



Designing a common gender indicator framework for CARE's Pathways Program

ACKNOWLEDGEMENTS

Contributors

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Photography

The photographs in this brief were taken by the facilitators during the workshop or have been published in previous Pathways briefs.

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Gender inequality is a barrier to agricultural productivity and food security in smallholder agriculture systems. CARE's work in the agriculture sector aims to challenge social norms, starting with staff self-reflection and facilitating gender dialogues in the communities. However, we recognize that monitoring behavior changes related to gender remains a complex, nuanced, and challenging endeavor.

In this document, CARE presents a process that we followed to develop a common gender-indicator framework for measuring, monitoring, and encouraging processes of gender-related behavior change among men and women in 5 countries (Malawi, Mali, Ghana, Tanzania, India) of CARE's Pathways Program.

The process was initiated during a qualitative mid-term review (MTR) of the Pathways program, which focused on understanding behavior changes related to intra-household relations and men's engagement with the program. The common gender-indicator set was then finalized during a one-week workshop held in Lilongwe, Malawi, during March 2015. The workshop was supported by the TOPS Program, a USAID/Food for Peace-funded learning initiative, bringing the highest quality information, knowledge, and promising practices in food assistance programming to implementers and donors around the world to ensure more communities and households benefit from the U.S. Government's investments to fight global hunger.

This process is inspired by Outcome Mapping, an approach that recognizes that complex social change is the result of the incremental actions of individual actors. In documenting this process, we hope that other organizations and development partners may find the processes or tools applicable to their own work, and that we may collectively contribute to more gender-equitable smallholder systems at scale.

This document is structured to give the context for the gender-indicator framework as it fits within the Pathways M&E system, and then to describe step-by-step the processes of the mid-term review (MTR) and Gender Indicator Design workshops.

CONTENTS:

1. Background: The Pathways Program
2. Pathways Objectives and Theory of Change
3. Pathways Monitoring, Evaluation & Learning system
4. The Mid-Term Review (MTR) process
5. Gender-Indicator Design Workshop
6. Using the gender-indicators for monitoring and learning

1. THE PATHWAYS PROGRAM



CARE's *Pathways* program builds on and is inspired by the vital roles that women around the world play in smallholder agriculture, meeting the food needs of their households and contributing to development and growth. The vision of the program is empowered women smallholder farmers being celebrated for their contributions to achieving secure and resilient livelihoods and sustainable futures for their households, communities and beyond. This vision will be achieved by promoting women's leadership and productive and profitable engagement in intensified, sustainable agriculture.

The program is implemented in six countries (**Bangladesh, India, Malawi, Tanzania, Mali, and Ghana**) with support from the Bill and Melinda Gates Foundation. *Pathways* targets **52,000 poor women smallholder** farmers and others in their households and communities. The six *Pathways* countries chosen for the program represent a diverse range of contexts and value chains, generating rich learning opportunities on for understanding how best to improve gender equality among smallholder farmers in difficult agro-ecological and socio-economic contexts.

The design of *Pathways* drew on CARE's Women's Empowerment in Agriculture framework, developed by CARE to guide planning, implementation, and evaluation of agriculture programs. This framework builds on CARE's long history of work on women's empowerment and sustainable livelihoods, which shows that in order to have a sustainable impact CARE must work across three dimensions of empowerment: Agency, Structure, and Relations.





