



# FOCUS 'N GE

Plan International Canada | 13 December 2017 | Edition 4

## A MESSAGE FROM THE **GENDER** EQUALITY TEAM

### DID YOU KNOW?

...we're at the start of a data revolution?

In November 2014, the Secretary-General's Independent Expert Advisory Group created a culminating report, *A World That Counts: Mobilising the Data Revolution for Sustainable Development*. This report brought the need for and importance of evidence to the forefront of international development.

**"Never again should it be possible to say "we didn't know". No one should be invisible. This is the world we want—a world that counts."**

New innovations and technologies are leading to an increase in data availability, creating unprecedented potential for informing and transforming society. We are in a new realm of data, a realm in which data are bigger, faster and more detailed than ever before. This is the data revolution.

Hi CNO! We bring to you the fourth edition of **Focus 'n GE** continuing on a series of themes to keep gender equality top of mind in our work and let you know what our team is up to.

With the launch of *20 Million Reasons* comes a purposeful effort to achieve a step-change improvement in equality for girls. We are committed to delivering gender-transformative programs in communities while **measuring and demonstrating their impact**. You'll remember from previous newsletters, gender-transformative programming *explicitly* transforms unequal gendered power relations and tackles the root causes of gender inequality. Transformative programming takes a rights-based approach that supports positive changes at individual, social and institutional and policy levels. In this way we aim not only to improve the daily **condition** of girls but also to advance their **position** and value in society.

So, how do we *measure* and *demonstrate* that impact – and why is it so important? That is what this issue of Focus 'n GE is all about.

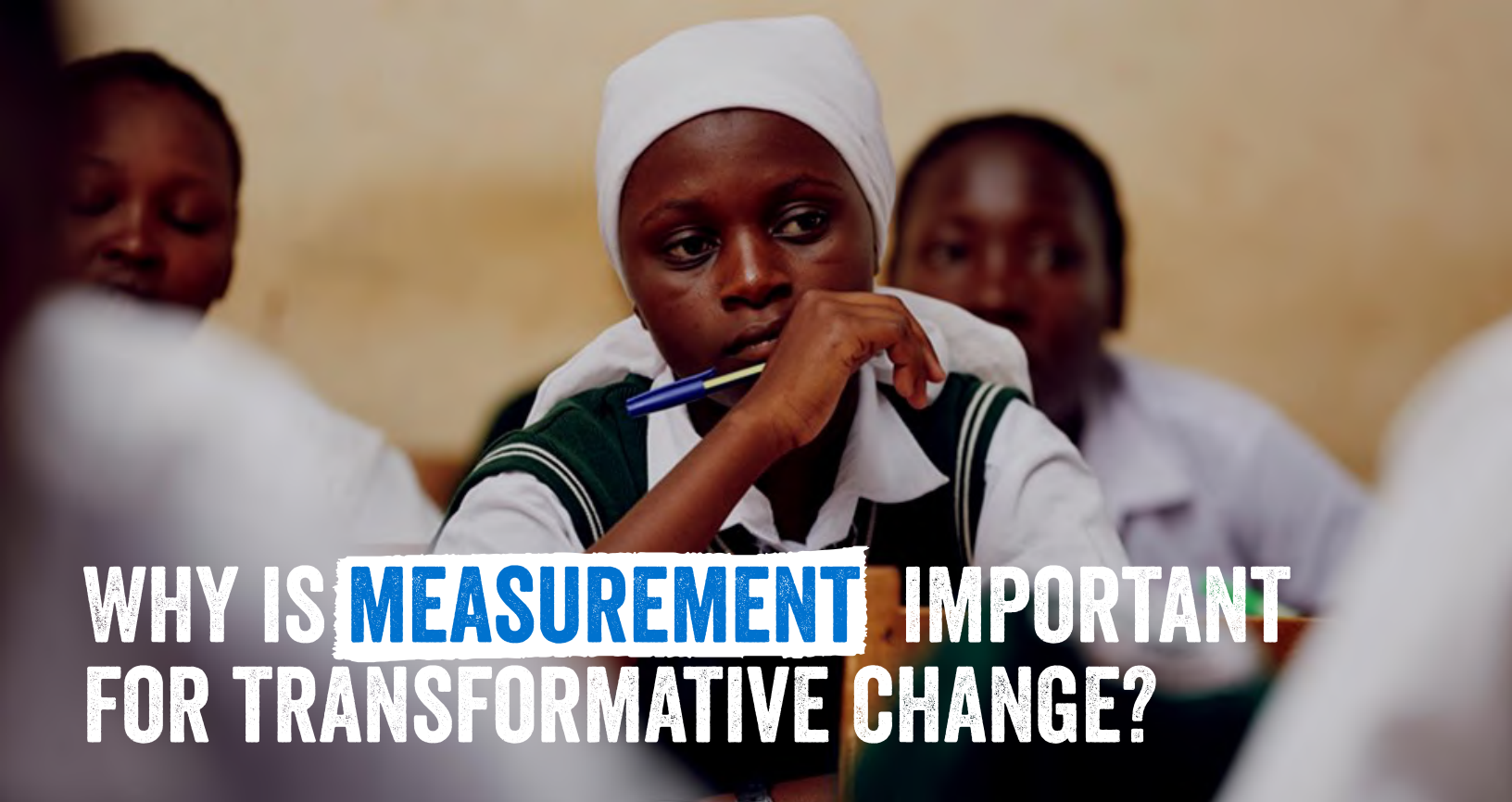
Robust evidence—**data**—demonstrates that **gender equality is beneficial for girls and boys, men and women, and society as a whole**. Data are the foundation for effective decision-making and the staple for accountability. Without high-quality data depicting the reality, effective programming becomes almost impossible. And without high quality data—we won't know if our programs are making a difference.

