

3.2 Gender in theory of change and M&E frameworks

| | |
|--------------------------------------|---|
| <p>INEE Minimum Standards</p> | <p>Domain 1: Foundational standards – Coordination</p> <p><i>Standard 1: Coordination</i> Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.</p> <p>Domain 1: Foundational standards – Analysis</p> <p><i>Standard 1: Assessment</i> Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.</p> <p><i>Standard 2: Response strategies</i> Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.</p> <p><i>Standard 3: Monitoring</i> Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.</p> <p><i>Standard 4: Evaluation</i> Systematic and impartial evaluations improve education response activities and enhance accountability.</p> |
| <p>Primary users</p> | <p>Global, regional, national, sub-national levels</p> <ul style="list-style-type: none"> • EiE managers; • M&E advisors, specialists, officers, and analysts. |
| <p>Collaborators</p> | <p>Other advisors, specialists, officers, and analysts.</p> |
| <p>Purpose of tool</p> | <p>To identify components of and key considerations for developing a gender-responsive theory of change² and M&E framework³ for an EiE initiative.</p> |

² An EiE programme's theory of change is a hypothesis showing how and why change is expected to happen. A theory of change shows how outcomes lead to the achievement of the desired goals.

³ The terminology for M&E frameworks, planning hierarchy, and hierarchy of indicators varies across institutions. This tool supports EiE M&E frameworks to be gender-responsive, regardless of the exact structure and terms used in a particular framework. For example, Education Cannot Wait refers to a results framework while the Global Education Cluster uses a response framework. Indicators are part of an M&E framework. See [Section 6.3](#) for information about defining gender-responsive indicators.

Introduction

The theory of change (ToC) and M&E framework for an EiE initiative should be gender-responsive to ensure the initiative reflects, monitors, and reports on anticipated changes in gender across results areas and the results chain hierarchy.

Key information

When designing and reviewing an EiE programme's ToC and M&E framework,³ the programme managers must:

- ensure all results areas and the results chain hierarchy across the ToC and M&E framework consistently show expected changes for girls, boys, women, and men. An example of one objective that seeks to show expected changes for girls and boys is: "Increase the enrolment rate of girls and boys";⁴

and/or

- include a gender-specific results area.



Essential resources

[UNICEF South Asia \(2018\) Gender Toolkit. Integrating gender in programming for every child in South Asia, p.60, provides an example of a gender-specific results chain for a results area.](#)

Note: Some programmes have gender-responsive ToC and M&E framework components but do not have a gender-specific result area and related components (such as outcomes, outputs, activities) and corresponding indicators. However, EiE programmes that do consistently reflect gender-responsive language across all ToC and M&E framework components and include a gender-specific result area, are more likely to ensure they contribute to gender equity.

[Tables 3.2.2](#) and [3.2.3](#) provide adapted examples of:

- an ECW ToC and results framework results chain;
- an Education Cluster response framework diagram and cluster objectives 1-2.

4 An M&E framework takes the 'big picture' cause and effect logic of the ToC and breaks it down further. Instead of only articulating 'if...then' logic at the goal and outcome level, a results framework specifies the goal, strategies, or outcomes desired, sub-outcomes, and then related outputs per sub-outcome and outcome. Each component (goal, objectives, outcomes, outputs, and sometimes activities) has associated indicators.

5 UNICEF South Asia (2018) [Gender Toolkit. Integrating gender in programming for every child in South Asia](#), p.60.

Actions to take

Table 3.2.1 shows common challenges and oversights, actions, and guiding questions.⁵ It supports EiE programme managers to design and validate gender-responsive EiE ToC and M&E frameworks across all crisis types, for joint or individual initiatives, by government or humanitarian/development actors.