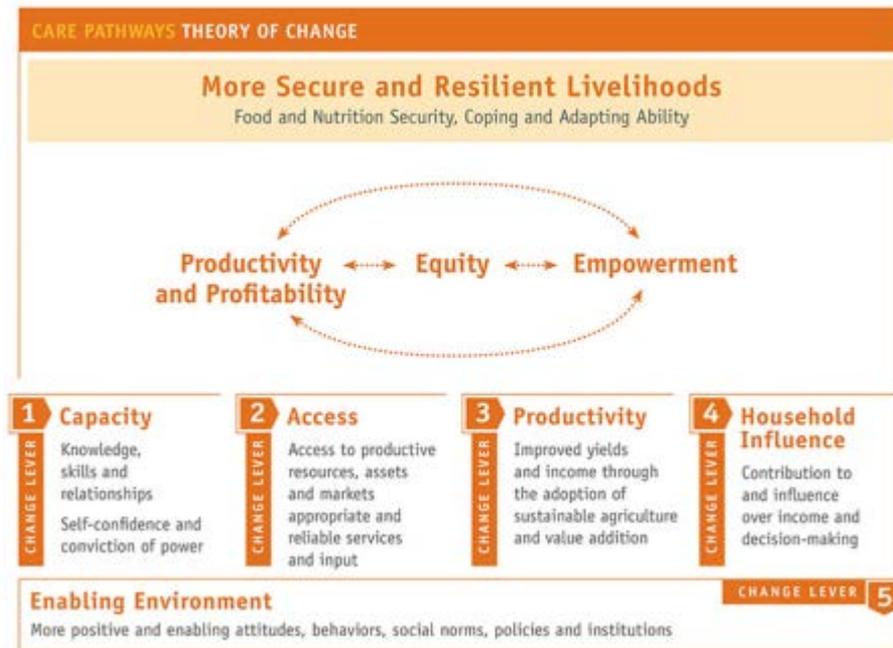
2. PATHWAYS OBJECTIVES AND THEORY OF CHANGE

Objectives

Objective 1: To increase the productive engagement of 52,000 poor women in sustainable agriculture, and contribute to their empowerment

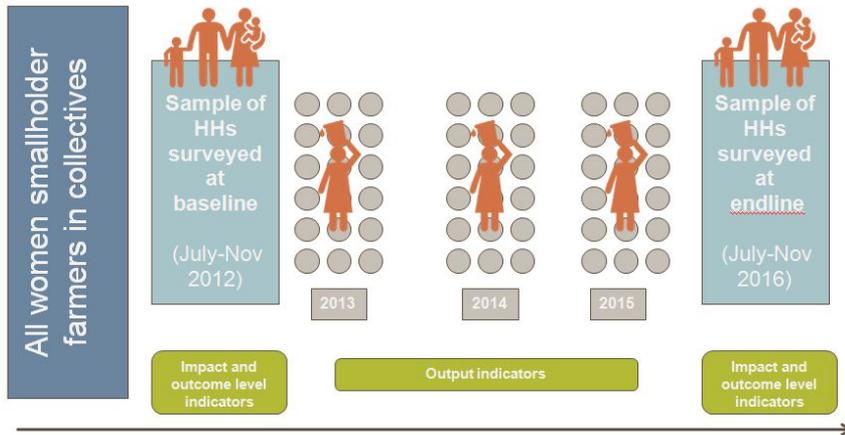
Objective 2: To enhance the scale of high-quality, women-responsive agriculture programming

Objective 3: To contribute to the global discourse that surrounds women and agriculture



The Pathways Theory of Change builds on CARE’s extensive programming experience in the areas of sustainable agriculture, market access, and women’s empowerment. The Theory of Change understands productivity and profitability to be intimately linked to the empowerment of women smallholders. Addressing unequal intra-household power relations is a prerequisite for women to access resources and opportunities to improve their productivity. In turn, improvements in productivity and profitability contribute to women’s intra-household influence and bargaining power. Supporting an enabling structural environment – by addressing social norms and institutional and market challenges—is the foundation for lasting transformation.

3. MONITORING, EVALUATION & LEARNING IN PATHWAYS



Baseline and Endline Survey

This survey captures key outcomes and impacts in the areas of food security, income, and empowerment:

- Access to services, yields, income, and savings
- Household Dietary Diversity and coping strategies index
- Women’s Empowerment Index

CARE’s Women Empowerment Index is adapted from IFPRI’s WEAI, incorporating key elements of CARE’s Women’s Empowerment Framework. Changes to the index included additional questions on mobility, gender-equitable attitudes, and use of FGDs instead of survey to capture women’s time use.