So colleagues, we bring to you a light touch read to introduce you to the way that data, monitoring and evaluation provides our programming with the information needed to design, implement, improve and demonstrate transformative impact.

### DID YOU KNOW?

...it wasn't until 1981 when the International Labour Organization (ILO) took a deeper look at unpaid work and discussed several ways in which it could be measured?

Statistics Canada first measured household work in 1978, but it wasn't until the General Social Survey (GSS) was launched in 1985 when they received a more substantial source of data on unpaid work.



# WHY IS **MEASUREMENT** IMPORTANT FOR TRANSFORMATIVE CHANGE?

As Plan International joins the ambitious project to contribute to the Sustainable Development Goals (SDGs), leaving no one behind, we recognize the SDGs include those who are usually not counted in the data; the hardest to reach, the most excluded. Whole groups of people are not being counted and essential aspects of people's lives and environmental conditions are still not measured—for those not counted, this can lead to the denial of basic rights. This begs the question: **why is measurement so important for transformative change?**

We need to understand the nature of inequality and vulnerability in targeted communities to **design the right kind of intervention**. Data helps us to understand who is excluded, why and what barriers they face. We

collect primary and secondary data to conduct a situation analysis, including an analysis of gender equality and child protection. And this data needs to be disaggregated by sex and age. More diverse, integrated, timely and trustworthy information leads to better decision-making and project design—which in turn leads to better program outcomes in any thematic areas such as education, health, employment etc.

Once a project goes into implementation, we need to be able to hit pause and **assess whether and how we're making progress. The data will tell us where to course correct in order to grow program impact.**

A baseline and gender equality assessment will give us our starting point, and regular data collection throughout the project demonstrates and explains progress, or lack of progress, in achieving project objectives. They give us additional information that can help redirect or strengthen programming as it proceeds.

Finally, we need a strong evidence base for **continued support and resources**. Data are essential for decision-making, accountability and solving development challenges. Without robust and reliable evi-

dence, we are unable to effectively serve our beneficiaries or build truly sustainable projects tackling root causes of inequality.

## THE DATA WE WANT FOR **SUSTAINABLE** DEVELOPMENT

**Data for now:** data needs to be ready when decisions are being made or where the opportunity for influencing outcomes is there;

**Data for everyone:** how data is collected and managed should be focused on the needs of the people, while protecting their rights as the producers of that information;

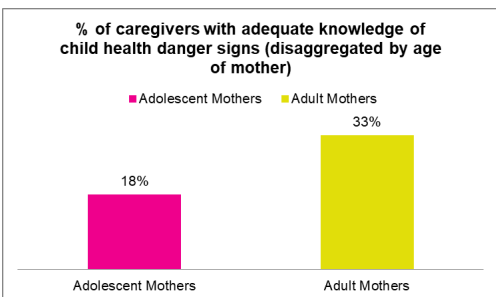
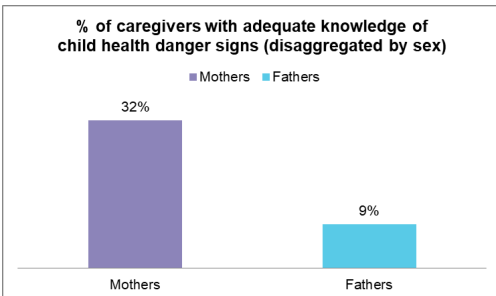
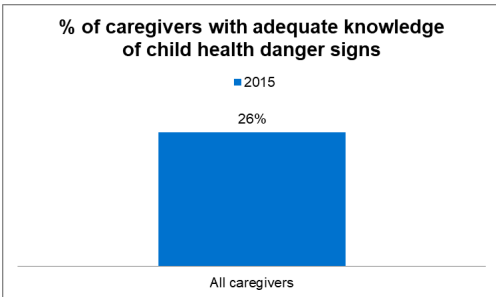
**Data for the future:** investing in data today as a shared resource that will enable the innovations required to meet the challenges of tomorrow.







