

MINISTRY OF FOREIGN AFFAIRS OF DENMARK  
Danida

TECHNICAL ADVISORY SERVICE

# GENDER-SENSITIVE MONITORING AND INDICATORS



TECHNICAL NOTE

2006

# **GENDER-SENSITIVE MONITORING AND INDICATORS**

**Technical Note**

**Technical Advisory Service  
DANIDA**

**March 2006**

MINISTRY OF FOREIGN AFFAIRS OF DENMARK  
Danida

Gender-Sensitive Monitoring and Indicators  
March 2006

*Publisher*

Ministry of Foreign Affairs of Denmark  
Asiatisk Plads 2  
DK-1448 Copenhagen K  
Denmark

Phone: +45 33 92 00 00

Fax: +45 32 54 05 33

E-mail: [um@um.dk](mailto:um@um.dk)

Internet: [www.um.dk](http://www.um.dk)

*Design*

Technical Advisory Service

*Print*

Ministry of Foreign Affairs of Denmark

The publication can be downloaded or ordered from:

[www.danida-publikationer.dk](http://www.danida-publikationer.dk) or

[www.danida-networks.dk](http://www.danida-networks.dk)

The text of this publication can be freely quoted

ISBN 87-7667-452-5 (print version)

ISBN 87-7667-453-3 (internet version)

## Table of Contents

1. Introduction	1
2. Background	.1
3. Internationally Defined-Goals, Targets and Indicators	2
4. Objectives and Indicators in PRSP	3
5. Objectives and Indicators in Danish Sector Support	3
6. The Choice of Indicators and Monitoring Methods	4
7. Conclusions/Challenges	.6

## ABBREVIATIONS

CEDAW	Convention on the Elimination of all Forms of Discrimination against Women
CIDA	Canadian International Development Agency
Danida	Danish International Development Assistance
GDI	Gender Related Development Index
GEM	Gender Empowerment Measure
HQ	headquarters
MoA	Ministry of Agriculture
MDG	Millennium Development Goal (of the United Nations)
MTEF	medium-term expenditure framework
NGO	non-governmental organisation
PER	public expenditure review
PRSP	poverty reduction strategy paper
PY	programme year
SPS	sector programme support
UN	United Nations
UNDP	United Nations Development Programme

## 1. Introduction

This Note offers a brief introduction to indicators and monitoring tools relevant to gender-related activities in Danida's countries of cooperation. It is primarily aimed at supporting officers at the Danish representations or at HQ responsible for preparing and managing Danish bilateral development assistance. The Note may also be of assistance to staff in partner organisations responsible for monitoring, their Danida advisers, and consultants who assist in preparing and managing programmes and projects.

The present Note should be read in conjunction with the technical note on "Monitoring at Programme and Project Level – General Issues", which presents definitions of relevant monitoring terms and explains important aspects of the monitoring challenge at the programme and project level, including the links between monitoring and the international agenda on ownership, alignment, harmonisation, and management for results. The definitions etc. used in the present Note correspond to those presented in the general note.

This Note contains a short background, in Chapter 2, about Danida's strategy for gender equality (2004) and its indicators. Chapter 3 presents internationally-defined goals, indicators and targets, while Chapter 4 deals with the issue of objectives and indicators at the national level, i.e. in PRSPs. Chapters 5 and 6 are concerned with the sector level and with Danish sector programme support, discussing relevant indicators as well as related monitoring tools and methods at this level. The final Chapter 7 summarises the main conclusions and challenges.

Comments on this note can be sent to the contact person in the Technical Advisory Service, Morten Elkjær (morelk@um.dk).

## 2. Background

The mechanisms used to monitor and evaluate development programmes, projects and policies have so far been largely gender blind. However, the difference in the impact of development initiatives on women and men can only be identified if monitoring and evaluation mechanisms are sensitive to gender. Only this enables crucial adjustment of programmes and policies in response to gender issues and needs. It is also required to check whether plans and policies fulfil their intentions.

Especially since the Fourth International Women's Conference in Beijing, in 1995, attempts to mainstream gender have been stepped up. Gender mainstreaming can take place at different levels: at the field level, in programmes and projects, at the institutional level, within development institutions and organisations, and at the government level. Many donors, including Danida and NGOs, have started the process of gender mainstreaming, and some have – with varying degrees of success – developed systems to monitor and/or evaluate the gender impact of their programmes, projects and policies. One of the major challenges is to identify indicators which measure phenomena as complex as mainstreaming, gender equality, empowerment and poverty reduction, yet do so in a precise and simple manner.

It is of paramount importance to monitor gender issues at both output and outcome levels of the logframe, not only in order to document results, but also to *learn* what has worked and what has not. There has been a tendency to merely document the results of activities and outputs, e.g. 'number of

women trained'. Very rarely has there been monitoring of objectives such as 'women's control over income and agricultural products has increased', or of assumptions such as the one that training leads to empowerment. This learning aspect of gender monitoring and evaluation should be highlighted.

In 2004, Danida adopted the strategy "Gender Equality in Danish Development Cooperation", and the indicators presented in this Note have been designed to monitor the implementation of the strategy and the progress towards gender equality.

Gender-sensitive indicators may be used to explain how Danish development assistance contributes to the empowerment of women and to gender equality in the third world. It is also internationally acknowledged that gender equality contributes to economic growth, reduction of poverty and good governance. According to the Danish gender equality strategy "*It is the ambition to prioritise gender equality interventions in Danish assistance, thereby increasing its effect and the impact*". Gender-sensitive indicators may therefore assist Danida staff in sharpening the focus on poverty reduction, thus raising the quality of development assistance.

This Note sets out to assist general Danida staff in monitoring the bilateral development cooperation from a gender-sensitive perspective. The Note is intended to serve as an enabling tool for non-gender specialists, and to cover relevant aspects of bilateral development assistance. The suggested indicators may also be used to monitor gender-sensitive implementation of the Millennium Development Goals and poverty reduction strategies.

