6.1 Gender-responsive EiE monitoring

INEE Minimum Standards	**Domain 1: Foundational standards – Analysis** Standard 3: Monitoring Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.
Primary users	• EiE programme managers and field staff; • M&E specialists or officers; • cluster/sector/working group coordinators; • evaluation teams.
Purpose of tool	To understand gender-responsive EiE monitoring approaches and key actions.

Introduction

Gender-responsive monitoring:

- helps us to assess the extent and nature of changes in gender and power relations as a result of an intervention, combination of interventions, or programme;

- is an inclusive, participatory process that respects all stakeholders.

Gender-responsive EiE programme monitoring is not 'additional' monitoring. It ensures interventions and activities are monitored in a gender-responsive way, which in turn helps you to identify:

- whether the strategies and interventions are appropriate;

- whether or not they reinforce negative gender stereotypes and norms;

- whether or not they acknowledge the needs of different groups of girls, boys, women, and men.

Conducting gender-responsive EiE monitoring ensures accountability for the way programme managers and field staff work and for the results achieved.

Key information

Routine EiE programme monitoring determines whether the desired outcomes from the theory of change and M&E framework[1] are happening over time, which in turn guides decisions about whether, how, and when to make implementation changes.

Considerations for gender-responsive EiE programme monitoring

Gender-responsive EiE programme monitoring:

- **is based on an M&E plan and M&E framework that include gender-responsive EiE indicators**. These indicators ideally are responsive to and fill gaps in existing data collection systems, such as Education Management Information Systems. For sample indicators see:

  ⚒ **6.3: Gender-responsive EiE indicators**

- **is inclusive.** Not only is information on project activities collected, but gender-responsive feedback mechanisms are designed with the girls, boys, women, and men from the affected population.

Example: Consultations conducted over time may be a gender-responsive way to involve girls, boys, women, and men in EiE intervention design. Consultations are also a transparent way to collect feedback from the affected population. They can be conducted as focus groups, and it may be culturally appropriate to segregate these groups by gender and other characteristics (e.g., level of school system, age, type of education service provision).

⊙ 7: Accountability to affected populations

- **uses a gender lens to assess the safety and security of female and male monitoring personnel and affected populations.**

Example: Recruit and train female project staff so that male staff members do not conduct EiE programme monitoring interviews with adolescent girls where not appropriate to do so without the involvement of a female counterpart. Female monitoring staff may need additional protection measures.

Example: Consult community leaders before monitoring activities start, to determine safety considerations and local or cultural preference regarding monitoring approaches. They may advise, for instance, whether to hold focus groups or one-on-one interviews, depending on the security situation, which may necessitate changes to monitoring plans or protocol.

Actions

The checklist in [Table 6.1.1](#) supports EiE programme managers and field staff to conduct gender-responsive monitoring.

Table 6.1.1: Checklist for designing, planning, and conducting gender-responsive EiE monitoring

Key considerations	Additional considerations and examples
Gender-responsive design and planning actions for determining EiE monitoring methods, protocol, and data collection approaches	
☐ Design data collection methods and protocol to gather information that reflects the experiences of females and males across all relevant identity groups.	Data collection methods must consider **how, by whom, when, and where** possible limitations to participation might occur for particular gender identity groups. This includes considering how interviews are conducted, who participates, and how questions are formulated and asked. Example questions to help you identify potentially excluded groups: • Does the time of day chosen for school-based interviews mean girls and/or boys are more likely to be absent? • Are adolescent girls or female caregivers excluded because of limited child care? • Can child care be provided for female enumerators or female focus group participants?
☐ Monitoring tools/protocol for distribution-oriented activities should, as a minimum, collect information disaggregated by sex, age, and level of the school system.	
☐ Monitoring tools/protocol for service-oriented activities, such as questionnaires or focus group protocol, should acknowledge the different perspectives and conflict/crisis experiences of diverse groups of girls, boys, women, and men.	• Do data collection methods and related processes create an open space for diverse girls, boys, women, and men to speak freely? This might involve dividing respondents by sex when evaluating water, sanitation, and hygiene facilities or school protection responses, or forming affinity groups for focus group discussions. Female-only focus groups conducted by a skilled (local) woman facilitator may also promote more open and frank conversations in some contexts. • Do the EiE programme managers or field staff who conduct monitoring activities have experience of, or have they received orientation and training on, how to respond to the different needs of girls, boys, women, and men? This could be as simple as orienting them on the guidance provided in this tool. Considerations when choosing data collection methods and protocol: • **For distribution-oriented activities**, such as the distribution of teaching and learning materials, a roster type monitoring tool may be useful. This would record the names (where applicable), geographical location, sex, age, and school system level of students who received backpacks containing teaching, learning, and/or menstrual hygiene management materials. • **For service-oriented activities**, such as accelerated education programmes or parental support groups, staff might use a protocol to conduct periodic focus groups with a sample of female and male students or caregivers, across sites.