Further reading

- ECW (2019) [Gender Equality Policy's Accountability Framework](#)
- Global Education Cluster (2018) [Guide to Developing Education Cluster Strategies](#)
- Global Education Cluster (2017) [Response Framework Design Tool](#)



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A view of Alfonso Ugarte school, 2020, in San Rafael shipibo community, Ucayali (Perú). Due to COVID-19 related school closures, the risk of delay or school dropout has increased among thousands of children and teenagers, mostly in the rural areas of the country. In the jungle district of Masisea in Ucayali, learners follow the government distance education programmes through a loudspeaker installed at the school.

6 These actions are adapted from the Global Education Cluster's process for designing strategies and the response frameworks. See: Global Education Cluster (2018) [Guide to Developing Education Cluster Strategies](#) and Global Education Cluster (2017) [Response Framework Design Tool](#).

Table 3.2.1: Common challenges with developing gender-responsive ToC and M&E frameworks, and ways to overcome them

Common challenges and oversights

ToC and M&E frameworks are 'gender blind' and/or limited gender-related data (other than minimal sex- and age-disaggregated data) is used on their design due to, but not limited to the following issues:

- evidence gaps;
- lack of a quality gender analysis due to lack of funding, coordination or capacity to conduct such analysis;
- lack of consultation with female and male adolescents, children, caregivers, education personnel, and decision-making stakeholders to contribute to the design, or gender experts or focal points not involved in the design;
- basing ToC and results framework on historical interventions which did not consider gender;
- proposal guidelines imposing space/word count restrictions.

EiE ToC and RF gender-responsive actions

- Ensure data sets used to inform the ToC and M&E framework consider existing evidence (such as sex- and age-disaggregated data) as a minimum within the design and articulation of the ToC 'if...then' logic and the M&E framework components.
- Ensure there are resources available (human and financial) to conduct a quality gender analysis.
- Ensure data sets used to inform the ToC and M&E framework include a quality, well-resourced gender analysis to differentiate the evidence-based needs of girls, boys, women, and men in the context.

Guiding questions to support gender-responsive actions

Did the analysis (e.g., secondary data review, Rapid Joint Education Needs Assessment) used to identify and prioritize results areas and strategies include a gender analysis?

➔ **3: Strategic planning and programme design**

If yes, what gender-related barriers need to be considered when identifying result areas?

If no, analyze existing data in a way that allows you to consider gender.

➔ **2: Needs assessment and analysis**

Remember: Gender analysis should be used when defining results areas included in the ToC and M&E framework.

Common challenges and oversights

Historical gaps in gender-related data will continue if those data sets are never incorporated into ToC and M&E frameworks

EiE ToC and RF gender-responsive actions

- When gender-related data gaps are noted during the design of the ToC and M&E framework, ensure these gaps are documented and addressed in the rationale for the ToC and M&E framework.

 **Note:** Addressing gender-related data gaps through incorporating indicators on missing data should be a priority, particularly in protracted crises.

6: Monitoring and evaluation

If a decision is taken not to address the data gaps in the ToC and M&E framework, this decision should be recorded for future consideration.

Guiding questions to support gender-responsive actions

- What are the gender-related data gaps?
- Could any of the results areas identified include indicators to address this data gap? Why or why not?

Common challenges and oversights

Sector-specific interventions often ‘forget’ to consistently reflect gender-responsiveness and the inclusion of girls, boys, women, and men when the language used in the ToC and M&E framework design and proposal is not sufficiently explicit about gender and inclusion.

EiE ToC and RF gender-responsive actions

Ensure the components of the ToC and M&E framework (i.e., across hierarchy levels such as impact, outcome, and output levels and corresponding indicators) reflect and include gender-responsive language and language that refers consistently to groups of girls, boys, women, and men – even when there is one specific gender result area and related outcomes.

Guiding questions to support gender-responsive actions

When defining each M&E framework component, do the components reflect gender-responsive language? Consider:

- What wording/phrasing is needed to ensure gender-responsiveness across the framework hierarchy, such as impact, outcome, output levels, and their corresponding indicators?
- What wording/phrasing is needed to define a gender-specific result area, where relevant?

→ 6.3: Gender-responsive EiE indicators

- For costed M&E frameworks, such as the Global Education Cluster's Response Framework, consider what needs to be budgeted within existing activities or as a sub-activity in order for gender to be reflected in the EiE interventions.