The Note outlines the status of gender-sensitive monitoring and presents the strategic concepts of the strategy "Gender Equality in Danish Development Cooperation". However, the main part of the Note concentrates on how to use indicators in the monitoring of sector programme support.

### 3. Internationally defined-goals, targets and indicators

The Gender Related Development Index (GDI) and the Gender Empowerment Measure (GEM)<sup>1</sup>, contain internationally recognised sex-disaggregated statistical indicators: life expectancy at birth, adult literacy at 15 years and older, parliamentary seats held by women, just to mention some of the most central indicators. Moreover the indicators from UNDP's annual Human Development Report paints a comparative picture of the various countries. However, these instruments are not sufficiently elaborate to monitor gender issues within particular sectors.

The Millennium Declaration commits the international community and member states of the UN to the achievement of eight major goals. Gender-equality perspectives are not adequately mainstreamed into the all MDGs, and are primarily addressed in Goal 3 (on gender equality), Goal 5 (on maternal mortality) and Goal 6 on HIV and AIDS. The most straightforward way to strengthen gender mainstreaming in the MDGs would be to add at least one gender-specific indicator to the set of indicators under each target. Achievement of all the MDGs depends on the direct integration of gender equality and women's empowerment into the actions taken to achieve all MDGs.<sup>2</sup>

Regarding "Goal 3: Promote gender equality and empower women", the target agreed upon is to "eliminate gender disparity in primary and secondary education, preferably by 2015, and at all levels

---

<sup>1</sup> Human Development Report, UNDP 1995

<sup>2</sup> Task Force 3 Interim Report on Gender Equality, 2004

of education no later than 2015". The 4 corresponding indicators are the following: ratio of girls to boys in primary, secondary and tertiary education; ratio of literate females to males among 15-24-year olds; share of women in wage employment in the non-agricultural sector; and proportion of seats held by women in national parliaments<sup>3</sup>.

In May 2003, UNDP published the report "MDGs, National Reports, A look through a Gender Lens" and the report concluded that gender-equality perspectives are not adequately mainstreamed into all MDG national reports.

The monitoring of gender is commonly improved through the inclusion of additional indicators, in particular for reproductive health. The aspect of violence and discrimination, as codified in the Convention for the Elimination of all forms of Discrimination against Women (CEDAW), is also reflected in several MDGs.

#### 4. Objectives and indicators in PRSP

Poverty reduction strategy papers (PRSP) also confront gender issues. Although gender is supposed to be treated as a cross-cutting issue of a PRSP, it is evident that the gender dimension has generally not been sufficiently considered<sup>3</sup>.

A key question is how to promote linkages between gender, MDGs, PRSPs and other national development strategies, and what are the lessons learned from the ongoing debate on 'engendering MDG monitoring indicators'. Can these be applied to the monitoring of PRSPs?

The challenge is to decide which measures and mechanisms should be applied to place the gender dimension firmly within national PRSPs, and subsequently to overcome the specific obstacles to integrating gender in PRSP monitoring.

Danish representations, alongside the representatives of other donors, can play an important role in this regard by asking relevant questions, offering technical assistance, and insisting that the gender dimension of poverty be taken adequately into account when monitoring PRS implementation. Furthermore, support for civil-society organisations with the same ambition will often be a productive and sustainable way of influencing the national poverty monitoring system.

#### 5. Objectives and indicators in Danish sector support

The strategic framework for gender-sensitive programme development, implementation and evaluation in Danish development assistance appears from "Gender Equality for Danish Development Cooperation" published by Danida in 2004. The strategy sets out the overall target for gender-sensitive development assistance, and indicators should be designed to measure progress towards this.

The objective of the strategy is to contribute to the promotion of:

Equal *rights* (political, civil, economic, social, including sexual and reproductive as well as cultural rights) for women and men.

Equal access to and control over *resources* for women and men.

Equal opportunities to achieve political and economic *influence* for women and men.

---

<sup>3</sup> Indicators for monitoring the MDGs, UN, 2003

<sup>3</sup> World Bank: A Sourcebook for PRS, contains regular updates on various issues related to PRS, including gender.

In Annex 2, examples of gender-sensitive indicators, along the lines of the strategy for gender equality, are given for three sectors (agriculture, good governance, and education).

These indicators should not be understood as blueprints for the sectors and cross-cutting issue that they represent. Instead, they should serve as inspiration by providing examples of how to mainstream gender into programme logframes. As will be seen, this can partly take place by “engendering” objectives, outputs and activities, partly by introducing outputs and activities that specifically address gender issues.

## 6. The choice of indicators and monitoring methods

Gender-sensitive indicators serve the special function of tracking gender-related changes in society over time. Their usefulness lies in their ability to highlight changes in the status and roles of women and men, thus measuring whether there is progress towards gender equality. They can also make activities visible in which women may predominate, but which are excluded from mainstream indicators, e.g. gross national product. Examples are indicators that measure women’s housework, childcare and participation in the informal economy. Gender-sensitive indicators are important political tools, because the information produced can be used to advocate for gender equality and advance the agenda of women’s empowerment.

The monitoring system and related indicators should be designed or formulated so as to:

- Identify differences between women and men in perceptions, attitudes, access to and control over resources, economic opportunities, as well as in power and political influence.
- Assess the impact of projects, programmes and policies on the perceived meaning of being a man or a woman, on gender relations in the household, in the community, economy and society.

To achieve this, gender-disaggregated data is important. Quantitative indicators refer to the numbers and percentages of women and men involved in, or affected by, any particular activity. Quantitative indicators rely on gender-disaggregated data system and records. Additionally, the availability of quantitative baseline data means that indicators can be linked to numerical targets. In the area of political and public life, useful quantitative indicators could be: percentage of seats held by women and men in national parliaments, local government or other decision-making bodies; percentage of women and men running in elections for positions in government or political parties; percentage of women and men registered as voters.