Annual Review Studies (ARS)

A cohort of households per country are visited annually for three years to tell the impact story of the program. One woman and man from the the household are interviewed on key indicators from the baseline survey.

Key **photographs** with descriptive captions are also taken, including:

- A photo of where crops are stored
- A photo of the woman with something she purchased with her own income for the *family*
- A photo of the woman with something she bought *for herself* in the last 12 months

Learning, knowledge-sharing, and contributing to the global discourse on gender and agriculture are key Pathways objectives. The Monitoring, Evaluation, and Learning plan (MEL) has been designed to facilitate continual review of results and enable timely programmatic course corrections.

The plan relies wherever possible on tested methods applied previously by other CARE initiatives or by leading development institutions. Pathways teams have been actively involved in refining the tools and in analysing the data during periodic reflection and learning sessions.

3. MONITORING, EVALUATION & LEARNING IN PATHWAYS



Participatory Performance Tracker (PPT)



The Participatory Performance Tracker (PPT) originated in CARE's Strengthening the Dairy Value Chain (SDVC) program in Bangladesh. It is a participatory exercise in which individuals and groups self-assess their own progress on adopting targeted agriculture, marketing, and group governance behaviors. The process creates transparency and fosters collective support and problem-solving.

The PPT is a two-step process:

1. Twice a year, groups assess which **individual** members have adopted the key agricultural and marketing practices promoted by the project. This generates both individual and group scores.

2. Every six months, groups review and self-evaluate their effectiveness as a **collective**. The indicators are related to group governance, transparency, inclusiveness and adoption of key group-level practices.

PPT data is collected and analyzed by Pathways teams with support from a partner, Datassist, which generates reports of Group Maturity Scores and overall adoption rates of key practices.

E-PPT: In collaboration with Dimagi and with funding support from Cisco, Pathways has piloted software and systems for using mobile and tablet devices to collect PPT data. This application allows for immediate turnaround of the data and quicker programmatic response to trends emerging in the field.

4. THE MID-TERM REVIEW (MTR)



Objectives

The purpose of the **qualitative mid-term review** (MTR) was to evaluate progress toward the Pathways' outcomes, answering the basic questions: Are we on track toward equity and empowerment? If yes, what is supporting those changes? If not, how can we adjust the program, strategies?

Another crucial objective of the MTR was to build *qualitative skills* and *gender capacity* of the Pathways staff. Therefore, the MTR was carried out with the participation of the Pathways teams as data collectors and analysis.

The evaluation placed particular focus on Change levers 4 and 5, **Household influence** and the **Enabling Environment**, because changes in intra-household relations and in men's engagement were not as effectively captured in the quantitative monitoring processes of the ARS and PPT tools. The tools were designed to evaluate behavior changes around these main areas of inquiry:

- Household decision-making processes
- Women's own definitions of empowerment
- Men's engagement in the program and personal changes
- Community leaders' views and practices

Cross-cutting the tools were questions to monitor **gender-based violence trends** and **workload-sharing practices**.



The data collection took place in 5 Pathways countries during the period from May through August, 2014. The key questions were explored through **focus group discussions** (16 to 24 per country), **key informant interviews** (4 to 6 per country) and **in-depth interviews** (8 per country). Respondents were women impact group members, male group members or spouses, and community leaders. Respondents were selected to represent diversity of household structures (polygamous, monogamous male-headed, female-headed). Male respondents included both "role model men" and men who had been less actively engaged with the program.

4. THE MID-TERM REVIEW (MTR)



Outcome Mapping concepts

The MTR methodology drew from concepts of Outcome Mapping (OM), an actor-centered approach that focuses on behavior changes of the actors with whom a project works. Outcomes are formulated as changes in actions, behaviors, and relationships. It is particularly appropriate when an intervention is focused on changes that may evolve or emerge unevenly and in a non-linear way; and when the intervention wants to focus on results defined by local actors or beneficiaries. The MTR did not apply the full OM approach, but used key concepts, particularly **Outcome Challenges** and **Progress Markers**.