→ 3.3: Gender-responsive EiE costing, cost tracking, and cost analysis

- If gender-responsiveness is not reflected across M&E framework components, what is the rationale for that?

Examples of questions to consider to promote consistent gender-responsiveness across ToC and M&E framework components:

- When service providers such as teachers are mentioned, are female and male teachers mentioned?
- When targeted children and/or adolescents are mentioned, are both girls and boys referred to instead of 'children' or 'adolescents'?
- When parents/caregivers are mentioned, are female and male parents/caregivers specified?

One way to distinguish females and males across stakeholder type is by using "(m/f)."

See the example ToC: Table 3.2.2 Example 1

→ 6.3: Gender-responsive EiE indicators

Common challenges and oversights

Consistent language is included in proposals, but there is insufficient budget for human or financial resources OR insufficient personnel with the necessary competencies to conduct the activities.

Note: Depending on the type of M&E framework, activities may or may not be included (see Example 2 below). If activities are not included in the M&E framework, detailed operational plans with activities should be aligned with the M&E framework. You should check that all corresponding activities in the operational plans are budgeted.

EiE ToC and RF gender-responsive actions

Ensure that all proposed activities and services responding to the needs of girls, boys, women, and men have corresponding human and financial resources budgeted and available to ensure good quality and reliable implementation.

Examples: When temporary learning spaces, provision of psychosocial support (PSS), teacher training, and/or distribution of teaching and learning materials are mentioned, are these referred to as being gender-responsive?

Conducting a stakeholder survey or workshop will support a transparent validation process for the Theory of Change and M&E Framework, including ensuring these are gender-responsive and that there are adequate and qualified human resources and financial resources for implementation.

Guiding questions to support gender-responsive actions

When conducting a validation survey or workshop that is gender-responsive, consider:

- Have female and male stakeholders, of different age groups and ethnic/minority groups, been invited to take the survey and/or participate in the workshop(s)?
- Have questions been added to the survey (or workshop sessions) which ask stakeholders to identify whether gender barriers/considerations are adequately captured in the ToC or M&E framework components?
- If a workshop will take place, does the agenda include a stand-alone session or have discussion questions been integrated within existing sessions to review how the framework considers gender across objectives and activities?
- If a workshop takes place, has it been designed so as to promote the presence and active participation of women? This may involve, but is not limited to:
 - engaging male and female community leaders in workshop planning and organization;
 - identifying a secure, private, and accessible location for the workshop, through discussion with female colleagues who may face particular safety and security risks;
 - organizing, where relevant, 'affinity groups' (separate groups of males and females) for discussions during the workshop and for collecting feedback on the draft framework.

Note: Refer also to the questions in the previous table row on language and costs, to ensure your validation workshop is gender-responsive.

The M&E framework should be assessed with the IASC Gender with Age Marker (GAM) during the design process (not once the process is complete). Using the GAM's series of critical questions to guide the drafting process will support consistent and coherent reflection of gender-responsiveness throughout the M&E framework and enhance the GAM score.

Additional tools in the EiE-GenKit support:

- harmonizing partners' efforts when joint M&E frameworks are used;

➔ [8.1: Gender in EiE sector coordination and information management](#)

- costing EiE intervention within M&E frameworks in a gender-responsive manner;

➔ [3.3: Gender-responsive EiE costing, cost tracking, and cost analysis](#)

- implementing gender-responsive EiE programming.

➔ [5: Implementation](#)

The two examples below highlight variations of gender-responsive ToCs and components of M&E frameworks for EiE programmes.

- Example 1 ([Table 3.2.2](#)) shows an Education Cannot Wait (ECW) ToC and results framework's results chain.
- Example 2 ([Table 3.2.3](#)) shows an Education Cluster response framework diagram and cluster objectives 1-2.