However, gender-disaggregated data is not sufficient. Such data may reveal differences between women and men as a whole, but cannot expose the nature of power relations between the sexes. Interpretation of the figures calls for qualitative analysis.

Statistics can provide a snapshot of the situation, but only becomes meaningful when underlying dynamics are explored by pondering questions such as: what are the obstacles preventing women from gaining decision-making positions in government or the civil service? How does the gender aspect interplay with the possible dominance of certain socio-economic groups in decision-making? How do women contribute to changing the political system?

Gender issues are linked to cultural values, social attitudes and perceptions. Monitoring these issues means drawing on a variety of indicators and methodologies, quantitative as well as qualitative. Qualitative analysis is used to understand social processes, why and how a particular situation measured by indicators has taken place, and how the situation could be changed in the future. Qualitative analysis is needed at all stages of the programme/project cycle (CIDA, 1997).

Qualitative information is concerned with perceptions and experiences. To improve the gender focus of an activity, it is not sufficient to get more women to participate. The quality of their participation, and how they experience the relevance of the activity, is equally or more important.

Qualitative as well as quantitative indicators relating to visible changes at the community level should be developed together with the stakeholders/target groups.

#### Limitations of gender-sensitive indicators and data

Like all indicators and related monitoring tools, gender-sensitive indicators have limitations. Acknowledging these helps understand what they can and cannot achieve, and how to complement them with other tools or methods.

Common problems and limitations are:

- It is difficult to find indicators which provide dynamic information on gender relations, how they were shaped, and how they can be changed.
- Indicator data is often based on census surveys, which are prone to sex biases, e.g. collected by people who lack gender awareness and use imprecise definitions of key gender-related terms.
- Measurements may not be comparable internationally, due to country-, language- or culture-specific definitions, which often have very different implications (i.e. the exact meaning of 'economic activity' and 'literacy').
- It is often not thought through what changes should be measured against. For example, when examining women's status in a specific country, would the benchmark or target be the situation of men in that particular country, or the situation of women in other countries? Or another measure altogether?
- Indicators are often developed by experts in a non-participatory manner, and as such might not include cross-cultural dimensions or reflect a general consensus. Women and men from the target groups might measure changes against crucial cultural or local elements that are likely to be overseen by experts formulating the indicators on their behalf. In that case, important indications of changes in gender relations, or in the position of women in society, the household or the community might be neglected.
- There are few indicators measuring the quality of gender equality – the process that brings it about and the nature of its outcome. Achieving numerical equality is clearly important in a world where even this goal has yet to be attained. However, unless indicators are also developed for measuring the quality of change, too much importance may be attached to mere quantitative change, as opposed to the way in which it is achieved.
- In many developing countries, statistical data is outdated or imprecise, and the capacity to collect, analyse, disseminate and store the data is often inadequate. Introducing gender-disaggregated data collection can be a great burden to an already overloaded system.

## 7. Conclusions/challenges

There has been a tendency to “ghettoisation” of the gender aspect in development cooperation, translating the term into separate women’s issues and women-specific sectors. As a result, the same applies to the work with gender indicators. As has been stated by the UNDP, “discussions on gender are primarily confined to Goal 3 (gender equality), Goal 5 (maternal health) and Goal 6 (HIV/AIDS)”<sup>5</sup>. This conclusion is valid for both international and national actors. Therefore, the challenge is to work with gender issues/indicators outside the traditional “women’s sectors”, including the pursuit of PRSPs and MDGs. Gender perspectives can be brought to the core of the MDGs and PRSPs by incorporating disaggregated data and qualitative information on critical gender issues across all goals and sectors.

However, in many developing countries, statistical data is outdated or imprecise, and the capacity to collect, analyse, disseminate and store the data is often inadequate. Therefore, introducing gender-disaggregated data collection can be a great burden to an already overloaded system. This makes it essential that all parties in the development process agree on a common level of ambition, to be achieved through measures that can actually be implemented and which are sustainable.

---

<sup>5</sup> MDGs National Reports – A Look Through a Gender Lens, UNDP 2003, p. 22

## Annex 1

### Further information

*Beck, Tony, 1999*

Using Gender-Sensitive Indicators. A Reference Manual for Governments and other Stakeholders.  
Commonwealth Secretariat, UK  
[www.thecommonwealth.org/gender](http://www.thecommonwealth.org/gender)

*Bell, Emma, 2003*

Gender and PRSPs: with Experiences from Tanzania, Bolivia, Viet Nam and Mozambique. Prepared for the Ministry of Foreign Affairs, Denmark. Bridge, Institute of Development Studies, Brighton, UK  
[www.ids.ac.uk/bridge](http://www.ids.ac.uk/bridge)

*Chant, Sylvia*

New contributions to the analysis of poverty: Methodological and conceptual challenges to understanding poverty from a gender perspective.  
Mujer y Desarrollo, no 47, Women and Development Unit, Santiago, Chile, 2003

*CHETNA, 1999*

A Manual on Gender Sensitive Indicators for Reproductive Health Programmes in India, Ahmedabad, India

*CIDA, 1997*

A Project Level Handbook. The why and how of gender-sensitive indicators.  
[www.acdi-cida.gc.ca/cida](http://www.acdi-cida.gc.ca/cida)

*Commission of the European Communities,*

Handbook on Promoting Good Governance in EC Development and Co-operation, EuropeAid Cooperation Office

*Commission of the European Communities, 2000*

Communication from the Commission to the Council and the Parliament  
Towards Community Framework Strategy on Gender Equality, 2001-2005, Brussels

*Commission of the European Communities, 2001*

Communication from the Commission to the Council and the Parliament  
Programme of Action for the Mainstreaming of Gender equality in Community Development Co-operation, Brussels

*Commonwealth Secretariat, 2001*

Gender Mainstreaming in Agriculture and Rural Development. A Reference Manual for Governments and other Stakeholders, London, UK  
[www.thecommonwealth.org/gender](http://www.thecommonwealth.org/gender)