An **Outcome Challenge** describes *the ideal changes in behavior, relationships, activities, actions of people, groups, and organisations with whom the programme works directly.*

Outcome Challenges are the *ideal, envisioned* behaviors of impact women, their male partners and spouses and community leaders. They can be understood as goal statements articulating the ideal behaviors that would be observed if the project is very effective as a facilitator of change toward the goals of empowerment, equity and productivity.

Progress Markers are a graduated set of statements describing a progression of changed behaviours of the people, groups, and organisations with whom the program works directly, leading to the ideal outcomes described in outcome challenge

Progress Markers are a set of specific, achievable and progressive statements of behavioral change for each target group. These observable changes indicate the contribution and progression towards the changes described in the Outcome Challenge.

Progress Markers are *progressive* indicators that are normally developed together with the respective actors and foster negotiation of expectations between the actors involved. The set as a whole articulates the complexity of the change process and permits during the monitoring for early assessment of progress.

In essence, Progress Markers are indicators of change, but they differ in nature from the SMART indicators in key ways: They can be adjusted during the course of the program and can capture unintended results. Progress Markers do not include targets or time/deadline indications. They are always expressed in terms of the observable behaviors of a specific actor.

4. THE MID-TERM REVIEW (MTR)



Fieldwork analysis process

Each data collection day was followed by a day of group analysis on the outputs of the focus group discussions. The research teams reviewed the interviews to identify the unique, specific behavioral changes that had been observed during the Pathways period among specific actors (women, men and community leaders). They also noted any factors to which these changes had been attributed (by the respondent).

Each change was formulated as a progress marker. Using a different wall space for each actor (men, women, community leaders), the teams **clustered** the similar behaviors and **categorized** them, as they saw fit (ie, "Workload-sharing," "Decision-making", "Control over income", "Harmony").

Each subsequent analysis day throughout the entire MTR process, the progress markers per category were **quantified** according to the number of times they had been mentioned for each actor (women, men and community leaders).

In the end, the **final tally** provided an illustrative map of **the types of behaviors that were changing most and least frequently**, and **in which domains** the greatest number of changes had occurred.



4. THE MID-TERM REVIEW (MTR)

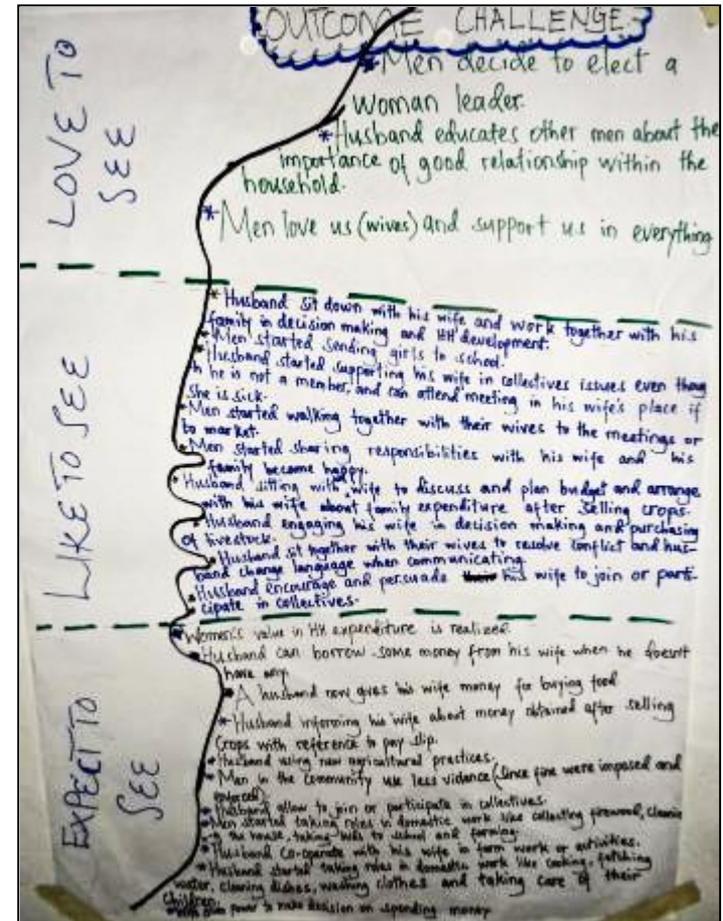
Final analysis process: Expect, like, love to see



