



PRESENTS

GENDER LEARNING SERIES

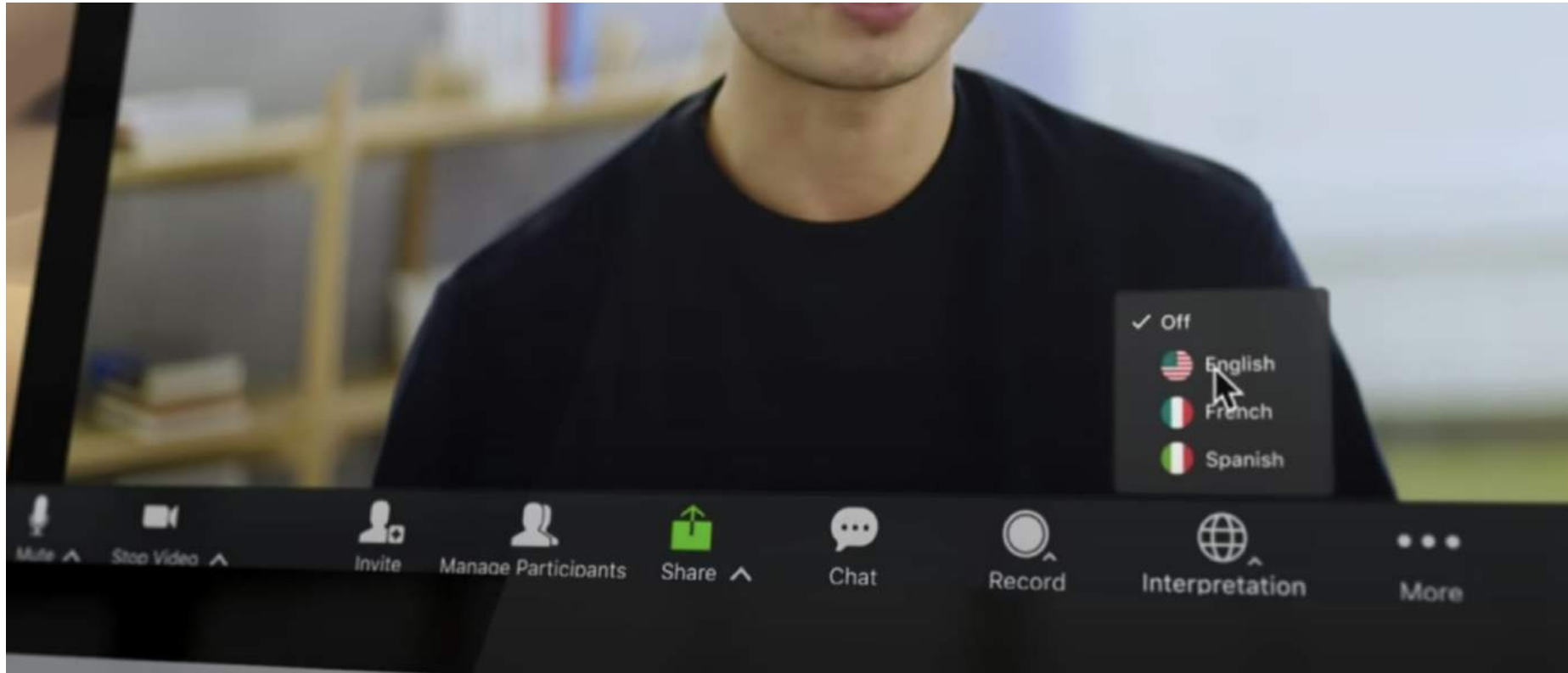
**Session 1: Putting Feminist and
Gender-sensitive MEAL into practice**

Canada 

October 7th

 **inter-council**
network Provincial & Regional Councils
for International Cooperation

Please choose your preferred language: **English or French**



Spur Change Program



What is the Spur Change Program?






The Spur Change Program is a 5 year initiative, funded by Global Affairs Canada, aiming to increase the effectiveness of Canadian small and medium organizations (SMOs) to deliver sustainable results in support of the Feminist International Assistance Policy and the Sustainable Development Goals.

The main outcomes of the program are to increase the engagement of Canadian SMOs in international development and to increase the engagement of Canadians, particularly youth, as global citizens.



Housekeeping



-  This webinar will be recorded
-  Please ensure you are “**muted**” at all times
-  Use ‘**raise hand**’ function to signal your wish to speak
-  Use **chat function** to share your questions/comments
-  We will share slides in FR and EN after the webinar

If possible, **turn on your video** to make it more people-centered.



Spur Changes' Gender Learning Series

Practical, hands-on and peer-to-peer learning opportunities to strengthen the capacity of SMOs to integrate a gender/feminist approach into activities



Session 1 -Putting Feminist and Gender-Sensitive MEAL into practice

How to apply feminist principles to monitoring, evaluation, accountability and learning (MEAL) practice? How does the empowerment of women translate to project monitoring?



Speakers



Deborah Simpson
Manager, Program Impact
Oxfam Canada



Calais Caswell
Technical Specialist- Gender
Equality & Social Inclusion
MEDA



Andres Gouldsborough
Senior Monitoring and
Evaluation Advisor
Plan Canada

Putting feminist MEAL into practice: Oxfam Canada's Guidance Note on Feminist MEAL

Dr. Deborah Simpson, Manager - Program Impact,
Oxfam Canada, International Programs Department



- Oxfam Canada is an affiliate of the international Oxfam Confederation networked in over 90 countries as part of a global movement for change.
- Our mission is to build lasting solutions to poverty and injustice with a focus on improving the lives and promoting the rights of women and girls.
- We have international programs in the following areas:
 - Ending Violence Against Women and Girls
 - Gender in Emergencies
 - Sexual and Reproductive Health and Rights
 - Women's Economic Empowerment and Transformational Leadership

What is Feminist MEAL?