*Danida, 2004*

Review of Monitoring and Indicators in relation to MDGs and PRSPs, Ministry of Foreign Affairs, Copenhagen

*Development Committee, 2002*

Better measuring, Monitoring, and Managing for Development Results, World Bank & IMF  
[www.mfdr.org](http://www.mfdr.org)

*DFID, 2002*

Gender Manual: A Practical Guide for Development Policy Makers and Practitioners  
[www.dfid.gov.uk](http://www.dfid.gov.uk)

*ILO, Evaluation Unit, 1995*

Guidelines for the integration of gender issues into the design, monitoring and evaluation of ILO programmes and projects.  
[www.ilo.org/public/english/bureau/program/eval/guides/gender/annex1.htm](http://www.ilo.org/public/english/bureau/program/eval/guides/gender/annex1.htm)

*Klasen, Stephan, 2004*

Gender-related Indicators of Well-being, Discussion Paper No 2004/05, UN University, WIDER

*Kothari, Uma, 2000*

Developing Guidelines for Assessing Achievement in the Eight Focal Areas of Social Development Work and for Assessing Outcomes. SD Scope Paper No. 10. Institute for Development Policy and Management, University of Manchester. [www.dfid.gov.uk/public](http://www.dfid.gov.uk/public)

*Leo-Rhynie, Elsa, 1999*

Gender Mainstreaming in Education. A Reference Manual for Governments and other Stakeholders. Institute of Development and Labour Law, University of Cape Town, South Africa, Commonwealth Secretariat, London, UK  
[www.thecommonwealth.org/gender](http://www.thecommonwealth.org/gender)

*NORAD, 1999*

Handbook in Gender and Empowerment Assessment, Oslo

*Meier, Verner, 2003*

Results-based Management. Towards a Common Understanding among Development Co-operation Agencies. Discussion Paper prepared for CIDA, Ottawa, Canada

*OECD / DAC, 1999*

DAC Guidelines for Gender Equality and Women's Empowerment in Development Co-operation. Development Co-operation Guidelines Series  
[www.oecd.org/dataoecd/56/46/28313843.pdf](http://www.oecd.org/dataoecd/56/46/28313843.pdf)

*OECD / DAC / WID, 1999*

Reaching the Goals in the 21. Gender Equality and Education, Volume I. Working Party on Gender Equality, Reference Document

*Rodenberg, Birte, 2001*

German Development Institute, Bonn  
Integrating Gender into National Poverty reduction Strategies. The Example of Ghana

*SIDA, 2002*

Mainstreaming Gender Equality. Evaluation Report 02/01, Stockholm

*SIDA, 2003*

Reflection on Experiences of Evaluating Gender Equality, SIDA Studies in Evaluation 03/01

*UNESCO*

Gender-sensitive Education Statistics and Indicators. A Practical Guide. Training Material

*UNESCO,*

Global Monitoring Report 2003-2004 EFA

[www.unesco.org/education/efa\\_report.pdf](http://www.unesco.org/education/efa_report.pdf)

*UNIFEM*

Progress of the World's Women 2002. Gender Equality and MDGs

*United Nations, Economic and Social Commission for Asia and The Pacific, New York 2003*

Gender Indicators for monitoring the implementation of the Beijing Platform for Action on women in the ESCAP region

*UN, New York, 2003*

Indicators for Monitoring the Millennium Development Goals. Definitions, Rationale Concepts and Sources

*UN & UNDP, 2003*

Background Paper of the Millennium Project Task Force on Gender Equality.

International Centre for Research on Women, Washington, D.C.

[www.unmillenniumproject.org/documents/tf03genapr18.pdf](http://www.unmillenniumproject.org/documents/tf03genapr18.pdf)

*UN & UNDP, 2004*

Task Force 3 Interim Report on Primary Education.

[www.millenniumproject.org](http://www.millenniumproject.org)

*UN & UNDP, 2004*

Task Force 3 Interim Report on Gender Equality.

International Centre for Research on Women, Washington, D.C.

[www.millenniumproject.org](http://www.millenniumproject.org)

*UNDP, 2000 & 2001*

1. Gender Mainstreaming.
2. Gender Mainstreaming Programme and Project Entry Points
3. Gender Analysis
4. Strategy Development

Learning and Information Pack, Gender in Development Programme.

[www.undp.org/gender](http://www.undp.org/gender)

*UNDP, 2001*

Gender Mainstreaming in Practice. A Handbook

[www.undp.org/gender/docs/RBEC\\_GM\\_manual.pdf](http://www.undp.org/gender/docs/RBEC_GM_manual.pdf)

*UNDP, N.Y. 2003*

Millennium Development Goals. National Reports. A Look through a Gender Lens

*WEDO, N.Y. 2003*

Women's Empowerment, Gender Equality and the MDGs

[www.wedo.org](http://www.wedo.org)

*World Bank, Gender & Development Group, N.Y. 2003*

Gender Equality & The Millennium Development Goals

*World Bank, 2001*

Engendering Development, Summary

Through Gender Equality in Rights, Resources and Voice

A World Bank Policy Research Report, Washington D.C.

*World Bank*

A sourcebook for Poverty Reduction Strategies

[www.worldbank.org/poverty/strategies/index.htm](http://www.worldbank.org/poverty/strategies/index.htm) will contain regular updates of the various chapters, e.g. education, gender, evaluation etc. that make up the book.

*World Bank & IMF, 2004*

Summaries of Ten Country Case Studies Undertaken as part of the IEO Evaluation of the PRSP/PRGF and OED Review of the Poverty Reduction Strategy Process

[www.worldbank.org/oed/prsp/case\\_studies.html](http://www.worldbank.org/oed/prsp/case_studies.html) and

[www.imf.org/External/NP/ieo/2004/prspgrgf/eng/index.htm](http://www.imf.org/External/NP/ieo/2004/prspgrgf/eng/index.htm)

*World Bank & IMF, 2004*

Global Monitoring Report 2004.