☐	The overall methodological approach must reflect local conflict and crisis factors, particularly regarding security and accessibility.	**Establish mechanisms for participatory evaluation techniques and explore options for digital data collection** through the identification of 'community champions'. Explore mobile phone-based feedback mechanisms as a means of collecting self-reported quantitative and qualitative data. Existing platforms such as UReport, RapidPro, and Edutrac may provide low-cost entry points (see Box 6.1.1).
☐	If specific areas are inaccessible, explore alternative ways of collecting data to ensure the inclusion of all groups.	**If there is a risk of surveillance by state and/or non-state actors (e.g., influential community actors) during monitoring,[2] consider using trust-based, qualitative data collection methods**. These methods may include, but are not limited to: peer groups; extended stays in one locality and snowball sampling; questionnaires that feature simple, declarative language and begin with questions designed to empower those being interviewed.[3]
☐	Consider the potential safety and security risks that the monitoring data collection process may pose for different groups of girls, boys, women, and men.	**Data collection methods must consider the following points in order to address the different safety needs of various groups of girls, boys, women, and men:** • For particularly sensitive questions related to violence, ask only one person per household to participate in interviews or surveys, to avoid placing vulnerable family members at risk. • Identify safe and private spaces in which to hold focus groups, if culturally acceptable. • Additional safety measures may be needed. For example, it may not be appropriate for female EiE programme managers and field staff conducting monitoring to travel alone. Possible solutions include extra budgets for security and/or ensuring staff travel and work in pairs. **Teams should be aware of 'attacks on schools'** and how to report such events during monitoring. This could be an opportunity to strengthen local procedures for monitoring and reporting such attacks, in places where mechanisms are weak, not gender-differentiated, or non-existent.
☐	Check whether the items or questions used in monitoring protocol capture differentiated gender roles, attitudes, behaviours, norms, and needs.	**Examples of questions about gender-differentiated attitudes, behaviours, and norms:** Is the intervention contributing to shifts in knowledge, attitudes, and practices related to gender equality? If so, how? If not, why not? This also pertains to negative, unintended consequences.
☐	Ensure data collection protocol/tools (including surveys) avoid perpetuating negative gender norms, and instead model positive gender norms in the way questions are formulated and ensuring surveys are culturally validated.	**Examples of questions about gender-differentiated needs:** Are menstrual health management facilities available in schools or temporary learning spaces? Are menstrual hygiene products available in kits for adolescent girls and female teachers?