# MEASURING GENDER TRANSFORMATION: WHAT DOES IT MEAN?



**Gender transformative monitoring and evaluation needs to have a few critical ingredients in place!**

**Firstly, data must be disaggregated.** No one should be invisible. Data should be disaggregated across many dimensions, such as geography, wealth, disability, but **at a minimum by sex and age.** Disaggregated data provides a comparative picture of what differences exist (e.g. the gender gap) and helps inform evidence based programming and policy making at every level. **AND** it should provide the **underlying causes** (particularly **gender related**) **of the differences** in the disaggregated data— i.e. the story behind the numbers. And it should monitor and evaluate not just the **closing of the gaps** in the disaggregated data (particularly the gender gap), but also see an **improvement in the underlying causes** (gender equality outcome) and look at the **causality between a reduction in gender-related barriers and overall thematic outcomes!**

## How gendered data works!

A recent maternal health project in Bolivia administered an annual survey to project beneficiaries to assess knowledge, attitudes and practices of caregivers around maternal, newborn and child health. Data collected through this annual survey informed annual work-plans with the aim of improving program delivery and impact.

In 2015, 26% of caregivers had adequate knowledge of health danger signs for children under 5, which was a significant improvement since the previous measurement in 2014 when only 14% of caregivers demonstrated adequate knowledge.

But take a look at the boxes to the left. When presented with data disaggregated by sex and age, and by analyzing the underlying causes of the differences within the disaggregated data, the programming team had the critical information needed to make the appropriate programming decisions. The significant difference in knowledge of danger signs between male and female caregivers resulted in the development of a robust father's engagement strategy and modifying schedules of household visits by community health workers. Likewise, the visible knowledge gaps between adult and adolescent mothers prompted the project to better focus its targeting of beneficiaries, and to strengthen the provision of services to make them more accessible to adolescent mothers.

Without sex and age disaggregation, the project team would have not been able to fully understand the strengths and limitations of program delivery and take corrective actions. **AND** while we would surely have reached our targets of increasing knowledge of caregivers with adequate knowledge of child health danger signs, we would likely have reinforced existing gender stereotypes regarding the role of women as caregivers, would not have made any changes in existing gender relations, and would likely have left adolescent girls behind—which would not have been a gender transformative approach.

# AGENCY

A woman's/girls' individual or group ability to make choices, and to transform those choices into desired outcomes.

Principles of autonomy, choice, empowerment and meaningful engagement.

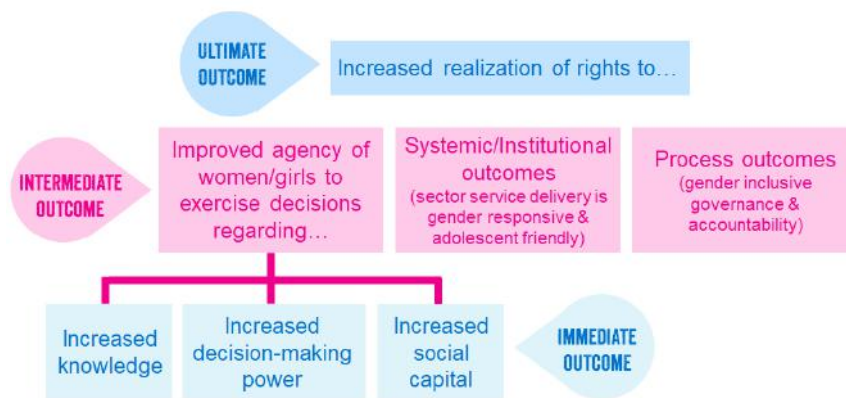
Women/girls are experts and knowledge holders in their own right.



# WHAT ARE WE DOING AT CNO?

In order to *grow program impact*, we must achieve our strategic initiatives **1.1**: increase gender transformative programs from 30% to 55% of all programs, and **1.2**: lead in Monitoring and Evaluation of Learn, Lead, Decide and Thrive to demonstrate impact. At Plan International Canada, all projects integrate gender equality results, and these results are measured systematically. Innovations such as our **Women and Girls Empowerment Index** and our **Gender Equality Project Scoring Tool** are helping us do just that.