Policies and actions for achieving the MDGs and the related outcomes

[www.siteresources.worldbank.org/DEVCOMMINT/Documentation/20193743/DC2004-0006](http://www.siteresources.worldbank.org/DEVCOMMINT/Documentation/20193743/DC2004-0006)

*Zaoude, Aster*

The Millennium Goals and Gender Equality: What's New? Presentation at High-level Policy-makers Symposium on South-to-South Collaboration: Poverty and HIV/AIDS, Tokyo, Japan 2003

[www.undp.org/oslocentre/docs05/cross/Empowering%20and%20engdering%20governance%20indicators%20-%20workshop%20report.pdf](http://www.undp.org/oslocentre/docs05/cross/Empowering%20and%20engdering%20governance%20indicators%20-%20workshop%20report.pdf)

[www.undp.org/poverty/docs/mdgr-final-report.pdf](http://www.undp.org/poverty/docs/mdgr-final-report.pdf) Failing women, sustaining poverty:

Gender in Poverty Reduction Strategy Papers

Report for the UK Gender and Development Network, Ann Whitehead, May 2003

## Annex 2

### Three sector examples of gender-sensitive monitoring

#### Gender Sensitive Indicators for Monitoring

##### Agriculture Sector Programme Support

Development objective	Impact indicators	Targets	Status
<p>Higher and increasingly equal standard of living in programme target areas</p>	<p>a. Level of income generated from agricultural activities for both male- and female-controlled crops  b. Difference in income level between female- and male-headed households  c. Nutritional status for women and men (targets will be broken down into further detail after preliminary surveys)  d. Distribution of workload - working hours of rural women</p>	<p>a) M: Increase by 15%  W: Increase by 20% in PY 15  b) Decrease by 20% in PY 15  c) -  d) Reduced by 5% in PY 15</p>	
<p><b>Immediate objectives</b></p> <p><u>Rights:</u>  1. Women's control over income and agricultural products is increased  2. Women's control over land is increased</p> <p><u>Resources:</u>  1. Increased productivity of female-controlled cash and non-cash crops  2. Marginalised male livestock producers have found new viable sources of income</p>	<p><b>Outcome indicators</b></p> <p><u>Rights:</u>  1. Pct. of women who have control or joint control over family income and farm products  2. No. of law suits concerning women's access to land under new Land Act</p> <p><u>Resources:</u>  1.a Productivity of agricultural products  1.b Poultry and vegetable production  2. Pct. of marginalised livestock producers who have created a viable source of income as crop producers, agricultural/industrial workers, etc.</p>	<p>1. Increase by 15% in PY 10  2. Increased by 20% by PY 8</p> <p>1.a Increased with 10% by PY 15  1.b Poultry increased by 40 tons. Vegetable</p>	

<p><u>Influence:</u> 1. Women's increased influence in MoA continues to create gender-sensitive policies, strategies and implementation 2. Women's influence in NGO/CBOs increases benefits for members</p>	<p><u>Influence:</u> 1. Policies and strategies produced without a gender perspective 2. Activities and funding channelled towards female-dominated crops and livestock activities</p>	<p>by 100 tons in PY 8 2. 30% by PY 15</p>
<p><b>Outputs</b></p> <p><u>Rights:</u> 1.1 Increased awareness among male and female farmers of gender equality as regards control over income and products 2.1 Increased awareness of women's and men's rights to land</p>	<p><b>Output indicators</b></p> <p><u>Rights:</u> 1.1 Pct. of target population who are aware of women's rights to control over income and agricultural products 2.1 Pct. of the target population who know basic facts about their rights</p>	<p>1. 0 from PY 12 2. Average 20% increase in level of funds</p> <p>1.1 30% by PY 5 2.1 60% by PY 5</p>
<p><u>Resources:</u> 1.1 Government officials practise gender-sensitive extension methodologies and promote gender-sensitive technologies 1.2 Increased homestead gardening 2. Improved loan access for marginalised livestock producers</p>	<p><u>Resources:</u> 1.1 Pct. of spot checks where extension is found to be gender sensitive 1.2 No. of households producing vegetables for own consumption 2. No. of loans given to former livestock producers</p>	<p>1.1 80% by PY 8 1.2 Increase by 20% by PY 10 2. Increase by 20% by PY 10</p>
<p><u>Influence:</u> 1.1 Increased female influence in MoA 1.2 Improved female representation in extension 2.1 Women's influence in national agricultural organisations is increased 2.2 Women's influence in CBO is increased</p>	<p><u>Influence:</u> 1.1 Female representation in leading positions 1.2 No. of female extension officers 2.1 Female representation in the 3 most important agricultural org. 2.2 Female representation in the sample survey of CBO</p>	<p>1.1 Increase by 20% by PY 10 1.2 Increase by 30% by PY 10 2.1 Increase by 20% by PY 10 2.2 Increase by 20% by PY 10</p>