Example 1

Table 3.2.2: Example 1 – adapted ECW programme ToC and results framework's results chain

Example 1A is gender blind. Example 1B is gender-responsive across all components and has a result area dedicated to gender-transformative change outlined in green.

| Example 1A: Gender-blind EiE ToC and Results Chain | Example 1B: Gender-responsive EiE ToC and Results Chain |
|--|---|
| Theory of change | Theory of change |
| If children affected by crisis have access to an inclusive, secure, and equitable school environment | If girls and boys affected by crisis have access to an inclusive, secure, and gender-responsive equitable school environment |
| If children out of school affected by crises are reintegrated into and/or have access to safe learning, psychosocial support, and/or training initiatives | If girls and boys out of school affected by crises are reintegrated into and/or have access to safe, inclusive, and gender-responsive learning, psychosocial support, and/or training initiatives |
| If learning environment safety and education quality for children affected by crises is improved, | If learning environment safety and education quality for girls and boys affected by crises is improved, |
| And if education system governance in crises is enhanced, | And if education system governance in crises is enhanced to be inclusive and gender-responsive , |
| Then the goal that “all children in crisis-affected communities receive quality education and well-being support in a secure learning environment” will be achieved. | Then the goal that “all girls and boys in crisis-affected communities receive quality education and well-being support in an inclusive, equitable, secure, and gender-responsive learning environment” will be achieved. |
| Results chain | Results chain |
| Impact (objectives and/or long-term goal) The well-being of all children in crisis communities is improved | Impact (objectives and/or long-term goal) The well-being of all girls and boys in crisis communities is improved <i>Note: well-being should be defined in the result language or indicator</i> |
| Outcomes Children within and out of school affected by crises received PSS by qualified teachers | Outcomes Girls and boys within and out of school affected by crises received inclusive and gender-responsive PSS by qualified teachers (m/f) |
| Outputs Teachers and non-formal, community-based education personnel capacity is enhanced to provide PSS services in and out of school | Outputs Teachers (m/f) and non-formal, community-based education personnel (m/f) capacity is enhanced to provide gender-responsive, inclusive PSS services for girls and boys in and out of school <i>Note: consider common constraints to realizing the above output and/or make adaptations.</i> ➔ 5.4: Teacher recruitment and support |

Example 2

These examples are from the Global Education Cluster (2017) [Response Framework Design Tool](#).

Gender-responsive adaptations to two objective examples are shown in **green text**.

Cluster objective 1: Safe, protective, and quality **gender-responsive** learning spaces

This cluster objective focuses on the safe and protective nature of the physical space of the classroom as well as getting school-aged children and youth (**male and female, or m/f**) into those spaces for quality, **gender-responsive** learning.

Note: If gender equity or responsiveness is part of a context's definition of quality, it may not need to be a stand-alone phrase in the objective. Where it is not part of the way quality is defined, it may be important to emphasize.

It lends itself well to supporting inter-sectoral strategic objectives related to: protection and access to basic services.

Note: For further details on adaptations made to objective 1, see:

➔ [5.2: Facilities and services](#)

➔ [5.6: Curricula, teaching and learning materials](#)

Table 3.2.3: Example 2 – cluster response framework objective examples

| Country | Examples of cluster objective 1 |
|--|---|
| Yemen | All crisis-affected girls and boys (3-18) have equitable access to safe, inclusive, and equipped learning spaces |
| South Sudan | Crisis-affected girls and boys (3-18) have access to safe, healing, and inclusive learning spaces |
| Nepal | Girls and boys access early childhood, primary, and secondary education in safe and protective learning spaces |
| Liberia | All school-going children (m/f – need to add age or education system level) have access to safe, sufficient, and appropriate learning spaces inclusive of adequate WASH facilities to safeguard student-health and contribute to improved learning outcomes |
| Suggested outcome indicator(s) | |
| <p>1.1. # of (and/or % of targeted) crisis-affected [children and youth/girls and boys 3-18] with access to repaired and established safe, protective and quality learning spaces with adequate, sex-segregated WASH facilities</p> | |
| <p>1.2. # of (and/or % of targeted) crisis-affected [children and youth/girls and boys 3-18] provided with adequate gender-responsive school supplies</p> | |

