Common Monitoring and Evaluation Framework for the UN Girls’ Education Initiative (UNGEI)

What is UNGEI?

The United Nations Girls’ Education Initiative (UNGEI) was launched by the UN Secretary-General at the World Education Forum in Dakar in 2000, in a bid to narrow the global education gap between girls and boys. The Initiative has since been working as the Education for All (EFA)1 flagship for girls’ education, guided by the following vision: “A world where all girls and boys are empowered through quality education to realize their full potential and contribute to transforming societies where gender equality becomes a reality.” (UNGEI)2

Why this Monitoring & Evaluation Framework?

The aim of developing this framework is to support the implementation of UNGEI’s girls’ education and gender equality policy priorities. More specifically, such a framework is expected to help UNGEI partners assess UNGEI’s progress and investments in gender equality and girls’ education and provide recommendations for a range of related policy and programming. It is designed as a self-assessment tool UNGEI partners can use to either conduct their own assessments or as a framework to be applied by external evaluation teams contracted at the national, regional or global levels. The idea is to provide UNGEI partners with a coherent and consistent means of determining the results of their advocacy initiatives and of the partnership itself so that they can use the results of this assessment to provide timely and strategic information that may influence future policy and programming, particularly.

Recognizing that the UNGEI network is highly diverse both in terms of the nature of its partnership and with regard to the resources available to conduct an evaluation, the Framework has been set up to provide a range of assessment options. These include:

1. A common Monitoring and Evaluation framework outlining the priority areas and results to be assessed (page 2)
2. A tool outlining related results and sample indicators for each result that UNGEI partners can use and adapt to fit their own context (page 3).

1 EFA is a global commitment initiated in 1990 to provide quality basic education by 2015 for all children, youth and adults, with six key education goals identified: 1) Expand early childhood care and education; 2) Provide free and compulsory primary education for all; 3) Promote learning and life skills for young people and adults; 4) Increase adult literacy by 50 per cent; 5) Achieve gender parity by 2005, gender equality by 2015; and 6) Improve the quality of education
2 http://www.ungei.org/whatisungei/index_211.html
# UNGEI Common Performance Measurement Framework

## A. Operational Results

### A.1 Inputs
- Development of clear ToRs for the UNGEI partnership/network
- UNGEI Secretariat locates and inventories good practices in advocacy materials, communication, etc.
- Curriculums developed and trainers of trainers prepared for capacity building efforts
- Development of UNGEI Common Performance Evaluation Framework

### A.2 Processes
- Establishment of UNGEI working groups; appointment of focal points in host institutions
- Lessons learned, good practices, advocacy materials, training tool kits, etc., available & shared with all working groups & focal points
- Relevant training provided for and by UNGEI partners
- Gender & Education sector analytic capacity of UNGEI partners strengthened, especially in baseline research & evaluations

### A.3 Outputs
- Shared leadership and roles by partnership members
- UNGEI partners are addressing weaknesses or expanding strengths based on best practices in the country
- UNGEI partners work plans promote girls’ education at national, regional and global levels
- Reliable and timely data available from UNGEI partner-initiated research and evaluations

### A.4 Outcomes
- Clarity of shared purpose and vision among UNGEI partners
- UNGEI partnership functions effectively
- UNGEI partnership functions efficiently

### A.5 Impacts
- UNGEI partnership and advocacy initiatives positively influence girls’ education & related development results at the country, regional and global levels

## B. Developmental Results

### B.1 Inputs
- Best practices identified
- Technical support mobilized
- Funding for start-up activities authorized

### B.2 Processes
- National plan capacity building programmes
- Accountability frameworks
- Gender Analysis in education frameworks
- Integration of girls’ education issues in education policy dialogue
- Promotion of a multi-sectoral approach to girls’ education

### B.3 Outputs
- Gender objectives reflected clearly in education policies, action plans, & supporting processes
- International efforts & national plans aligned
- Resource allocation for girls’ education advocacy & programme initiatives meet needs for scaling up programming & strengthening girls’ participation & access
- Reliable & timely data available from country level education information systems

### B.4 Outcomes
- Improved service coverage for girls in the education sector
- Improved gender responsiveness and sensitivity of the education system
- Sustainability of education financing to support increased and improved girls’ education

### B.5 Impacts
- Improved completion by girls at primary level
- Improved enrolment and attendance by girls at Junior Secondary and Secondary levels
- Reduced gender inequality within education sector
- Increased participation in school life and access to academic opportunities by girls

## 3.0 Monitoring and Evaluation Actions needed for each step of results chain

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<tr>
<th>Process monitoring</th>
<th>Implementation monitoring</th>
<th>Education system monitoring</th>
<th>Coverage monitoring</th>
<th>Impact Monitoring</th>
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<td>Resource tracking</td>
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Utilize country education information management systems

SAMPLE UNGEI EVALUATION TOOL

OPERATIONAL GOAL: The UNGEI partnership mechanism is strengthened to contribute to the achievement of gender-related EFA and MDG goals at national, regional, and global levels.