- ❖ Feminist Monitoring, Evaluation, Accountability and Learning (MEAL) are based on the understanding that **transformative change in gender and power relations are complex and non-linear**.
- ❖ It challenges us to **think differently about what is considered evidence, pushes the boundaries of how evidence is captured and, questions who gives it meaning and relevance**.
- ❖ It recognizes **the autonomy and independence of partners in the work we do together**, and is committed to a relationship of **mutual accountability and shared decision-making**.
- ❖ MEAL should support generation of knowledge that is meaningful, accessible, and useful to those who rightly own it.

Key foundations to Feminist MEAL



1. Approach or Lens Based on Feminist Research Ethics

- Surfaces:
 - diverse perspectives
 - women’s unique perspective
 - gender-based discrimination
- to understand and challenge
structural and systemic power
relations.

How do you apply a “critical feminist lens” in MEAL?

A **feminist lens** is a process involving contextualization, learning, collaboration, participation, inclusivity, and responsiveness. The process should also promote transformative social change. The feminist lens promotes investigation on how race, class, caste, ethnicity, and religion influences the way women experience inequality and discrimination.

2. Integral Part of Social Transformation

- Gives participants agency
- Personal experience and perspectives of those involved can be transformative

This approach helps position monitoring, evaluation, accountability and learning as an **integral part of social transformation rather than a process merely included at the end of a program.**

3. Shifts Power to Participants

- Shifts ownership to partners and participants
- Partners co-design and co-own the overall process

It also requires thinking differently about **how we share and manage risk and accountability**.

This also means that **partners are supported through capacity development so that they are empowered to lead and co-own the overall process** and, so that risks are not disproportionately distributed.

4. Role of Evaluator Shifts to Facilitator who Understands Relationships of Power

- MEAL Officer or Evaluator shifts from being the “expert” to being a facilitator and technical support provider allowing partners to take the lead in how to do project MEAL.
- This requires the MEAL Officer or Evaluator to practice reflexivity.

What is ‘reflexivity’ in feminist MEAL?

A **reflexive approach** moves beyond understanding women, men, or gender diverse groups as participants or beneficiaries and recognizes the power imbalances in any participant-evaluator relationship. This approach attempts to re-balance the power dynamics and recognizes that people in all their diversity are recognized as agents of their own lives and actors in their community and society and are the holders of knowledge. It also means recognizing our own positioning as an international development organization and what knowledge we have access to and can feed into.

5. Valuing Collective Knowledge Generation which is Context-driven

- Promotes generation of collective knowledge
- Acknowledges there are 'many ways of knowing' some of which are more privileged
- Focuses on collecting context-driven knowledge
- Feminist MEAL must be rooted in intersectionality

What is 'intersectionality'?

Intersectionality recognizes the multiple aspects of identity that play out in people's lives and experiences, such as gender, class, age, race or ethnicity, and that compound and exacerbate oppression and marginalization. Data is gathered and analyzed through an intersectional lens, recognizing the heterogeneity of communities and groups

6. Learning Orientation to Evaluative Exercises

- Fosters a learning orientation to evaluative exercises
- Promotes evidence-based decision-making

Prioritizing strategic program learning that strengthens **collective ownership of the program.**

7. Rooted in Safe Programming Guided by ‘Do No Harm’

- Must implement ethical and safety standards when working with our partners.
- Our partners must ensure that the people we work with – our beneficiaries – have informed consent so they know what they are taking part in and where, when, how, and why the data or content will be used.