| # | Activity |
|---|--|
| | Establishment of gender-responsive temporary classrooms |
| | Suggested output indicators |
| | # of gender-responsive temporary classrooms established Disaggregate by level of school system |
| | # of children (m/f) with access to temporary classrooms with adequate, sex-segregated WASH facilities. Disaggregate by age |
| | Standards and costing: questions to consider |
| | <ul style="list-style-type: none"> • Size of temporary classroom (square metres as well as # of learners per classroom) • Materials to be used/prohibited for walls and roof (tent/tarpaulins, wood, metal, brick, concrete, etc.) • Timeframe and phases (e.g. tents within first XX months then semi-permanent) • Unit costs for various models/materials – ensuring there are two evacuation doors/routes per space and adequate materials for providing seating spaces for girls and boys. • WASH standards (see below – ensure the cost of sex-segregated latrines is considered, such as lighting and locks for the doors.) • Protection standards: fencing, first aid kit, menstrual hygiene management kit, materials needed for a gender-responsive reporting and referral mechanisms, such as reporting box with a lock, etc. |

| # | Activity |
|---|--|
| | Emergency |
| | Suggested output indicators |
| | # of gender-responsive classrooms repaired. Disaggregate by level of the school system |
| | # of children (m/f) with access to repaired classrooms with adequate, sex-segregated WASH facilities |
| | Standards and costing: questions to consider |
| | <ul style="list-style-type: none"> • What constitutes 'emergency rehabilitation': timeframe (e.g., within XX number of days of incident), cost (less than \$500), type of repair, etc. • WASH standards and protection standards: see above. |

| # | Activity |
|---|---|
| | Provision of adequate sex-segregated WASH facilities and menstrual hygiene management supplies |
| | Suggested output indicators |
| | # of latrines (m/f) established |
| | # of handwashing stations established and provided with adequate water |
| | Standards and costing: questions to consider |
| | <ul style="list-style-type: none"> • See above • How many girls/boys per latrine? Type of latrine/materials to be used? Unit costs? • How many litres of water per learner per day for drinking and handwashing? • How many menstrual hygiene management supplies should be procured and distributed at the site level and as part of teaching and learning kits at the individual teacher and learner level (see below) depending on the number of female teachers and learners? |

| # | Activity |
|---|---|
| | Provision of gender-responsive teaching and learning supplies ⁷ |
| | Suggested output indicators |
| | # of gender-responsive learning supply kits distributed |
| | # of learners (m/f) benefitting from distributed learning supply kits. Disaggregate by age |
| | # of teacher kits (m/f) distributed |
| | # of teachers/volunteers (m/f) benefitting from distributed teacher kits. Disaggregate by level of the school system |
| | Standards and costing: questions to consider |
| | <ul style="list-style-type: none"> • Minimum contents/unit costs for learning supply kits per age, ensuring girls and boys receive the same access to learning kit supplies with the exception of menstrual hygiene supplies for female learners only (e.g., carrier bag, backpack, # and size of exercise/notebooks and/or XX pages per learner per school year, ruler, pens/pencils, menstrual hygiene management supplies for older female children and adolescents, gender-neutral toys and play materials for young children.) • Minimum contents/costs for teaching kit (e.g., logbook/notebooks and size/page count, pen, menstrual hygiene management supplies for female teachers, etc.) • NOTE: As learning and teaching supply kits will most likely vary between school levels and what supplies may be procured locally, each type of kit will need its own standards |

⁷ Kit contents for both teaching and learning kits will most likely vary between school levels; therefore, you may want to disaggregate these into multiple indicators (e.g., early childhood/pre-primary, primary, junior secondary, senior secondary) and ensure gender considerations are reflected in kit contents per age.

