables are grown even when they are in households headed by men. And they may be the most knowledgeable about those vegetable gardens. And in households headed by women, there may be some plots that are managed by men or boys in the household (e.g., sons) who are not heads of household.  A great resource is the following blog: <http://www.a4nh.cgiar.org/2014/05/05/three-things-you-need-to-know-about-sex-disaggregated-data/>  The best guidance is to avoid defining indicators by head of household as there is often a more appropriate unit of analysis. If you think using the household is the appropriate unit, you should make a clear case for why this is the best unit.  **Indicate that individual (or people) -level indicators will be sex-disaggregated.**  All indicators where the subject of the indicator is a person need to be sex-disaggregated. This includes indicators that measure for example the number of farmers, (direct or indirect) beneficiaries, people, children, members in groups, etc.  **Aim to disaggregate other indicators by sex, age, and other variables.**  It is also possible to disaggregate other indicators, where the subject of the indicator is not a person. For example, indicators that measure yield per hectare for selected crops can be disaggregated by the sex of the manager of the plot, or the number of improved technologies adopted disaggregated by sex of farmer. This disaggregation allows for a more sophisticated and informative analysis of the progress and results of your project.  *Be sure to indicate the type of disaggregation in the project’s M&E Matrix. The type of disaggregation must be indicated in your M&E Matrix under the indicator definition column.*  **Establish ambitious and realistic targets.**  For indicators that will be disaggregated by sex, you will also need different life of project targets for men and for women.  Your needs assessment should provide you with a guideline for making this determination and also for choosing a realistic target. Your needs assessment for example might indicate how many women are farming certain types of crops or what percentage of all the farmers producing maize are women. It can also tell you what percentage of farmers with agricultural loans are women. This information should provide you a basis for making an initial determination of targets, which should be validated during the baseline.  Be careful that you do not set targets that are too low or too high for reaching women. Practitioners often think it is going to be more difficult to reach women and often settle for a target no higher than 30% of project beneficiaries. The targets are often set without thinking through how many women are currently involved in similar activities or without taking into consideration that your project may be designed to make special efforts to reach women, and therefore can set a higher target.  Sometimes, in an attempt to achieve gender equality projects will set equal targets for men and women. This kind of target can be challenging to meet and while the intention is a good one, projects that set equal targets will need to be very clear how their interventions are going to successfully reach men and women.  You should be realistic with your targets, not overly conservative or ambitious.  Be aware that for some activities it may be more difficult to reach men. Our focus is often too much on the challenges women face in participating in and benefitting from activities, and yet men and boys also face constraints. For example, women may participate more actively in nutrition discussions because of their role in food preparation, overlooking that in some countries men make the decisions about what food to purchase. In this context it may be important to increase men’s participation in nutrition-related training |
| Checklist | **Consult additional information in the DMEL resources under Define Indicators and Assumptions.**   * Are all of the indicators that measure data specific to an individual sex-disaggregated? * Have you disaggregated other indicators by sex where possible/logical? * Does your scope of work for the baseline make clear that the consultant should consider separate targets for men and women? |
| Where to find additional information | * [BRIDGE. Gender indicators: What, Why and How?](http://www.oecd.org/dac/gender-development/43041409.pdf) * [CGIAR. Standards for Collecting Sex-disaggregated data for Gender Analysis: A Guide for CGIAR Practitioners](http://www.pim.cgiar.org/files/2012/05/Standards-for-Collecting-Sex-Disaggregated-Data-for-Gender-Analysis.pdf) * [TaGAF. Capturing the Gender Effect: Guidance for Gender Measurement in Agriculture Programs](https://www.icrw.org/files/publications/ICRW-TZ%20Gender%20%20Agri%20II%20v7-1FINAL.pdf) * [Land O’Lakes. Integrating Gender throughout a Project’s Lifecycle 2.0](http://www.landolakes.org/getattachment/Resources/Tools/Integrating-Gender-into-Land-O-Lakes-Technical-App/Integrating-Gender-throughout-a-Project-s-Life-Cycle_FINAL_compressed.pdf.aspx) * [World Bank. Gender Issues in Monitoring and Evaluation in Agriculture](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2012/11/22/000356161_20121122050203/Rendered/PDF/NonAsciiFileName0.pdf) |

**Illustrative Gender-specific indicators**

**(Adapted from USAID 2012. USAID Policy on Gender Equality and Women’s Empowerment)**

* Number of laws, policies, or procedures drafted, proposed, or adopted to promote gender equality at the regional, national or local level.
* Proportion of women participating in household decisions
* Proportion of female participants in programs designed to increase access to productive economic resources (assets, credit, income, or employment).
* Proportion of women and girls who report increased self-efficacy at the conclusion of training/ programming.
* Proportion of target population reporting increased agreement with the concept that males and females should have equal access to social, economic, and political opportunities.
* Number of laws, policies or procedures drafted, proposed, or adopted with USG assistance designed to improve prevention of or response to gender-based violence at the regional, national, or local level.
* Number of people reached by the intervention providing GBV services (e.g., health, legal, psychosocial counseling, shelters, hotlines, other).
* Percentage of target population that views gender-based violence as less acceptable after participating in or being exposed to USG programming.