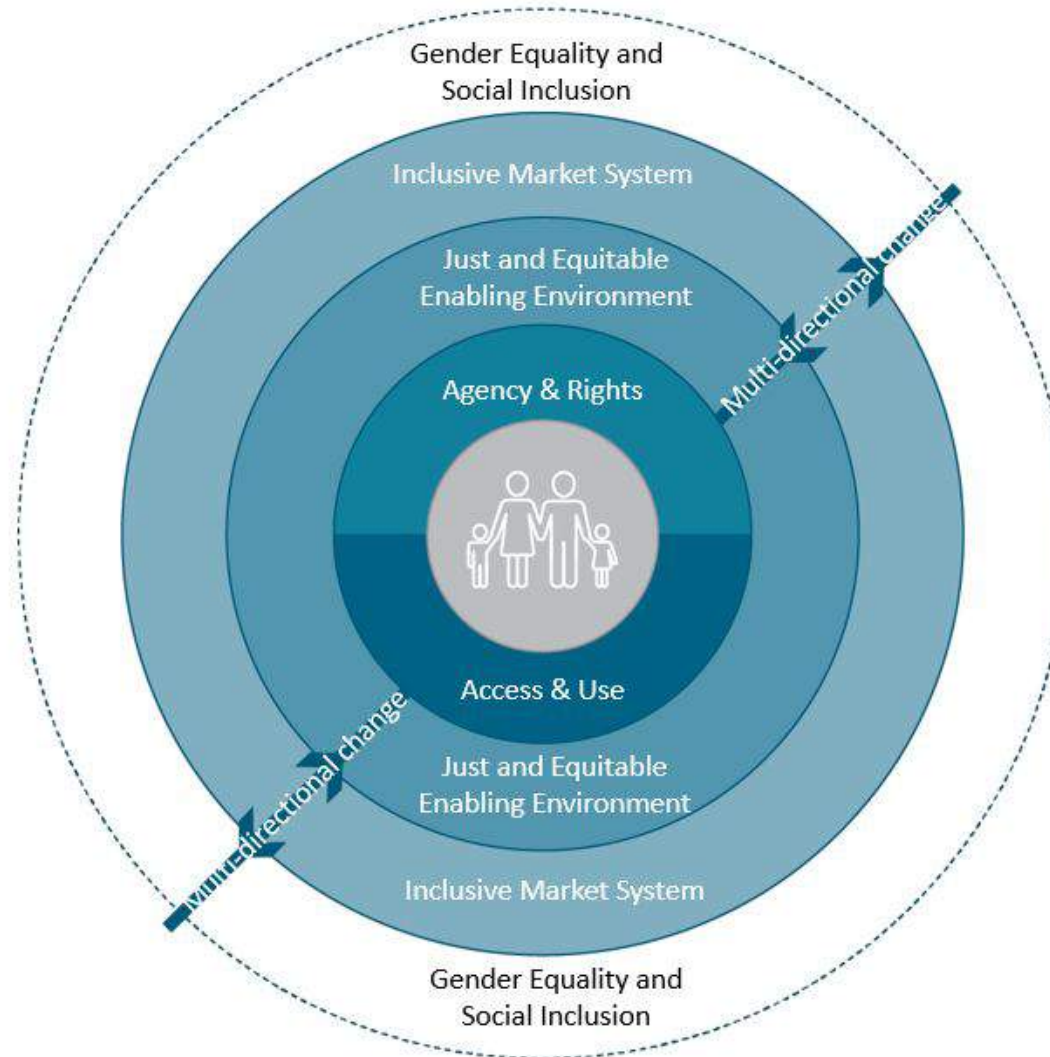
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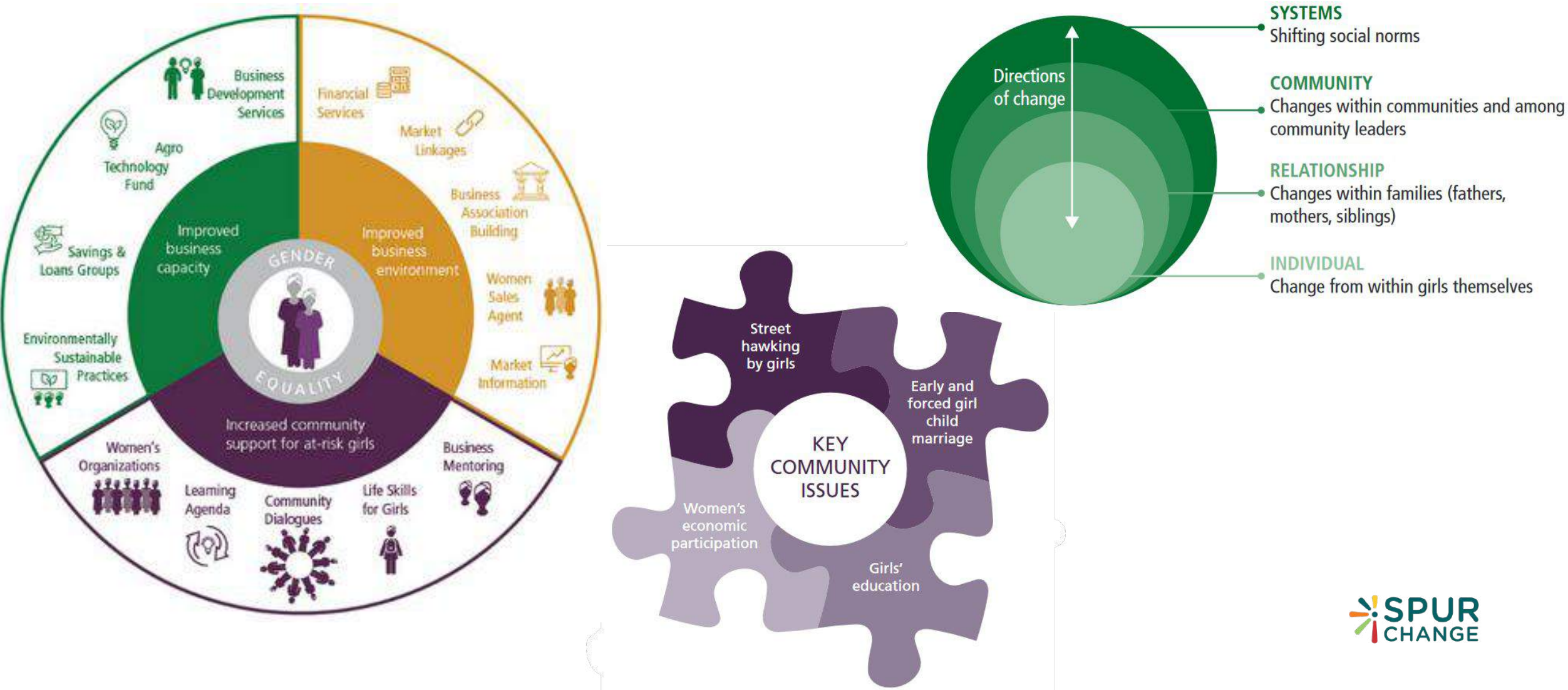
Leveraging the Power of GALs in the Nigeria-WAY Project

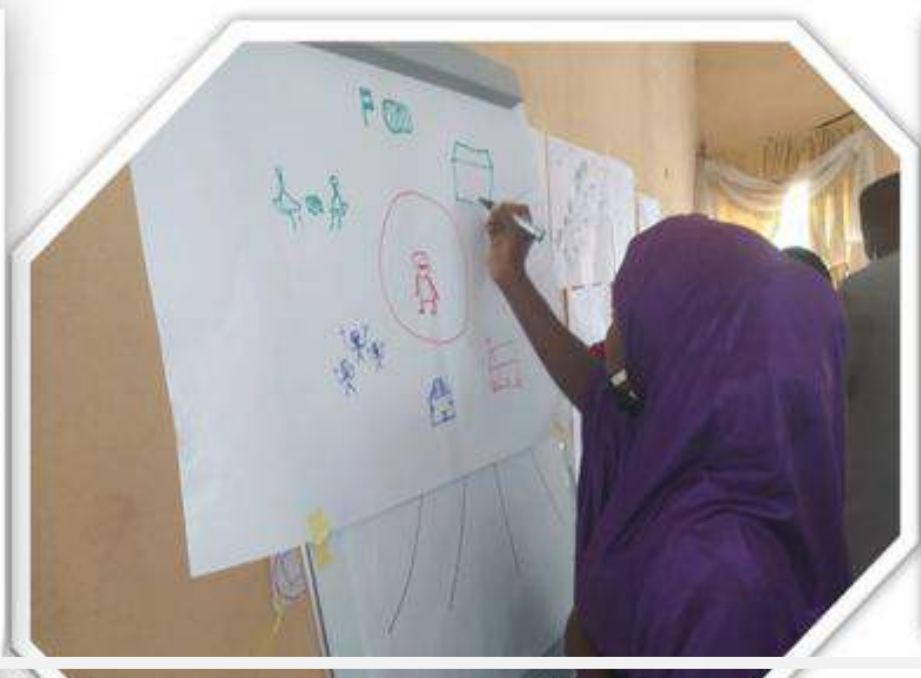
Gender Equality & Social Inclusion Framework