2   Sommers, M. (2019) Youth and the Field of Countering Violent Extremism. Washington, DC: Promundo-U.
3   Ibid.

☐ ⚠	Monitoring protocol questions should capture potential advances towards longer-term change in gender equality, as well as links between positive shifts in gender norms and peacebuilding.	Example questions: • Does this activity offer opportunities to promote women's and girls' empowerment? If yes, what are the opportunities? (Example opportunities include: parental support groups which promote positive masculinity; recruitment/training/promotion of female teachers leading to increased girls' access to education.) • If changes in gender and social norms are identified, what effect does this have more broadly on community relations? What is the impact on social cohesion?
Gender-responsive data analysis of EiE monitoring data		
☐	Monitoring data analysis should explore how the programme addresses structural factors contributing to inequality for girls, boys, women, and men, especially for those experiencing multiple forms of exclusion.	Data should be disaggregated by sex as well as other potential markers of disadvantage such as age, geographical location, poverty, disability, etc. This will allow the analysis to look at gender and intersecting inequalities in education. For more information on intersectional approaches, see: ⚒ **6.2: Gender-responsive EiE evaluation** Analysis based on this data should give priority attention to trends, patterns, common responses, and differences among the diverse identified groups.
☐	Data analysis should consider gender-specific cultural norms, roles, and behaviours, including for females and males across all identity groups specific to the context.	
Gender-responsive reporting and dissemination of EiE monitoring data		
☐	Refer to gender analysis of monitoring data and gender equity-related findings in the monitoring report.	Depending on donor-specified report formats, routine monitoring may be reported across multiple sections of the report or within a separate section.
☐	Recommendations in monitoring reports should include specific reference to advancing gender equality and inclusion.	The report's narrative and recommendations should consider how to strengthen gender equality and inclusion, based on the findings. The report should highlight where there is not yet sufficient evidence on gendered needs, behaviour, norms, attitudes, and practices and how to redress this evidence gap through monitoring.

	A variety of dissemination channels must widely validate and share monitoring findings and recommendations.	Considerations include:
		
		• Have key messages from the monitoring reports, in relevant languages and formats, reached relevant stakeholders so they can validate the findings? Formal technical reports may be inaccessible for many stakeholders.
		
		• Have key messages from the monitoring reports been used to:
		  - make learning briefs tailored to specific audiences?
		  - inform discussions within annual or programme-based reviews and validation processes (e.g., mid-term reviews, cluster 'after action' reviews)?
		  - plan a gender-equity EiE specific 'moment of strategic reflection'? This could be done as a stand-alone meeting or workshop or integrated into a review or planning process.
		
		• Have key messages from monitoring reports been made available via different communication channels, including non-written forms such as radio, SMS, and social media (e.g., infographics)?
		
		• Are the dissemination channels gendered (i.e., are messages reaching prominent male community leaders who could make follow-up decisions, or are various types of community leaders considered, such as prominent female leaders of women's and/or youth groups)?

Box 6.1.1: Gender Socialization in Schools Project, Karamoja, Uganda: Low-cost monitoring using mobile phone technology[4]

The project provided training to primary school teachers to enhance their knowledge, attitudes, and practices on gender and conflict. The initiative aimed to promote a more gender-equitable school environment by improving teachers' capacity to recognize and address gender inequalities and conflicts in the classroom.

A mobile phone component was embedded into the project, both as part of project activities and as part of the accompanying low-cost impact evaluation approach.

'GenderTrac'[5] used SMS to send out information that reinforced training content, as well as to collect data on how teachers are responding to training activities, for monitoring purposes.

Data collected from SMS messages were analyzed on an ongoing basis to inform necessary adjustments to the content and focus of training activities. The data also fed into the findings of the impact evaluation.

4   Source: AIR, UNICEF (2016) Evaluation of the Transformative Potential of Positive Gender Socialization in Education for Peacebuilding Project.
5   GenderTrac used Rapid Pro, an open-source platform developed by UNICEF to help governments deliver rapid and real-time information and connect communities to life-saving services.

Further reading

- Education Cluster Toolbox 'Developing Monitoring Tools and Plan'

- IASC (2018) The Gender Handbook for Humanitarian Action 'Implementation and Monitoring,' p.56. This provides an overview of gender-equitable monitoring processes.

- The Global Women's Institute (2019) Participatory Monitoring and Evaluation of Gender Based Violence Programs (PowerPoint slides)

- Global Working Group to End School-Related Gender-Based Violence (2018) A Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum standards and monitoring framework, Section 3, p.38