<p><u>Cross-cutting issues:</u>  A. Improved monitoring of gender issues in the agricultural sector  B. Improved gender-sensitive planning in the agricultural sector  C. The strategies concerning female-headed households are implemented</p>	<p><u>Cross-cutting issues:</u>  A1. Gender sensitive evaluations and annual and semi-annual progress reports including gender-sensitive indicators and monitoring tools produced  A2. Lessons learned from monitoring fed back into the planning system  A3. Gender-sensitive databases established  B. No. of measurable gender-sensitive targets formulated in annual work plans at all levels by PY 2  C. Pct. of all extension officers who are aware of and practise the strategy's central elements</p>	<p>10  A.1: 3 reports pr year from PY 3  A.2: Minimum 2 lessons learned from PY 3  A.3: 1 DB by PY3  B: – at least two pr plan by PY 2  C: 80% by PY 5</p>	
<b>Activities</b>			
<p><u>Rights:</u>  1.1.1 Identify pilot projects to increase women's control over agricultural products  2.1.1 Formulation of gender strategy for the agricultural sector at national, regional and local level  2.1.2 Formulation of women's rights in new Land Act  2.1.3 Implement information campaigns on women's improved rights concerning access to and control over land</p>	<p><u>Rights:</u>  1.1.1 No. of pilot projects approved  2.1.1 The strategy has been approved  2.1.2 The act has been approved and includes women's inheritance and ownership of land  2.1.3 No. of male and female farmers reached by the campaign</p>	<p>111: 4  211: 1 approval  212: 1 approval  213: M: 100.000  F: 100.000</p>	
<p><u>Resources:</u>  1.1.1 Mobilise women and women's organisations for programme activities  1.1.2 Develop methodology for training of male and female farmers in improved agricultural methodologies  1.2.1 Develop gender-sensitive extension material and methodologies  1.2.2 Train extension officers in gender sensitive methodologies  2.1.1 Sensitisation campaign to raise marginal (often male) livestock producers' awareness of other income opportunities  2.1.2 Establish loan scheme to start agri-business for</p>	<p><u>Resources:</u>  1.1.1 No. of women mobilised and pct. of all potentially relevant women's organisations mobilised  1.1.2 Methodologies developed and tested and approved  1.2.1 New set of material for all sub-sectors are approved by MoA management  1.2.2 Pct. of planned training activities planned actually carried out  2.1.1 No. of men and women reached by the campaign  2.1.2 Pct. of procedures and organisational set-up in place</p>	<p>111: 1000  80%  112: 1 approval  121: 1 approval  122: 90%  211: 1000  212: 95%</p>	

abovementioned marginalised livestock producers		
<p><u>Influence:</u>  1.1.1&amp;2 Create gender-sensitive recruitment procedures and goals in MoA at all levels  2.1.1 &amp; 2.2.1 Implementation of campaign aimed at sensitising management in official and non-official agriculture, and promoting more female leadership in producers' organisations</p> <p><u>Cross-cutting issues:</u>  A. Develop a gender-sensitive planning and monitoring system for MoA on local, regional and national level  B. Formulate agricultural policy and strategy in support of female-headed households  C. Involve women at different levels in MoA's formulation of policies and strategies</p>	<p><u>Influence:</u>  1.1.1 Pct. of recruitment procedures and goals which are gender sensitive  2.1.1 Pct. of leaders in all relevant organisations who are reached by the campaign</p> <p><u>Cross cutting issues:</u>  A. A development plan for the system has been approved by MoA management  B. The policy and strategy are approved by MoA management  C. The ratio of women and men involved in the formulation process</p>	<p>111: 60%  211: 70%</p> <p>A: 1 approval  B: 1 approval  C: 50/50</p>
<p><b>Inputs</b>  Increase amount of funds to women-related agricultural activities</p>	<p><b>Input indicators</b>  Amount</p>	<p>Increase by 30%  by PY 5</p>

**Gender Sensitive Indicators for Monitoring  
Good Governance Sector Programme Support**

Development Objective	Impact Indicators	Target	Status
Men and women equally enjoy the protection of civil and political rights, the rule of law, a vibrant civil society, transparency and accountability in the public sector and “good governance”	<ul style="list-style-type: none"> <li>• Adequate national capacity, procedures and systems are in place to promote gender sensitive planning and implementation</li> <li>• National policies are formulated with gender concerns</li> <li>• Women enjoy the right to inherit a deceased spouse</li> <li>• Women enjoy the right to conduct business</li> <li>• Women enjoy sexual and reproductive rights including the right to take decisions about their own bodies</li> </ul>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Y/N</p> <p>Y/N</p> <p>Y/N</p> <p>Y/N</p> <p>Y/N</p> <p>Y/N</p>
Immediate Objectives	Outcome Indicators	Target	Status
<b>1. GOVERNANCE AND PARTICIPATION</b>	<b>Rights</b>		
<ul style="list-style-type: none"> <li>• A gender perspective is mainstreamed into governance and participation at national and local levels</li> <li>• Gender equality is mainstreamed into the context of legislation and legal rights</li> <li>• A gender perspective is mainstreamed into governance and the household/family</li> <li>• A gender perspective is mainstreamed into participation and governance in the private sector</li> </ul>	<ul style="list-style-type: none"> <li>• Existence of an official policy mandate for gender equality, including a mandate for equal representation and participation</li> <li>• Percentage of major decisions in households that are taken jointly by both partners in regard to family planning, parenting, household chores, household budget</li> </ul>	<p>Yes</p> <p>n %</p>	<p>Y/N</p> <p>%</p>
	<b>Resources:</b>		
	<ul style="list-style-type: none"> <li>• Percentage of national and local government expenditure targeted at gender mainstreaming and gender equality initiatives</li> <li>• Percentage of trained men and female political candidates</li> <li>• Percentage of leadership-trained men and female government officials, in NGOs, trade unions and business organisations</li> <li>• *Male-to-female ratio of time spent on: housework, parenting/ childcare</li> <li>• *Male-to-female-registered ownership of houses/apartments, cars, family business</li> <li>• *Male: female ratio of owners of corporate assets</li> <li>• *Women’s average private sector wage as a percentage of men’s</li> </ul>	<p>n %</p> <p>Yes</p> <p>Yes</p> <p>Y:X=n</p> <p>n</p> <p>n</p> <p>n %</p>	<p>%</p> <p>Y/N</p> <p>Y/N</p> <p>Y:X</p> <p>Y:X</p> <p>Y:X</p> <p>%</p>