*Intended to
measure
GESI-related
behaviour and
systems change
against the
domains of the
framework*

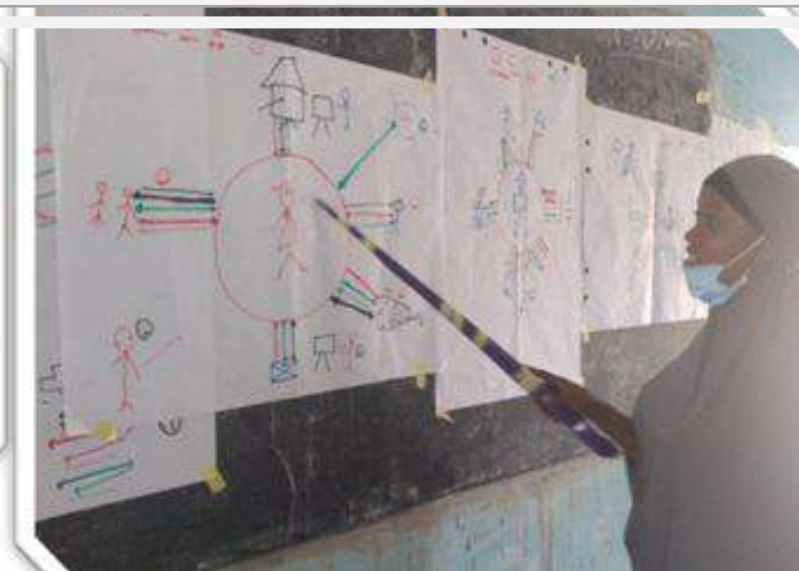
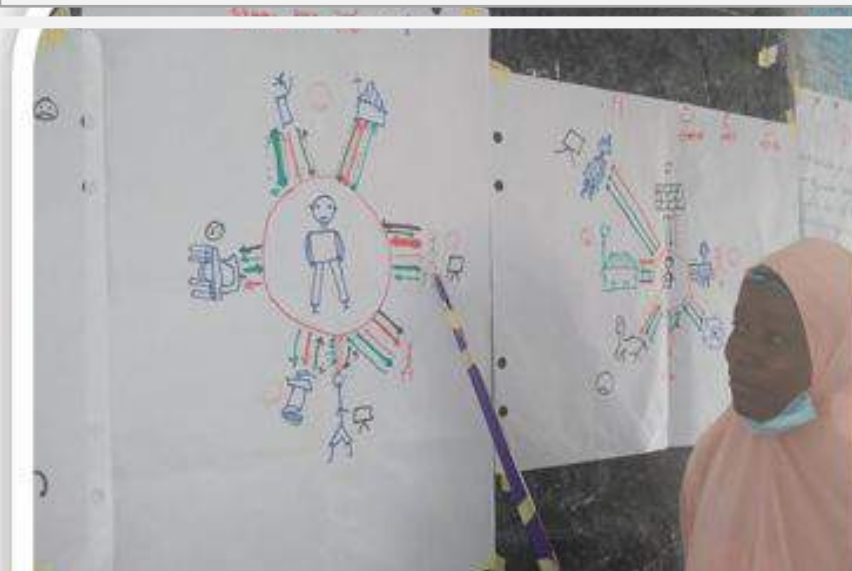


The Nigeria Women and Youth (WAY) Project





What is the Gender Action Learning System?