Operational Results: The UNGEI partnership functions effectively, efficiently and according to good practice of successful partnerships in order to achieve developmental results.

RESULT 1.1: UNGEI structures and processes contribute to effective advocacy and programming to support girls’ education. (Effectiveness and efficiency)

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| Existence of functional working groups/Focal Points that facilitate sharing of lessons, good practices, advocacy materials, training tool kits, etc. | • How often do groups meet? What kinds of communication do they use (in person, email, etc.)?  
• Do clear action plans exist related to gender equality and education? Are they being implemented?  
• What kind of influence has the group had outside its partners? | • Working group minutes, personal interviews, reviewing available communications products. |
| Existence of routine monitoring mechanisms (at sub-national and national levels) with agreed key performance indicators and targets. | • Are there performance monitoring systems in place related to targets in gender education? If so, what’s the quality like?  
• Are the targets and indicators clear in scope and clarity? Are the targets ambitious but possible? Are the indicators both quantitative and qualitative? Is measurement feasible?  
• Is there a system in place to conduct on-going monitoring of education system performance related to increasing gender equality in education? At what levels?  
• Is there consistent use of agreed upon measures- standards, indicators, statistical classifications, etc? | • Education plans and strategies, program and project documents, monitoring plans and reports, FTI Indicative Framework and UNGEI materials. |

RESULT 1.2: UNGEI partners are able to contribute to the Network on an equal footing and have collegial, as opposed to hierarchal relationships. (Effectiveness and Efficiency)

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| Sharing of various roles by partners and extent of their contribution to UNGEI pool of resources. | • How do UNGEI partners contribute to and gain from the network?  
• Are leadership roles distributed fairly evenly among and between members? | • Working group minutes, UNGEI resources. |
| Existence of clear Terms of Reference governing partnerships at all levels | • Are UNGEI groups (regardless of level) guided by a clear mission statement and consistent TORs? | • Reviewing TORs, interviewing partners. |
### Result 1.3: Development and implementation of an effective UNGEI global, regional and national communication and advocacy strategy/ies. (Effectiveness)

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<td>Extent of UNGEI partner involvement in development of global and regional communication and advocacy strategy</td>
<td>• Is UNGEI involving its partners in the development of global, regional and national communication and advocacy strategy/ies?</td>
<td>• UNGEI documents, interviews with partners.</td>
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<td>UNGEI partners receive timely and adequate information through the partnership</td>
<td>• Do UNGEI partners feel they receive timely and useful information through the partnership?</td>
<td>• UNGEI documents, interviews with partners.</td>
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### Result 1.4: Capacity in gender analysis is strengthened among UNGEI partners. (Effectiveness)

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<td>Number of UNGEI Focal Points and partners able to perform sound gender analyses specific to their contexts.</td>
<td>Do focal points…. • Use a recognised gender analysis framework? Assess both qualitative and quantitative gender issues? Consider gender related risks? Include relevant sex-disaggregated data? • Include clear and costed recommendations based findings for actions to address the gender inequalities identified?</td>
<td>• Documents the focal point has fed into, interviews with focal point on methodology.</td>
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### Result 1.5: Effective peer learning/sharing of best practices exists between countries and regions. (Effectiveness)

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<td>UNGEI partners, particularly government ministries and civil society organizations develop and disseminate information about new approaches and tools for integrating gender equality into national level processes to each other.</td>
<td>• Are UNGEI partners developing resource materials related to increasing gender equality in education? Are they sharing them with other partners? • What resources have UNGEI partners developed or used frequently? How did they come across them? • What mechanisms exist for sharing at the sub-national, national, regional and global levels?</td>
<td>• UNGEI partner newsletters, reports, publications, tools, resources, etc. • Interviews with partners.</td>
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**Result 1.6:** Careful alignment of initiative activities with other reform initiatives and activities (systems thinking) and of linkages among the diverse partner activities is established. (Efficiency)

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| Realistic parameters of what UNGEI can and cannot do | • Is the role of the UNGEI Global, Regional and Country Secretariat clear?  
• Do UNGEI workplans at the national, regional and global level complement each other and align with international initiatives?  
• Are partners aware of the major actors and policy/program alternatives pertinent to gender equality in education issues? | • Soliciting information and feedback from UNGEI Secretariat Staff and a cross section of partners. |
| Clear parameters of work programs between individual partners and collective partnership. | • Do UNGEI generated workplans clearly differentiate between the work being done by individual partners as a part of their institutional mandate and the actions agreed upon by the collective partnership?  
• Is there any duplication of effort between the work done by individual UNGEI partners and that done by the collective partnership at the national, regional or global level? | • Workplans. |

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**Result 1.7:** UNGEI partnership is recognized as authority and resource on girls’ education initiatives, tools and approaches.

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<td>Frequency of use/citation of UNGEI resources and publications</td>
<td>• How often do key documents in the education sector cite UNGEI resources of publications?</td>
<td>• National education policies, plans and programme documents.</td>
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DEVELOPMENT GOAL: To improve the quality and availability of girls’ education in support of the gender-related EFA goals and MDGs – of eliminating the gender gap in primary and secondary education originally set for 2005, and ensuring that by 2015, all children, girls and boys alike, will be able to complete a full course of primary schooling and have access to all levels of education.

