



Making Data Collection Meaningful

Module 2: Gender-sensitive & feminist approaches to data collection

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Gender Equality at Global Affairs Canada (GAC)

“No less than 95% of GAC’s bilateral international development assistance initiatives will target or integrate gender equality and empowerment of women and girls.” – Canada’s Feminist International Assistance Policy (FIAP)





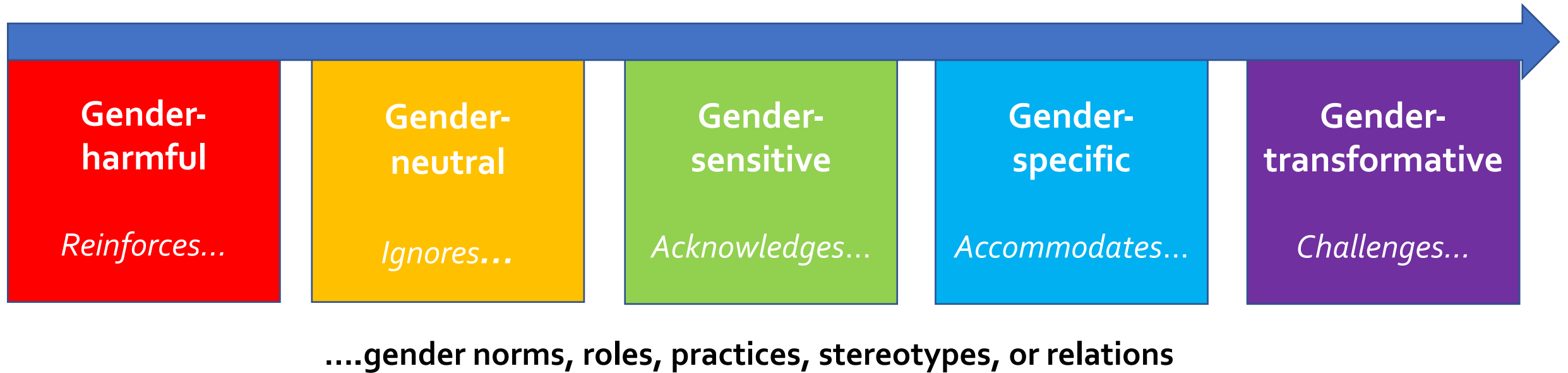
Reflection: Gender-sensitive & Feminist Approaches to Data Collection



Take 2 minutes to reflect and jot down your ideas:

- What does it mean to take a Gender-Sensitive approach to Data Collection?
- What does it mean to take a Feminist approach to Data Collection?

Gender-responsive scale or spectrum



Sources: WHO Gender Responsive Assessment Scale: criteria for assessing programmes and policies

- Clarissa Teixeira, CARE, Slide Presentation: Are we there yet? Applying feminist principles to the design and roll-out of project-level MEAL systems, January 24 2020.

What's the Difference?

	Gender-Sensitive	Feminist Approach
Focus:	<ul style="list-style-type: none">- Records and maps harmful gender-based practices, norms and stereotypes.- Tracks changes in gender equality	<ul style="list-style-type: none">- Explicitly challenges unequal power relations, gender roles and responsibilities- Strategically affects women's lives through the process
Analysis:	Tends to analyze and see the world as "men" and "women"	Intersectional (sex and gender identity, but also age, ethnicity, ability, income etc.)
Assumptions:	Tends to assume that all women want what men have (~equality).	Allows for possibility that women may want different things.

What's the Difference?

	Gender-Sensitive	Feminist Approach
Framework Used:	Provides a framework on how to collect gender-related data	<ul style="list-style-type: none">- Preference for participatory methods- Process-oriented- Non-extractive
End Result:	<ul style="list-style-type: none">- Accountability to donors- Reporting to donors- Learning for donors	<ul style="list-style-type: none">- Accountability to participants & partners- Results shared with participants- Learning for participants

Source: Feminist Evaluation and Gender Approaches: There's a Difference?; <http://www.jmde.com/>; Donna R. Podems/ICF Macro; Crest, Stellenbosch University; Journal of MultiDisciplinary Evaluation, Volume 6, Number 14; ISSN 1556-8180, August 2010



Key Principles in Feminist Monitoring, Evaluation & Learning (MEL)

1. Reframes Role of “Evaluator”



- Evaluators bring who they are into the process (acknowledge attitudes, values, biases, power)
- Evaluator as facilitator, co-learner & ally vs. “expert”

2. Power shift to Participants



- Participants become researchers
- Building local evaluation/research capacity is part of the process

3. Action-Oriented & Change Driven



- Process & Findings attempt to bring about change
- Evaluation = Activism
- End product isn't a dusty report