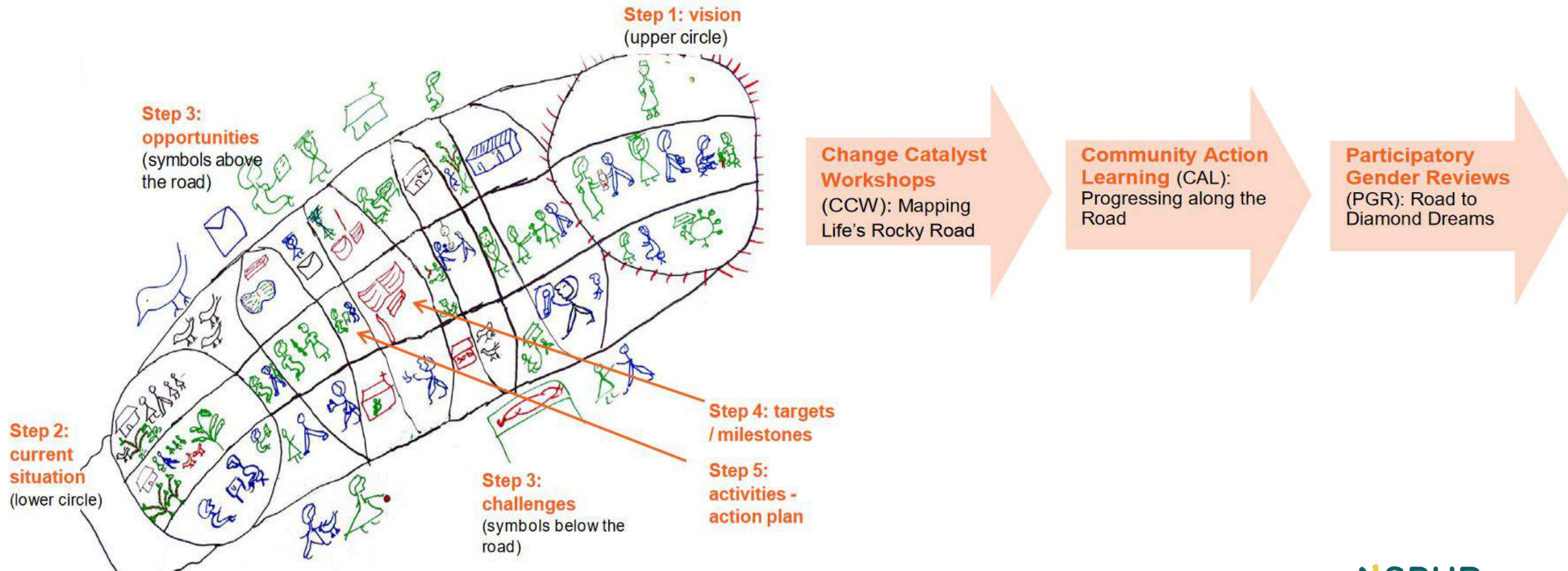




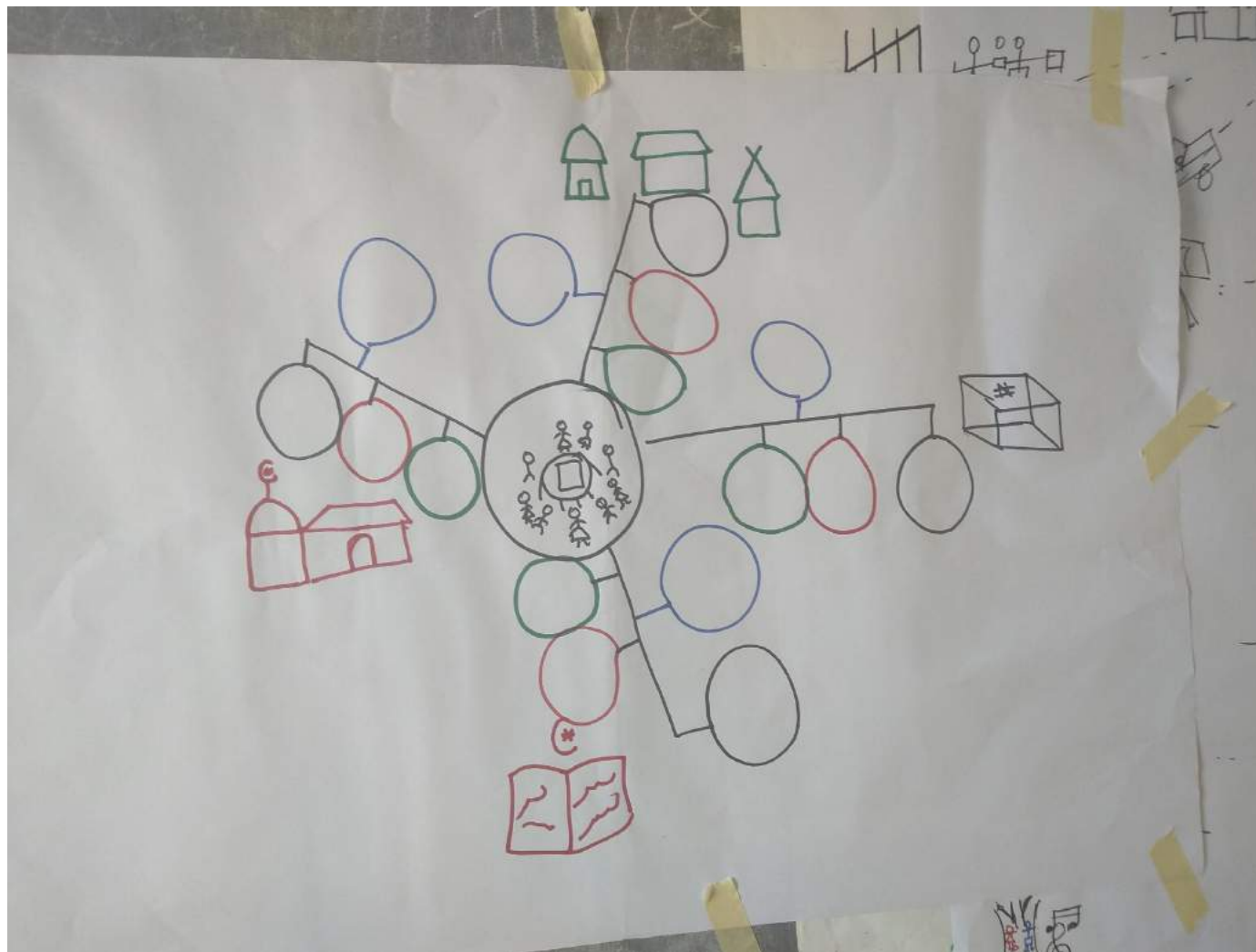
How is GALS a Feminist MEAL Approach?