	<ul style="list-style-type: none"> <li>● <b>Influence:</b></li> <li>● *Male-to-female ratio of members of parliament</li> <li>● *Male-to-female ratio in political parties, their leaders and general membership</li> <li>● *Male-to-female ratio of members of government,</li> <li>● *Male-to-female ratio of members of regional and local government councils</li> <li>● *Male-to-female ratio in the civil service, including top managerial positions</li> <li>● *Male-to-female ratio of top-level managers in the private sector</li> <li>● *Male-to-female ratio of chairpersons of the board of major companies</li> <li>● *Male-to-female ratio of members of the board of major companies</li> </ul>	<p>n n n n n n n n n</p>	<p>Y:X Y:X Y:X Y:X Y:X Y:X Y:X Y:X Y:X</p>
<p><b>2. JUSTICE AND HUMAN RIGHTS</b></p> <ul style="list-style-type: none"> <li>● Mainstreaming gender equality into the context of legislation and legal rights</li> <li>● Mainstreaming gender efforts within the Judiciary</li> <li>● Gender mainstreaming of internal human rights obligations – monitoring and reporting:</li> <li>● Protection and complaints mechanisms</li> </ul>	<p><b>Rights:</b></p> <ul style="list-style-type: none"> <li>● Existence of constitutional provision on gender equality</li> <li>● Existence of specific anti-discrimination and/or equal opportunities legislation</li> <li>● Ratification of CEDAW and optional protocols</li> <li>● No. of reservations to CEDAW</li> <li>● Revisions of gender discriminatory laws in accordance with CEDAW</li> <li>● Existence of legislation protecting women’s human rights</li> <li>● Existence of national action plan to protect women’s human rights</li> </ul>	<p>Yes Yes Yes None n Yes Yes</p>	<p>Y/N Y/N Y/N No. No. Y/N Y/N</p>

	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Resources (human, time and financial) devoted by the government to reporting on the CEDAW convention</li> <li>• Male-to-female ratio of beneficiaries of any judicial training or capacity-building programmes</li> <li>• Gender-sensitivity training for people in Legislature, Judiciary and law-enforcement system</li> <li>• Existence of legal-literacy education for women</li> <li>• Existence of education on women's human rights</li> </ul> <p><b>Influence</b></p> <ul style="list-style-type: none"> <li>• If the above exists, percentage of population that is aware of this</li> <li>• Average time and cost to an individual wishing to pursue a complaint by available mechanisms, disaggregated by gender</li> <li>• Existence of national commission on human rights</li> <li>• Percentage of complaints received by national human rights institution that deal with</li> <li>• Gender discrimination</li> <li>• Male-to-female ratio of members of the judiciary</li> <li>• Male-to-female ratio of members of the highest judicial body</li> </ul>	<p>n n Yes Yes Yes</p>	<p>No. X:Y Y/N Y/N Y/N</p>
<p><b>3. DEFENCE, CONFLICT RESOLUTION AND PEACE-BUILDING</b></p> <ul style="list-style-type: none"> <li>• Gender mainstreaming as regards military and defence institutions</li> <li>• Gender mainstreaming concerning men's and</li> </ul>	<p><b>Rights</b></p> <ul style="list-style-type: none"> <li>• Male-to-female ratio in military and defence institutions, including leadership positions</li> <li>• Ratio of men to women "around the table" at formal peace talks and negotiations</li> <li>• Male-to-female ratio in bodies tasked with implementing peace</li> </ul>	<p>n n n</p>	<p>% No. Y/N % X/Y X/Y Y/X Y/X Y/X</p>

<p>women`s roles in conflict</p> <ul style="list-style-type: none"> <li>Gender mainstreaming in terms of conflict resolution, peace building and post-conflict situations:</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Existence of female-specific services such as reproductive health services, in camps and shelters</li> <li>Percentage of donor funding going to women-led civil-society peace initiatives</li> <li>Percentage of donor funding protecting women living in situations of armed conflict or under foreign occupation</li> <li>Male-to-female ratio of both implementers and beneficiaries of peace education projects</li> </ul> <p><b>Influence</b></p> <ul style="list-style-type: none"> <li>Incidence of sexual harassment and assault within military and defence institutions</li> </ul>	<p>Yes</p> <p>n %</p> <p>n %</p> <p>n</p>	<p>Y/N</p> <p>%</p> <p>%</p> <p>Y:X</p>
<p><b>4. MEDIA AND COMMUNICATION TECHNOLOGIES</b></p> <ul style="list-style-type: none"> <li>Increased and increasingly free and objective information</li> <li>Gender-balanced participation as well as access to and control over media and modern communication technologies</li> </ul>	<p><b>Rights</b></p> <ul style="list-style-type: none"> <li>Legislation against pornography, violence, commercial exploitation of women in media</li> <li>Codes of conduct and guidelines on balanced portrayal of women</li> <li>Number of editorial boards of media that include issues of gender equality in editorial policy</li> <li>Number of editorial boards of media that include statement on gender equality as regards advertising standards</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Male-to-female ratio in top editorial positions of electronic and print media,</li> <li>Male-to-female ratio of professionals in major print, radio and television media</li> <li>Existing media-literacy education for women and the general public</li> <li>Institutionalisation of gender-sensitivity training for media professionals</li> </ul>	<p>Yes</p> <p>Yes</p> <p>n</p> <p>n</p> <p>n</p> <p>n</p> <p>Yes</p> <p>Yes</p>	<p>Y/N</p> <p>Y/N</p> <p>No.</p> <p>No.</p> <p>X/Y</p> <p>X/Y</p> <p>Y/N</p> <p>Y/N</p>

	<b>Influence</b>					
	<ul style="list-style-type: none"> <li>Number of articles in electronic and print media that promote blatant gender stereotypes</li> <li>Number of articles in major newspapers explicitly addressing gender-equality issues</li> </ul>	<table border="1"> <tr> <td>n</td> <td>No.</td> </tr> <tr> <td>n</td> <td>No.</td> </tr> </table>	n	No.	n	No.
n	No.					
n	No.					