**So how do we frame gender transformative change at CNO so that we can measure it consistently?**



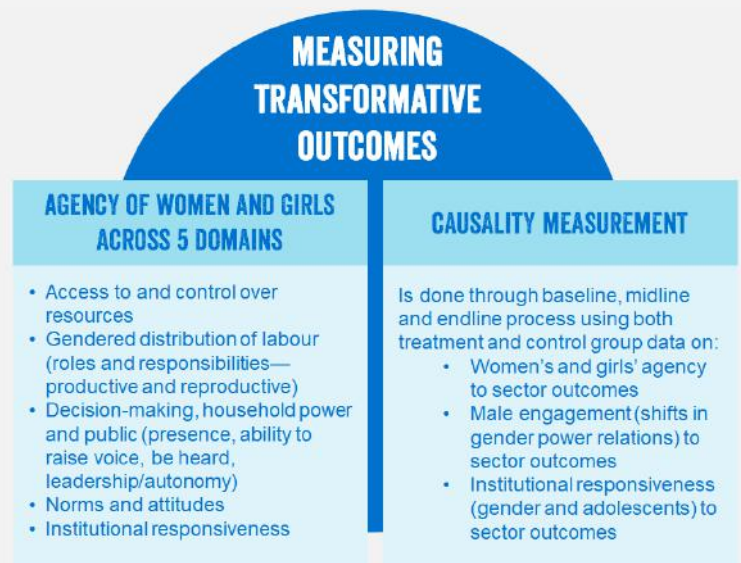
In each thematic project, we view the *agency* of girls and women as a result in and of itself—contributing to the ultimate goal of realizing their rights to health, education and economic empowerment, depending on the theme of the program.

This 'agency' or 'empowerment' result at the 'intermediate outcome' level of our logic models is supported by three additional results, or 'immediate outcomes': increased knowledge, decision-making capacity, and social capital for women and girls.

**How do you measure 'agency' or 'empowerment'?**

## WOMEN AND GIRLS EMPOWERMENT INDEX (WGEI)

CNO's WGEI is a nuanced and reflective approach to measurement that propels our gender transformative programming by informing design and **demonstrating impact on existing gender relations, thematic outcomes and their causal relationship!** WGEI is woman/girl centric index that measures **changes in five domains including**: access to and control over resources; gendered roles and responsibilities; household and public decision-making that measures the extent of decision-making participation from presence to voice representation to leadership; gender norms and attitudes and institutional responsiveness. The domain and sub-domain indicators can be used as stand-alone or in clusters. The WGEI indicators are generic and some can be customized by theme (e.g. education, health etc.) such as access to resources, institutional responsiveness and public decision-making. All indicators are composite and results are aggregated through a scoring and weighting system.





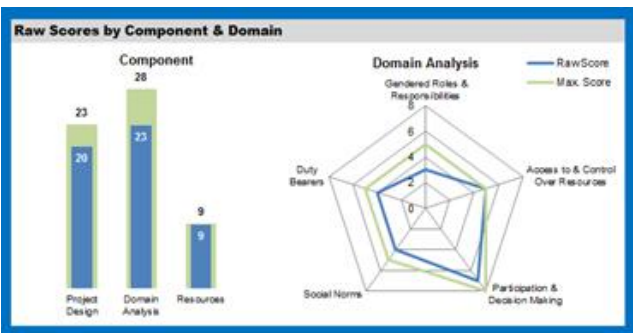
## Internal Accountability and Quality Assurance

### GENDER EQUALITY PROJECT SCORING TOOL

How do we know what proportion of our programming is gender transformative so we can monitor and reach our commitment to achieve 55% gender transformative programming by 2022 at CNO? Building on Plan International's gender equality program criteria, we have developed an automated **Gender Equality Project Scoring Tool** to rank all projects supported by Plan International Canada, ranging from gender unaware to gender transformative. It assesses three main aspects: project design, targeted changes in each GE domain (see WGEI above), and resources for gender equality. After project information is inputted to the tool, it automatically generates a score out of 100 based on a weighting system.



This tool allows us to filter projects by a range of criteria such as region, donor, size, themes and duration—so we can see which type of projects are most transformative, and which areas of our programming still have a ways to go. It also is a project design and diagnostic tool to identify areas that we can strengthen as part of our gender equality work.



The tool will be applied to projects by the gender equality team at least three times in a project cycle: when it is approved, at the inception stage and at mid-term to monitor the degree to which gender equality commitments made at the design stage are sustained throughout implementation.