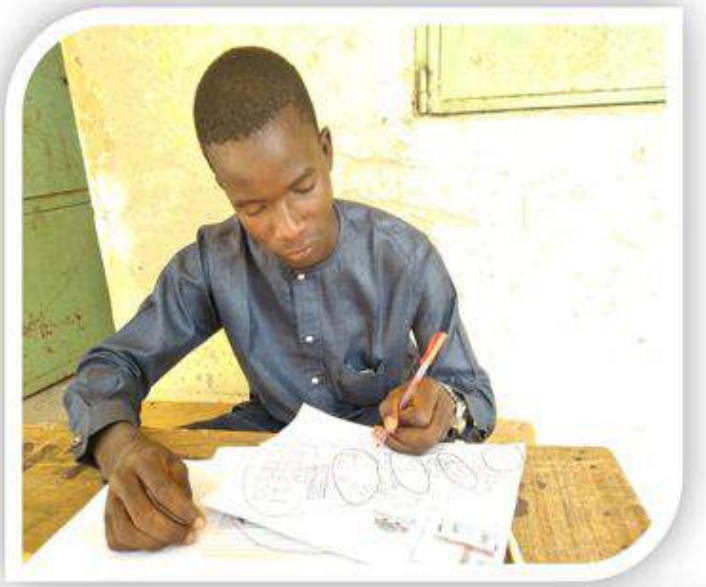
GALS Tools and Phases



Sample GALS Monitoring Tool



Piloting GALS in WAY



- Phase 1 initial ToT December 2019
- Local partners, gender resource persons, community members (women and men)
- SLG network used to identify community champions (peer trainers)
- Phase 2 “step down” training July 2020 (from champions to broader community)

A woman wearing a blue patterned top and a yellow headwrap with a blue pattern is looking at a whiteboard. The whiteboard displays a gender balance tree diagram with various icons representing different aspects of community life. In the background, a man in a light-colored shirt is partially visible.

GALS Community Champions' Progress

- Alti and husband demonstrating their gender balance tree, Alti has trained 14 women, they hope to act as a model for other couples
- Engagement of religious leaders to generate support for GALS
- 10 champions shared benefits with IFAD delegation



Thank you ! Merci !



Andres Gouldsbrough: Plan Canada

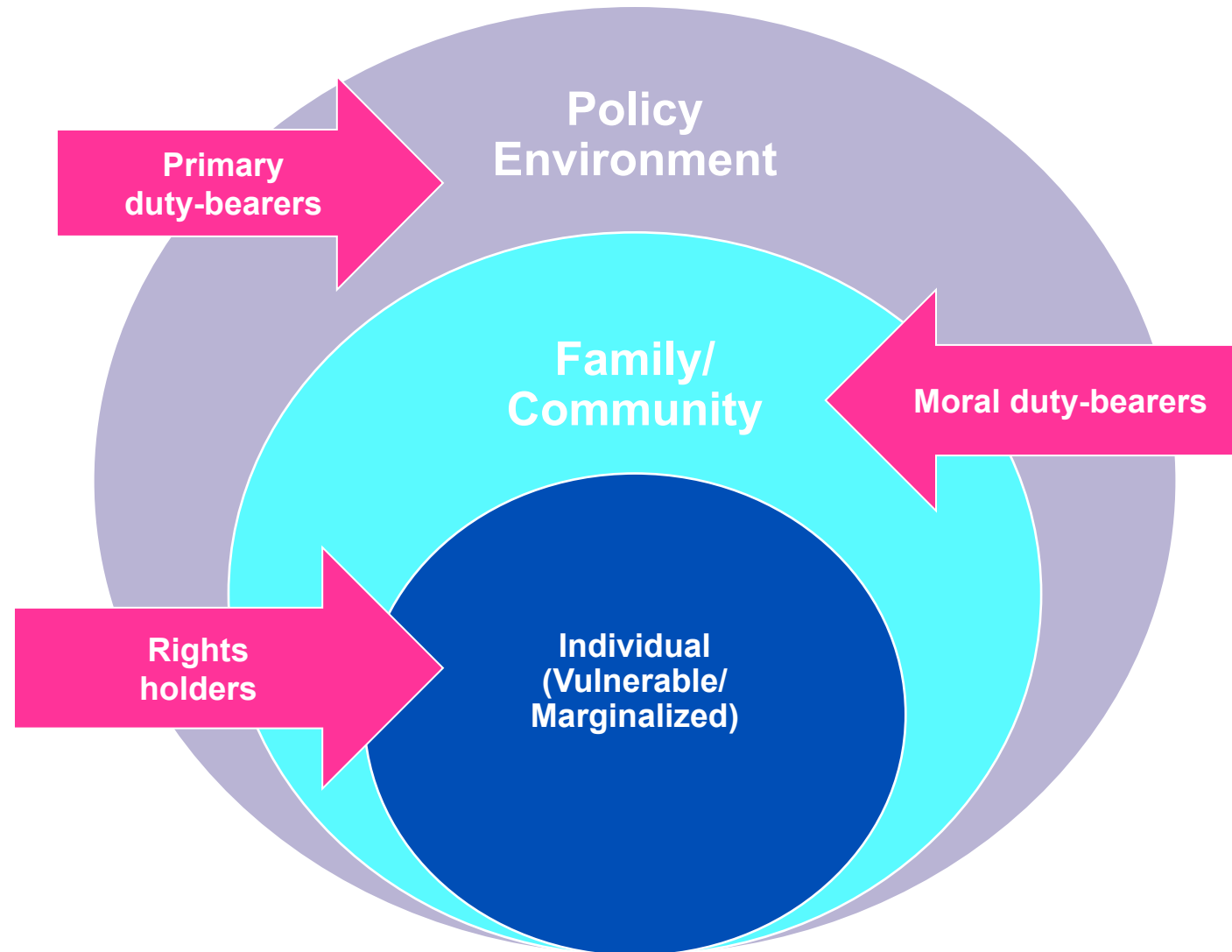


Women and Girls Empowerment Index (WGEI)



Gender Transformative Programming

Explicit intention
to **transform**
unequal gender
power relations.
The focus goes
beyond
improving the
condition of
women and girls
to **improve their**
social position.