### Gender-Sensitive Indicators for Monitoring Education Sector Programme Support

Development objective	Impact indicators	Target	Status
Ensure that by 2015, all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and are able to complete education that is free of charge, compulsory and of good quality (Education for All objective)	<ul style="list-style-type: none"> <li>Adequate national capacity and systems in place to promote gender-sensitive planning, incl. girls' schooling, teacher training etc.</li> </ul>	Yes	Y/N
Immediate objectives	Outcome indicators		
<ol style="list-style-type: none"> <li>Improvement in access and equity of basic education</li> <li>Improvement in the quality and relevance of basic education</li> <li>Improved institutional gender capacity and authority in the school sector</li> <li>Improvement in the institutional capacity to provide quality teacher training</li> <li>Cultural norms and traditions towards girls' education changed</li> </ol>	<p><b>Rights</b></p> <ul style="list-style-type: none"> <li>Annual strategic plan, work plans and budgets taking girls' specific needs into consideration</li> <li>Public educational outcomes for all students, in particular for girls</li> <li>Quality of teacher training regarding the special needs of girls</li> </ul>	Yes n % Improvement	Y/N % measurable improvement Improvement/

	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Ratio of girls to boys completing basic education</li> <li>• Drop-out rates for girls</li> </ul> <p><b>Influence</b></p> <ul style="list-style-type: none"> <li>• Gender sensitivity among parents and communities</li> <li>• Positive attitude among parents in particular towards girls' schooling</li> <li>• A gender focal point established within the government structure by PY 2</li> <li>• Employment opportunities for girls improved by PY 10</li> </ul>	<p>Increase from 1:3 to 1:1 in PY 10</p> <p>Reduction by 50% by PY10</p> <p>Cont'd increase Y:X</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>status quo/defer.</p> <p>Y/X</p> <p>%</p> <p>Incr./status quo/decrease</p> <p>Y/N</p> <p>Y/N</p> <p>Y/N</p>
<b>Process indicators</b>			
<p><b>Outputs</b></p> <ol style="list-style-type: none"> <li>1. Improved learning environment for promoting gender equality</li> <li>2. Creation of an enabling school environment for girls</li> <li>3. Actions to promote gender parity and equality developed</li> <li>4. A gender perspective in school curriculum</li> </ol>	<p><b>Rights</b></p> <ul style="list-style-type: none"> <li>• Support from influential community members to send both girls and boys to school</li> <li>• A gender perspective in the curriculum has been approved</li> <li>• Adequate systems that meets girls' and boys' specific</li> </ul>	<p>Increase by n%/ by PY 5</p> <p>Yes</p>	<p>%</p> <p>Y/N</p>

		Y/N
developed and integrated		
5. Greater awareness among parents and communities of gender issues and equality in education	<ul style="list-style-type: none"> <li>gender needs and interests</li> <li>Sexual harassment of girls by male teachers and boys</li> </ul>	Yes Decrease by n % by PY 5
6. Awareness among girls of their right to education	<ul style="list-style-type: none"> <li>Gender discrimination by PY 5</li> </ul>	Decrease Decr./ Status quo/ Incr.
	<b>Resources</b> <ul style="list-style-type: none"> <li>Resources for female education</li> </ul>	Increase by n % by PY 5 Yes
	<ul style="list-style-type: none"> <li>National needs and interests incorporated within the revised curriculum, in particular with respect to girls</li> <li>Access for women to teacher training</li> </ul>	Increase by n % by PY 5 %
	<ul style="list-style-type: none"> <li>Percentage of teachers trained in gender sensitivity</li> </ul>	n %
	<ul style="list-style-type: none"> <li>Percentage of girls who receive school/career counselling/ guidance</li> </ul>	n %
	<b>Influence</b> <ul style="list-style-type: none"> <li>Learning outcome for girls</li> </ul>	Improvement Improv /status quo/de teriora tion No.
	<ul style="list-style-type: none"> <li>Capable women in school management and in leadership positions</li> </ul>	n Increase

	Integration of gender into all phases of planning and implementation	Parents aware of gender issues and constraints within education	by PY 5 30 %	Sta. quo /decr. %
	<b>Process indicators</b>			
<b>Activities</b> 1. Establishment of a gender focal unit 2. Provision of scholarships to girls 3. Provision of hostels for girls and female teachers 4. Teacher-awareness workshops to sensitise teachers on gender issues 5. Upgrading of teacher training. 6. Establishment of quotas for training of female head teachers 7. Campaigns aimed at sensitising parents and communities to ensure increase in enrolment of girls 8. Development and integration of a gender perspective in school curriculum 9. Actions to promote gender parity and equality 10. Actions to improve institutional capacity and authority in the school sector 11. Textbooks and teaching materials systematically revised according to gender-sensitive criteria	<b>Rights</b> <ul style="list-style-type: none"> <li>• Involvement of parents and communities in planning, decision-making and advocacy to ensure enrolment of girls</li> <li>• Parents and communities more sensitive regarding constraints on girls' and boys' schooling by PY 5</li> <li>• Adequate staffing and resources of gender focal unit by PY 5</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers more sensitive regarding gender issues by PY 5</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• Number of scholarships to girls</li> <li>• Number of hostels to girls and female teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks and teaching materials systematically revised according to gender-sensitive criteria</li> <li>• A gender-sensitive curriculum approved and in force by PY 5</li> </ul>
	<b>Influence</b>			
		<ul style="list-style-type: none"> <li>• Yes</li> <li>• n staff and m budget</li> <li>• Yes</li> <li>• n %</li> <li>• increase by PY 5</li> <li>• n %</li> <li>• increase by PY5</li> <li>• Yes</li> <li>• Yes</li> </ul>	<ul style="list-style-type: none"> <li>• Y/N</li> <li>• No. of staff; size of budget</li> <li>• Y/N</li> <li>• %</li> <li>• %</li> <li>• Y/N</li> <li>• Y/N</li> <li>• Y/N</li> <li>• Y/N</li> </ul>	

	<ul style="list-style-type: none"> <li>• Size of pool of female teachers</li> <li>• Women as a pct. of teacher trainees</li> <li>• Women as a pct. of head teacher trainees</li> <li>• Female representation in school boards</li> </ul>	<p>n % increase by PY5 At least 75% by PY5 At least 50% by PY5 n % increase by PY5</p>	<p>% in-crease % % %</p>
--	--	--	--------------------------------------