Developmental Results: The UNGEI partnership and advocacy initiatives positively influence educational and related development results at country, regional and global levels

| Result 2.1: Educational policies, action plans, programs and supporting processes at country, regional and global levels clearly reflect the gender objectives in MDG and EFA goals. |
|---|---|---|
| Indicator | Tips | Sources |
| Explicit gender strategies in education are integrated in educational policies, action plans, and programs at the country level. | • Do explicit and detailed educational gender strategies exist in national education policies, action plans and programs?  
• Are commitments to gender equality in education reflected in associated budget allocations? If funding is allocated, is it sufficient?  
• Do the strategies included focus solely on one issue or do they take a more comprehensive approach that target the priority gender inequities in the education system and practice? | • Education policies, strategies and action plans along with other key programme documents. |
| The existence of capacity-building and institutional development plans to address gender inequality, build capacity for ongoing gender analysis, gender mainstreaming, and gender-sensitive monitoring and evaluation. | • Do institutional needs assessments address gender equality issues plus related staff skills and institutional processes?  
• How comprehensive are staff trainings related to gender equality issues? Have follow-up processes have been put in place to ensure that staff are both able to and are applying what they have learned in their day to day work? | • Institutional needs assessment reports, staff training plans and institutional development.  
• Interviews, informal networks, etc. |
| The quality of gender analysis in education sector plans. | • Is gender analysis included in education sector plans? Have gender-related risks been considered? Are both quantitative and qualitative gender issues assessed? Is relevant sex-disaggregated data that can be used to facilitate the monitoring and evaluation process used?  
• Does the education sector plan act on the key issues of concern identified in the analysis with activities and budget? | • National education sector plans and by interviewing Ministry of Education planning staff. |
Extent of gender considerations in resource allocation within sectoral and national planning and budgeting processes, including funding specifically earmarked for the achievement of girls’ education.

- What kind of funding has been allocated to promote gender equality in the education sector?
- Are there earmarked funds to support the promotion of gender equality in education? What proportion of the budget do these funds represent? Are they sufficient to implement the planned activities?
- Are the types of funding allocated only for one-time only projects, and/or annual inputs for gender equality activities?

Promotion of a multi-sectoral approach to girls’ education within national plans, PRSPs and gender strategies, and work with other groups involved in gender and/or education issues.

- Is there evidence that the different actors adopt a multi-sectoral approach to girls’ education within national plans, PRSPs and gender strategies and in their work with other groups involved in gender and/or education issues? (i.e. more than just the Ministry of Education is represented and all forms of education are included?)

Implementation of international legal instruments such as the CRC and CEDAW to monitor progress on girls’ participation in education

- Which different international legal instruments such as the CRC and CEDAW are being used to monitor progress on girls’ participation in education?

**Result 2.2:** Increased availability of relevant gender equality in education materials for advocacy and teaching/learning accessible at country, regional, and global levels.

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| Availability of relevant gender equality in education advocacy/teaching and learning materials produced by UNGEI partners. | - What types of gender equality materials in education are available to the personnel responsible for implementing gender equality initiatives at the sub-national, national, regional and/or global levels (i.e., to Ministry of Education personnel, teachers, etc.)
- How accessible this material is (e.g. only by internet, in hardcopy, if it is free or at low cost, etc.) | - Relevant website usage statistics.
- Interviews with teachers, Ministry of Education personnel, etc. |
| UNGEI partner agency representation in local/national/ regional/ global education policy dialogue (e.g. SWAPs, national budget processes, etc.). | - Are UNGEI partners participating in the key strategic policy dialogues for promoting girls’ education? Which partners? What is their level of participation? | - Education policy dialogue meetings and reports. |
### Result 2.3: Increased profile of and long term commitment made to the promotion of girls’ education at the country, regional and global levels.

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| Profile and nature of commitment to promotion of girls’ education among development partners. | - How visible are gender equality issues in education at the national, regional or global level? What priority are they given?  
- Is the commitment being made to gender equality in education by the key stakeholders of a short term or long term nature? | PRSPs national education plans, policies, and related programme documents |

### Result 2.4: UNGEI is more fully integrated with EFA and other related frameworks.

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| UNGEI partners provide support for the assessment of country readiness to address gender inequality as part of the EFA framework | - Do UNGEI partners provide financial/technical support?  
- How well has UNGEI integrated EFA goals or aligned with initiatives like the Fast Track Initiative? | Survey UNGEI partners at the national levels. |

### Result 2.5: Creation of enabling physical environment that facilitates girls’ education.

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<td>Promotion of facilities and policy and programme initiatives that will increase girls’ access to education at the sub-national and national level</td>
<td>- Do UNGEI partners promote the construction of facilities and the development of policy and programme initiatives that will increase girls’ access to education at the sub-national and national levels?</td>
<td>Survey UNGEI partners at the national and sub-national levels.</td>
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