Gender Transformative Programming

The root causes of inequality are addressed head on:

Roles and
responsibilities

Access and
control over
resources

Duty-bearers
(principle
and moral)

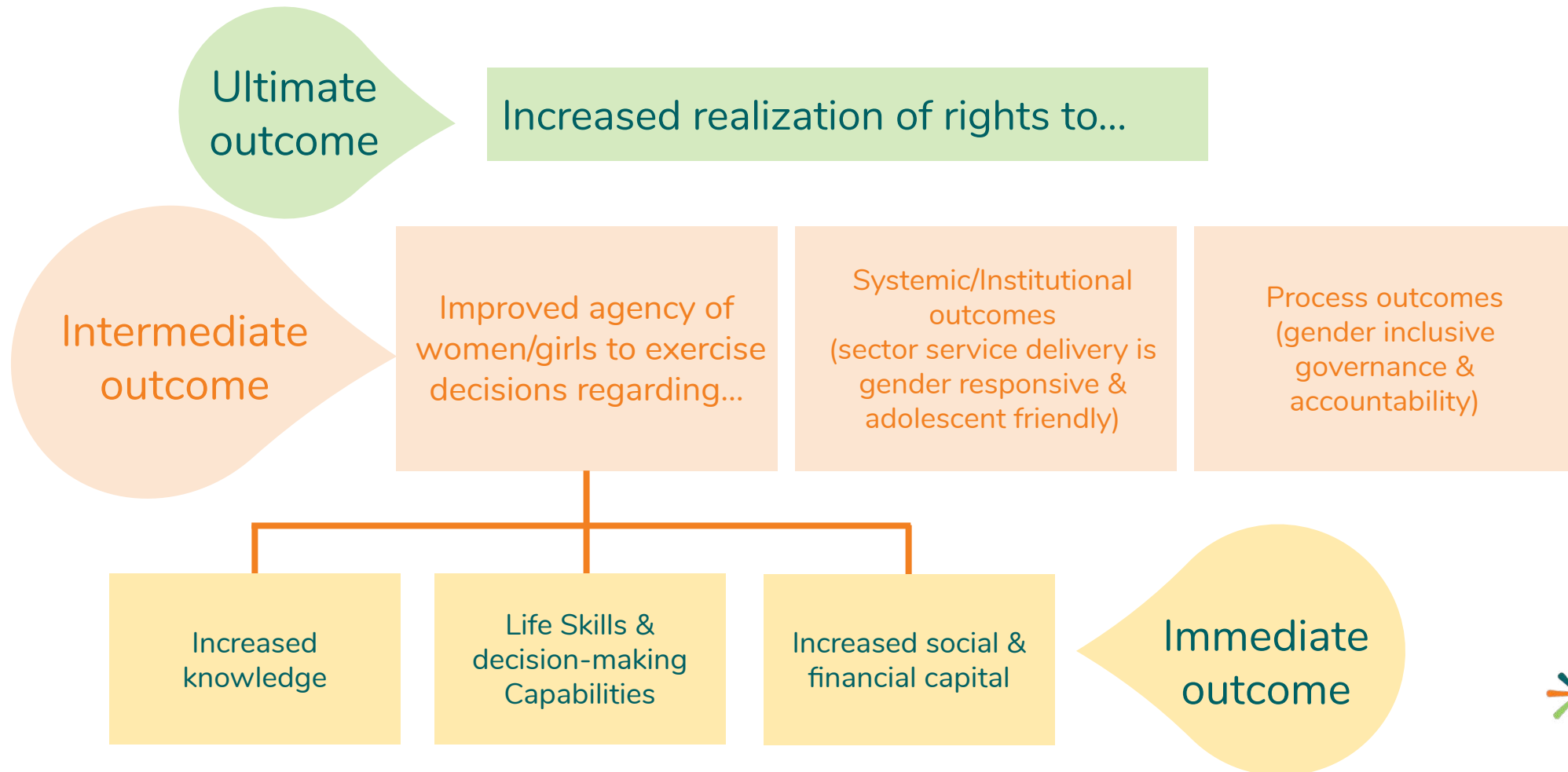
Participation
and decision
making

Gender
norms,
values and
practices

For longer term programming including in protracted emergencies and Global Fund

How We Roll Out Transformative Change

Our standard logic model in specific thematic areas



Measuring Transformative Outcomes

Why an Index?



WGEI

Women & Girls
Empowerment Index

- GT programming is multifaceted and integrated
- GT programming expects changes in the root causes of gender inequality, some of which are difficult to capture accurately
- Need to go beyond proxy indicators
- Require systematic and standardized measurement

Measuring Transformative Outcomes

How does it work?

- Organized by gender domains, sub-domains and variables
- It is an **Index**: Results at each level are aggregated into a single score through a scoring and weighting system
- It is a **Framework**: Domains and sub-domains also have associated indicators which can be used as stand alone or in clusters
- Indicators are generic but some can be customized by sector
- The framework is women/girl centric

Empowerment of women and girls across 5 domains

- Access to and control over resources
- Gender Roles and Responsibilities
- Participation and Decision-making
- Norms and attitudes
- Duty Bearers

Women & Girls Empowerment Index

- Average Score of the Women and Girls Empowerment Index
- Percentage of women and girls that are empowered as measured by the Women and Girls Empowerment Index





Gender Roles and Responsibilities

Percentage of women/girls experiencing equitable assignment and distribution of roles and responsibilities



Time poverty and burden of work

Average time women/girls spend in unpaid work (productive, reproductive and community)

Time spent on household care activities/domestic chores each day

Time spent each day on productive work (by paid and unpaid work)

Time spent in discretionary activities each day

Attitudes and Perception regarding gender roles and responsibilities

Percentage of women/girls with equitable attitude and perceptions regarding gender roles and responsibilities

Percentage of men/boys with equitable attitude and perceptions regarding gender roles and responsibilities