**DID YOU KNOW?**

...there are more than **300 indicators** and a number of prominent indices to measure gender equality?



## GLOBAL GENDER EQUALITY INDICES

- **Gender Gap Index (GGI)** ranks countries according to calculated gender gap between women and men in four key areas including economic participation and opportunity, political empowerment, educational attainment and health and survival. (*World Economic Forum, 2006*)
- **Gender Empowerment Measure (GEM)** measures relative female representation in economic and political power by considering gender gaps in political representation, in professional and management positions, in the economy, and incomes. (*United Nations Development Programme, 1995*)
- **Gender Development Index (GDI)** adjusts the Human Development Index (HDI) for gender inequalities in the 3 dimensions covered by the HDI: life expectancy, education, and income. (*United Nations Development Programme, 1995*)
- **Gender Equity Index (GEI)** measures the gap between women and men in education, the economy and political empowerment. (*Social Watch, 2007*)
- **Gender Status Index (GSI)** is based on 3 elements: social power, economic power and political power. Each element has the same weight in calculation of the GSI. (*Food and Agriculture Organization of the United Nations, 2005*)
- **Social Institutions and Gender Index (SIGI)** is a valuable measure of gender equality for researchers and policy makers. It is used as a tool to learn more about women's social and economic empowerment. (*OECD, 2012*)



# PAUSING TO ASSESS PROGRESS

## Tulinde Tusome: Child Protection & Gender Equality Assessment

With funding from Global Affairs Canada, CNO and Plan Kenya are working towards improved access to protective and quality school and community environments for children, particularly vulnerable girls and boys, in the Kwale and Kilifi Counties of Kenya.

To support and inform Tulinde Tusome programming, we conducted a mid-term child protection and gender equality assessment in June 2017. This assessment provided us with more in-depth contextualized qualitative data on the underlying causes relating to issues and experiences of women, men and adolescent boys and girls. Through 65 focus group discussions and key informant interviews, we collected data from female and male students, child protection actors, teachers, community leaders, and female and male caregivers. We examined areas that are specific to this project, such as the understanding and perception of child rights and gender equality; child protection

and gender equality at school, and knowledge of child protection services.

While this assessment demonstrated some great successes of the Tulinde project, it also identified gaps in the gender equality and child protection knowledge, attitudes and practices amongst key stakeholders and provided insight on why these gaps persisted. The assessment was used by project staff during the annual work-planning workshop to identify and strengthen programming for the next year.

**“IT IS ALSO BELIEVED THAT WOMEN ARE WEAK WITH LOW SELF-ESTEEM WHILE BOYS ARE ACTIVE IN MAKING DECISIONS”**

*- Male Teacher*

**“THROUGH TRAINING, WE WILL LEARN HOW TO BE CLOSE WITH OUR CHILDREN. ADULTS SHOULD BE ENCOURAGED TO LISTEN TO THEIR CHILDREN.”**

*- Female Caregiver*

For example, the monitoring data from the project told us that few male caregivers were attending the child protection training for parents, but the assessment provided an understanding of *why* the participation of male caregivers was low: the timing and the duration of the sessions made it difficult for them to attend, and any activity mobilized through the school administration is thought of by male caregivers as within the role of female caregivers. In order to increase male participation, the project explored different timing and spacing for safe spaces trainings, engaged village Chiefs and Elders to mobilize men to attend, and explored whether specific male-targeted sessions were needed to better engage. As a result we have seen an increase in the participation of male caregivers. Demonstrating how project data stimulated more targeted action planning, and we are now monitoring the targeted action planning.

**“MEN HAVE BEEN MOBILIZED TO ATTEND THE SAFE SPACES BY CHIEFS.”**

*- Mackenzie Vanderhyden, Acting Senior Program Manager*



We hope this was useful! But we would love to hear from you on what needs to be improved and what topics you would like to see in the next **Focus 'n GE!**

Send a line to our amazing Programs Assistant, **Daniela** at [ddonia@plancanada.ca](mailto:ddonia@plancanada.ca)

## GE UPDATES

### What's happening at Plan IH on gender equality?

- The Gender and Inclusion Group (GIG) along with Plan International is developing the monitoring and accountability process to support our Global Policy on Gender Equality and Inclusion. This will centre on a Gender and Inclusion Review (GIR) and secondary data, including from the global staff survey. The GIR will take place across all offices in Q4 annually.
- Plan International is revising the Gender Equality Self-Assessment (GESA) Process to reflect our Global Strategy and Global Policy on Gender and Inclusion.