In a final stage, the teams rewrote the Outcome Challenges for each actor, and then organized all of the behavior changes into a visual pathway, from “expect to see” (early, easier changes) at the bottom, to the “love to see” changes – those more transformative changes that were either desired by respondents or were happening among an exceptional few people in the communities.

In addition, the teams revised Outcome Challenges for empowered women, male champions and engaged community leaders, based on the fieldwork and the desired changes expressed by the respondents.

The process helped teams to understand the incremental processes of behavior change around social norms, and it gave them a common understanding of what “empowerment and equity” would look like for each actor.



4. THE MID-TERM REVIEW (MTR)



Progress Markers

A first set of Progress Markers generated through the MTR interviews with women & men in Tanzania

Expect to see Women

- Increase agro-economic knowledge & skills
- Adapt new agricultural system
- Exchange ideas & experiences among themselves
- Establish small businesses
- Go to different places, i.e. market, outside the village, ...
- Join collectives
- Make decisions like food purchases or school fees

Like to see Women

- Use agro-inputs
- Advise husband on agronomic practice
- Provide for domestic needs
- Manage their own life, esp. paying school fees
- Work with husband to increase production
- Ask husband to help with land cultivation
- Own farmland
- Travel outside village to buy property or do business
- Participate in sharing financial decisions
- Make joint income decisions with the husband

Love to see Women

- Advise husband on medical insurance
- Make decisions w/o consulting husband
- Decide on eating, marketing, & selling
- Sit with husband to solve conflicts
- Being more confidence to speak up in the community
- Take up leadership roles in the community or church
- Keep family money

Behavioral Changes – Women	#
Women can pay children's school fees	16
Women cook nutritious meals for the home	10
Household quarrels are reduced	10
Men & women take decisions about farming together	9
Women buy fertilizer & farming inputs	8
Women farm more than previously	
Women have increased crop yields	
Women participate in household decision-making	
Women sell and trade produce for income	
Women purchase household needs (food, soap etc)	

Behavioral Changes – Men	#
Men allow women to use land	12
Household quarrels are reduced	10
Men and women take decisions about farming together	9
Men no longer beat their wives	8
Men have increased crop yields	7
Men help women prepare food and wash clothes	6
Men & women have knew knowledge of farming techniques and crop varieties	6
Men help women fetch water and firewood	4

Behavioral changes for both women and men and their frequency (as spelled out by women and men in Ghana)



Who is an empowered woman?

Respectful Educated
 Punctual Mobile Prayerful
 Enterprising Farmer
 Independent Helpful
 Capable Dress Smartly

4. THE MID-TERM REVIEW (MTR)



Application of the findings

The Mid-Term Review produced rich, contextual insights into the processes of change in the communities. At global level, it also helped identify factors that enable these behavior changes—including women’s group membership, the gender dialogues, women’s income, and active involvement of men in the group activities. Equally important, the intuitive OM concepts enabled the teams to build a unified conception of empowerment and equity, and it also helped convince the teams that social change is possible, even within a limited project period. The teams used the MTR results to make adjustments to their program’s strategies, in response to the key risks and opportunities identified.



Outcome Challenge - Empowered women (Malawi)



Outcome Challenge - Male Champions (Malawi)

5. THE GENDER-INDICATOR DESIGN WORKSHOP



Taking the findings further

The **Gender-Indicator Design Workshop**, which was supported through a micro-grant from the TOPS Program, was designed to build further on the outcomes of the Mid-Term Review process. The purpose of the workshop was to develop a common framework of semi-standardized behavior change indicators that teams can use to continue to measure, monitor and encourage changes in gender relations among key actors in the Pathways program.

