

FACILITATOR GUIDE

MODULE 2

GENDER AND M&E

OVERVIEW

Duration: 1.5 hours

Target Audience: Program staff

Format: Virtual or in-person

Materials and equipment required:

If virtual: Basic video conference platform with chat function.

If in person: Flip chart, markers, projector.

Prerequisites: None, although it may be helpful if participants have participated in Module 1 on Gender Integration.

Learning Objectives

By the end of this session, participants will be able to:

- Understand gender sensitive monitoring and evaluation (M&E) and why it is important
- Understand where there are gender considerations throughout the M&E cycle
- Understand how to develop gender indicators
- Become familiar with various quantitative and qualitative approaches that can be used to measure impact and change on gender equality
- Be able to identify ethical considerations related to gender in M&E and be equipped with methods for safeguarding against them

AGENDA

Time	Activity	Format
5 minutes	Icebreaker	Chat function / plenary discussion
15 minutes	Gender sensitive M&E - what is it and why does it matter?	Story, presentation, quiz
55 minutes	How does this work in practice? Gender in the M&E cycle	Presentation, brainstorm, and exercise
10 minutes	What does this mean for your role?	Discussion
5 minutes	Key takeaways	Presentation

SESSION OUTLINE

Icebreaker

The suggested icebreaker can be changed as per your preference.

1. Gender sensitive M&E - what is it and why does it matter?

- Read the story on slide 6 to set the scene and introduce the topic of gender sensitive M&E and explain why it matters. The story presents a community-based SRHR intervention and shows how gender equality results are captured and not captured depending on the types of indicators that are monitored.
- Slide 7 provides more detail on what gender sensitive M&E is, and how it can be approached.

- On slide 8, which is animated, ask participants to raise their hands or write in the chat why they think integrating a gender lens into M&E is important. You can then reveal the 5 reasons.
- Slide 9 is also animated. Walk participants through what gender equality results are and how they can be brought about. There are several examples in the speaking notes. Ask participants to reflect on which of these areas resonate with their work, and write their responses in the chat.
- Slide 10 explains what a Theory of Change is and its importance to M&E, particularly when measuring gender equality results.
- Slide 11 presents a simplified version of A360's Theory of Change (not including the activity level and problem statement) as an illustrative example. It explains the primary and intermediate outcomes and there are suggestions for how to measure these in the speaking notes.

2. How does this work in practice? Gender in the M&E Cycle

- This section is more practical and takes participants through the M&E cycle (slide 13). The slide is animated and explains how gender can be integrated at each phase. Since gender analysis and gender integration were covered in Module 1, these are not covered in this module.
- Phase 2, M&E planning, is the focus of slides 14-22. Begin by explaining how to define gender equality M&E questions (slide 15).
- Slide 16 explains gender sensitive indicators and what they can be used to measure. Slide 17 then provides some examples of indicators that might be used across various development sectors.
- Slide 18 discusses the various types or categories of gender equality indicators and their utility.
- Engage participants by asking them to sort the indicators on slide 19 into the quantitative and qualitative boxes. They can raise their hand or type their answers in the chat. The answers are revealed on slide 20.
- As only one of the example indicators is qualitative, explain what makes an indicator qualitative on slide 21 and allow participants to brainstorm qualitative

indicators for their actual program. Then show two additional examples on slide 22.

- Moving to Phase 3, M&E approaches and methods (slides 23-29), start with explaining the difference between quantitative, qualitative, and mixed methods approaches (slide 24).
- Slide 25 explains the importance of participatory methods and describes the different levels of engagement when working with women and girls. Ask participants to share some examples from their work engaging women and girls in M&E activities in the chat.
- Slides 26-29 will test participants' knowledge and understanding of participatory methods through different types of activities. Provide an explanation of each photo (slides 26 and 28) and ask participants which level of engagement this activity refers to along the spectrum. The answers are revealed on slides 27 and 29.
- Next move to Phase 4 on M&E tools and data collection (slides 30-32). Begin with a discussion on risks and ethical considerations when collecting gender data (slide 31). Participants can raise their hands or write in the chat. Talk through slide 32 which provides some examples.

3. What does this mean for your role

- Invite participants to share their thoughts and reflections through a group discussion on how their work in M&E integrates a gender lens and any opportunities they see to enhance this work (slide 34). Allocate 10 minutes to the discussion.
- If this is a virtual training, you will need to assign people to breakout rooms and float between the different rooms to ensure everyone is engaged in the conversation.
- Some ideas for how different roles have a role to play in gender sensitive M&E are provided in the speaking notes. You can use these as prompts during the group discussions or share them in plenary.
- End the session with the key takeaways (slide 35).