Cluster objective 2: Gender-responsive lifesaving messages and psychosocial support

This cluster objective focuses on reducing life-threatening and psychosocial risks to children and youth (male/female or m/f) through the lifesaving gender-responsive messaging, psychosocial support, and referral mechanisms that can take place within the learning environment through appropriately trained education personnel (male/female or m/f) and parents/caregivers (m/f).

It lends itself well to supporting inter-sectoral strategic objectives related to lifesaving, protection, and resilience.

Note: For further details on adaptations made to objective 2, see:

➔ 5.3: Protection and well-being

| Country | Examples of cluster objective 1 |
|--|---|
| Yemen | Risks to all crisis-affected girls and boys (3-18) are reduced through the improved ability to cope with negative psychosocial effects and to limit the physical danger presented by conflict |
| South Sudan | Risks to crisis-affected girls and boys (3-18) are reduced |
| Nepal | Through quality, gender-responsive age-appropriate learning, girls and boys from pre-primary to tertiary levels acquire gender-responsive psychosocial, lifesaving, and disaster preparedness skills to restore well-being and build the resilience of children (m/f) and their communities |
| Liberia | School administration officials (m/f), teachers (m/f), and parent-teacher association (PTA) members (m/f) are able to adequately react to the health needs of children (m/f) and to ensure a safe school environment including access to gender-responsive psychosocial support in a healthy school environment |
| Suggested outcome indicator(s) | |
| 2.1 # of (and/or % of targeted) teachers (formal and volunteers) (m/f) trained in education in emergencies | |
| 2.2 # of (and/or % of targeted) crisis-affected [children and youth/girls and boys 3-18] with access to teachers (m/f) trained in education in emergencies | |

| # | Activity |
|---|---|
| | <p>Teacher/parent (m/f) gender-responsive EiE training which includes the following thematic content: gender-responsive psychosocial support/first aid, mine risk education, hygiene, DRR, inclusion principles, referral mechanisms, etc.</p> |
| | <p>Suggested output indicators</p> |
| | <p># of teachers (formal and volunteers) (m/f) trained in gender-responsive education in emergencies interventions. Disaggregate by level of the school system</p> |
| | <p># of learners (m/f) benefitting from a teacher trained in gender-responsive education in emergencies. Disaggregate by level of the school system</p> |
| | <p># of PTAs (m/f members) trained in gender-responsive education in emergencies</p> |
| | <p># of learners (m/f) accessing schools with a PTA trained in gender-responsive education in emergencies. Disaggregate by level of the school system</p> |
| | <p>Standards and costing: questions to consider</p> |
| | <ul style="list-style-type: none"> • If the 'package approach' is used, which modules will be included? Mandatory? Optional? Do these modules reflect gender considerations? If not, is a gender review/revision needed? • Duration of each training and/or module (e.g., minimum of XX hours) for teacher training as well as duration of [PTA] training, if these differ. • Will there be a standardized curriculum and training guide for the content or will partners be able to use their own materials? Do these modules reflect gender considerations? If not, is a gender review/revision needed? Will this review/revision be conducted by partners or will external, hired support be required? For example, do PSS training guides reflect gender considerations, such as different symptoms of psychological distress exhibited by female and male children, adolescents, and adults? • Is there any inter-sectoral collaboration that should be included as a standard part of the activity? Such as review by a gender advisor, liaison with child protection actors regarding referral mechanisms? Coordination with health actors to provide trainings on particular modules? • Unit costs |

| # | Activity |
|---|---|
| | Provision of gender-responsive recreational materials |
| | Suggested output indicators |
| | # of gender-responsive recreational kits distributed |
| | Standards and costing: questions to consider |
| | <ul style="list-style-type: none"> • Size of recreational kit (e.g., should serve XX learners) • Minimum contents/unit costs for recreational kit (e.g., # of footballs, ball pump, skipping rope, Frisbee, puzzles, games, art supplies, etc. Ensure that kit contents reflect female and male children and adolescents' varying recreation preferences. Consider if a consultation or rapid recreation assessment is needed with a sample of female and male children of different ages to identify recreation preferences.) |