Team members from 5 Pathways countries and invited gender specialists took part in the workshop, which was held from 10-13 March 2015 in Lilongwe, Malawi. Over three days, the participants developed appropriate behavior-change indicators around gender and social norms which are structured and standardized around similar themes but at the same time tailor-made and context-specific for men and women in their respective countries (Ghana, Malawi, Mali, Tanzania and India).

These contextualized monitoring indicator frameworks are user-friendly and practical tools for monitoring and encouraging holistic, incremental gender changes at field level across the Pathways Program during the implementation of the program as well as at the end-line. They are complementary to CARE's PPT monitoring approach and the tailored Women Empowerment Index (WEI) index.

Participants also discussed collectively how best to incorporate these monitoring indicators into the existing M&E system and process, by refining and adapting user-friendly data collection and aggregation tools.

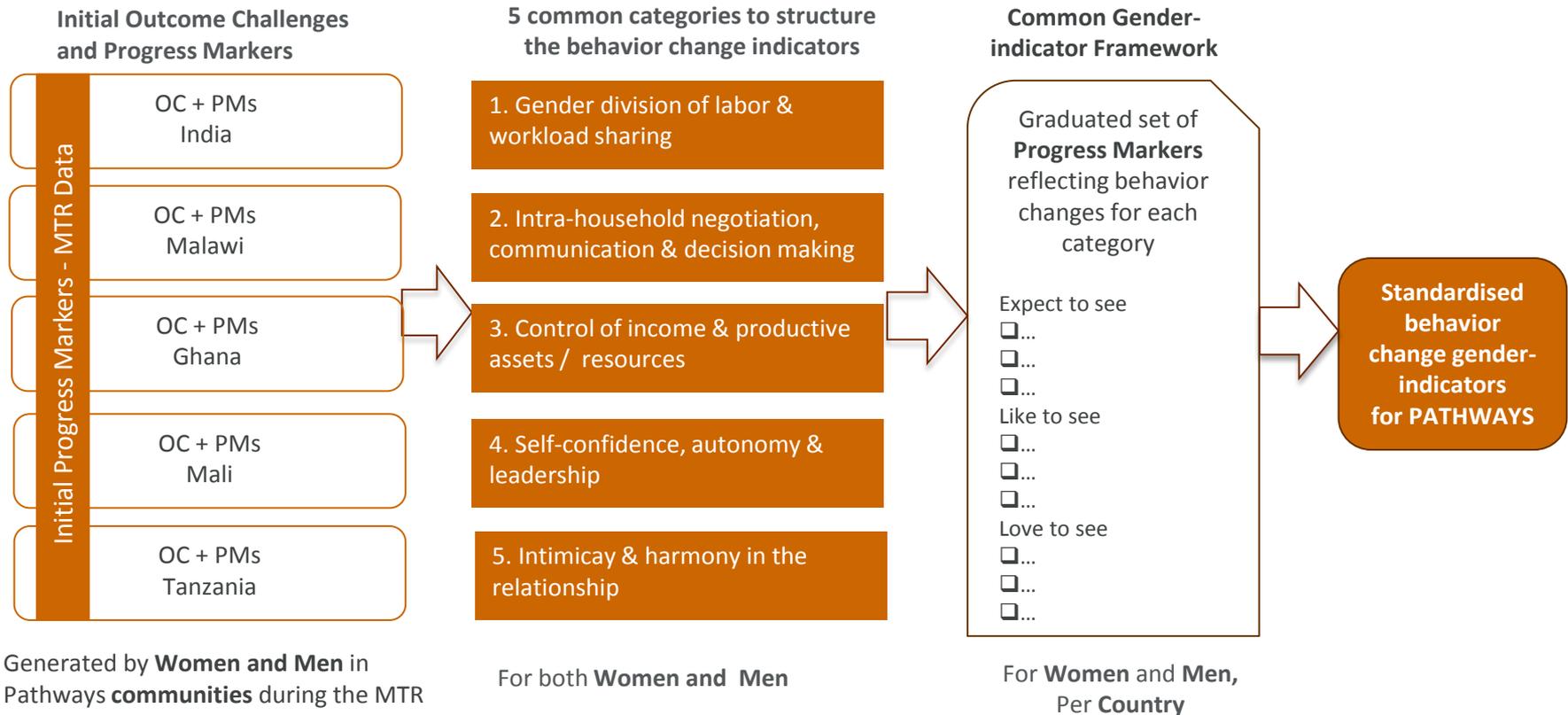


5. THE GENDER-INDICATOR DESIGN WORKSHOP



Workshop flow and process

Each Pathways country team arrived at the workshop with the Outcome Challenges (OCs) and Progress Marker (PM) sets from their respective MTRs. They ended with a standardized set of graduated behavior change indicators for men and women, ready to be tested with their teams and communities and integrated into their existing M&E system.



5. THE GENDER-INDICATOR DESIGN WORKSHOP



Step 1. Defining the categories to structure the behavior changes

Participants clustered the initial progress markers according to **5 categories** which reflect the main types of changes observed in the MTR. The first four categories were suggested by the Gender and M&E Advisors of Pathways, to align them to the domains in the Women’s Empowerment Index of the baseline. Category 5 was added during the Gender-Indicator Design Workshop.

Using the initial five categories was key to ensuring a semi-standardized approach and a more focused design for behavior change indicators across the different Pathways countries. The process of sorting into categories fostered an in-depth discussion on the specific themes, and it also assisted teams in identifying the similarities and differences across countries. Detailed descriptions for each category aided participants in sorting the progress markers appropriately.

	Women	Men
1	Gender division of labor and workload sharing	Gender division of labor and workload sharing
2	Intra-household negotiation, communication & decision making	Intra-household negotiation, communication and decision-making