4. Inclusive & Intersectional



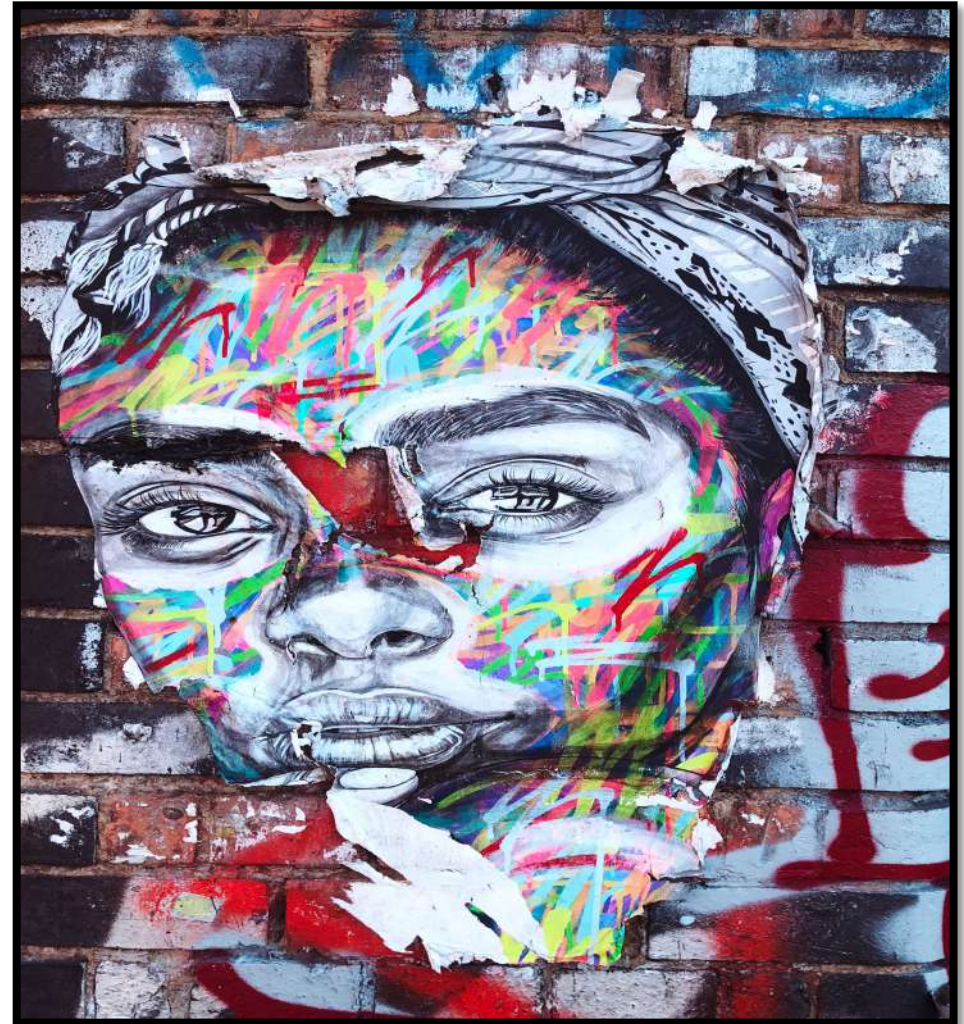
- Values diverse ways of knowing and learning
- Views women as experts/knowledge holders
- Promotes collective reflection & diverse voices

5. Values Women's Diverse Experiences

Tools & Methods capture diverse experiences & changes in power relations, backlash, reversals, e.g.:

- Appreciative Inquiry
- Most Significant Change
- Case Studies
- Storytelling
- Photovoice/Photos

(see handout 3 in module 3 on data collection approaches & methods)



Some examples

- Bringing feminist principles to the assessment of organizational capacity for gender justice (Oxfam Canada)
- 'Most Significant Change' in the context of Gender Mainstreaming and Leadership Trajectory (Oxfam Canada)

Shawna Wakefield and Daniela Koerppen, [Applying Feminist Principles to Program Monitoring, Evaluation, Accountability and Learning](#), 26 Jul 2017

- Evaltalk: highlight key results & use World Café.

Francoise Coupal, Mosaic.net International, Inc. [Blog on: Innovating your Evaluation Toolbox with World Café and Post-its](#)

Exercise: Gender-sensitive/feminist data collection design

1/2

Consider either your next data collection exercise or the case study (see handout 1 from Module 1).

If you are working with the case study, imagine that the implementing organizations want to carry out a mid-term data collection exercise to support the project. The key focus of the mid-term exercise is to collect data for project indicators, create a collaborative learning opportunity around the challenges addressed by the project, and support target populations to share their experiences on the project so far.

You are part of a Gender Equality and Evaluation Team hired to support the organizations in designing the mid-term data collection process.

Exercise: Gender-sensitive/feminist data collection design

2/2

Step 1. From a gender-sensitive/feminist lens, what are your recommendations on the questions below? Take 5-10 minutes and use worksheet 2 to jot down your recommendations on at least one of the following questions.

1. Who should collect the data--what characteristics/capacities/training should the data collectors have?
2. What types of questions or key themes should be focused on during data collection?
3. What are some key considerations and strategies when collecting the data?
4. What are some key considerations and strategies when analyzing, sharing and utilizing the data?

Step 2. Review worksheet 3 (data collection design checklist) against your responses. Use the checklist to capture to what extent you took into account the considerations it lists. If desired, use the checklist to augment your recommendations.