Attitudes and perceptions of roles and responsibilities of men/boys

Attitudes and perceptions of domestic roles and responsibilities of men/boys

Attitudes and perceptions of paid and unpaid productive work of women/girls

Attitudes and perceptions of domestic roles and responsibilities of women/girls

Attitudes and perceptions of community level roles and responsibilities of women /girls



Access and Control

Percentage of women/girls with adequate access and control over resources (by thematic area)



Access

Percentage of women/girls with adequate access to resources and services (by thematic area)

Access to cash/income/credit/social protection services

Access to technology and productive assets

Access and utilization of public services (health, education, business, protection)

Access to skills training/decent employment

Access to transportation/mobility options

Access to information

Access to basic needs (nutrition, sleep, clothing)

Control

Percentage of women/girls with adequate control over resources (by thematic area)

Control of cash/income/credit/social protection services

Control of technology and productive assets

Control of basic needs (nutrition, sleep, clothing)



Participation and Decision Making

Percentage of women/girls who participate in and make decisions relevant to their lives



Household Decision Making

Percentage of women/girls with adequate involvement in HH decision making

OR

Level of involvement in HH decision making

Level of involvement in decisions regarding allocation of resources

Level of involvement in decisions regarding marriage, sex negotiation, family planning

Level of involvement in decisions regarding participation in community activities

Level of involvement in decisions regarding utilization of services

Perceptions and attitudes of family members about women's/girls' HH level decision making

Women's/girls' own perceptions about their HH level decision making capacities

Public/Community level participation and decision making

Percentage of women/girls with meaningful community/public engagement (by thematic area)

OR

Level of community/public engagement of women/girls (by thematic area)

Autonomy of women and girls to form and freely meet with social networks, friends, relatives, etc.

Women and/or girls in the ability to attend public/community events and forums

Women and/or girls in the ability to raise voice and be heard

Women and/or girls in the ability to influence decisions in community forums

Presence of women in leadership/decision-making positions in community forums

Perceptions and attitudes of community members about women's/girls' public participation

Women's/girls' own perceptions about their participation in public and community forums

Social Norms

Degree/extent to which women/girls are perceived as equal to men/boys

Knowledge and recognition of women's and girls' rights (GBV, SRHR, CEFM, other)

Perceptions of men and boys regarding the value of women/girls relative to men/boys

Perceptions of men and boys around abilities and capacities of women/girls relative to men/boys

Perceptions of women and girls regarding the value of women/girls relative to men/boys

Perceptions of women and girls around abilities and capacities of women/girls relative to men/boys

Duty-bearers and Institutions

Level of gender responsiveness of primary duty-bearers and institutions (by thematic area)

Change in the way decisions are made (i.e. use of sex-disaggregated data, gender analysis, participation of women and girls)

Change in the way services are organized and delivered (i.e. removal of barriers for access such as consent, timing etc.)

Change in the way services are monitored and evaluated

Change in the way institutions are governed/managed

Changes in policy and guidelines

How the WGEI Framework works:

Ultimate Outcome

1000 Contribute to the reduction of child early forced marriage and poor sexual reproductive health outcomes for adolescent girls and boys in the targeted regions in Amhara and SNNPR

1000a. % of adolescent girls under the age of 18 years who are married or in a union (disaggregated by age group)

1000b. Adolescent birth rate, per 1,000 adolescent girls (disaggregated by age group)

1000c. Average Score of the Women and Girls Empowerment Index (WGEI)

Intermediate Outcomes

1100 Increased agency of adolescents, especially girls, to utilize SRH services and delay marriage (CEFM)

1100a. Percentage of adolescent girls and boys with adequate decision making regarding marriage and their own SRH (disaggregated by sex and age group)

1100b. Percentage of adolescent girls and boys with adequate access to SRHR resources and services (disaggregated by sex)

1100c. Percentage of adolescent girls who decided to use family planning, alone or jointly with their husbands/partners

1200 Improved gender-responsive, adolescent friendly SRHR and child protection services, particularly CEFM, delivered by local government, safe spaces, schools and community health facilities

1200a. Average level of satisfaction of adolescent girls and boys with the quality and responsiveness of SRH services provided by targeted health facilities (disaggregated by sex)

1200b. Average level of gender responsiveness and adolescent friendliness of SRHR services in targeted health facilities

1200c. Percentage of targeted health facilities with at least 3 modern methods of contraception available on the day of the assessment

1200d. Average level of coordination and functionality rating of formal and informal child protection services in targeted Kebeles

1300 Enhanced institutional responsiveness to the SRHR and Protection needs of adolescent girls and boys

1300a. Percentage of actions and initiatives promoting ASRHR and CEFM reduction included in Woreda annual Operational Plans

1300b. Percentage of the budget of Woreda annual Operational Plans allocated to the promotion of ASRHR and the reduction of CEFM

Women & Girls Empowerment Index



1. Demonstrate Progress through baseline, midline and endline measurements
2. Demonstrate impact if coupled with a comparison group
3. Aggregation of results, show the bigger picture
4. Understand causality, with sector outcomes and domains and sub-domains

Challenges and Lessons Identified



- Understanding and deconstructing composite indicators
- Adequately Capturing Domains
- Length of Survey
- Calculations
- Measurement Timelines
- Scoring and Weighting

Thank you ! Merci !



Q&A

Breakout Rooms



Deborah Simpson
Manager, Program Impact
Oxfam Canada

Breakout room 2
EN



Calais Caswell
Technical Specialist- Gender
Equality & Social Inclusion
MEDA

Breakout room 1
EN/FR



Andres Gouldsborough
Senior Monitoring and
Evaluation Advisor
Plan Canada

Breakout room 3
EN

Report Back

- One rapporteur per group to share 2 takeaways

Thanks everyone !

- Recording will be available
- Outcome document to follow to registered attendees of the webinar- if you would like to have your contact details shared, please add your e-mail to the document



PRESENTS

GENDER LEARNING SERIES

**Session 2: Testing Innovative
Solutions with a Gender Lens**

October 14th