3	Control of income and productive assets / resources	Sharing control of income and productive assets / resources
4	Self-confidence, autonomy and leadership	Role modeling and respecting women’s rights and value (publicly)
5	Intimacy and harmony in the relationship	Intimacy and harmony in the relationship



5. THE GENDER-INDICATOR DESIGN WORKSHOP



Definitions of the behavior change categories for women

1. Gender division of labor & workload sharing

Women ask for and receive support from household members with household tasks such as childcare, cooking, cleaning, caregiving. Women actively encourage men who support their wives with domestic tasks. Women confidently do traditionally “male” tasks, such as application of pesticides, use of equipment and tools, hiring labor, negotiating with market vendors.

2. Intra-household negotiation, communication, decision making

Women can make autonomous decisions about their own agriculture production and investments, and about their own bodies, marriages and futures. Women can comfortably communicate their views on large and important family decisions without fear of violence. Women have equal ability as men to veto and influence important household decisions.

3. Shared control of income & productive assets / resources

Women have equal control with men over quality land for their production. Women negotiate for equal and timely use of equipment and tools for their production. Women control their own income and can buy productive assets, make purchases for themselves and negotiate confidently in market transactions.

4. Self-confidence, autonomy and leadership

Women recognize and vocalize women’s rights and value as human beings, have confidence in their abilities and in their capacity to achieve their own aspirations. They serve as role models for other women. They can act on their own behalf, autonomously of men, and move about freely. They have a network of support to discuss their concerns and take collective action to claim their rights and access to resources.

5. Intimacy and harmony in the relationship

Women love, respect and appreciate their spouses, listen actively and feel listened to, share quality time together, walk and go places together publicly with their spouses, and can openly communicate about personal concerns, accomplishments, emotions, aspirations.



5. THE GENDER-INDICATOR DESIGN WORKSHOP



Definitions of the behavior change categories for men

1. Gender division of labor & workload sharing

Men regularly share domestic work with spouses including carrying wood/water, childcare, cleaning, cooking and caregiving. Men support women to take rest and to attend to their agriculture activities in timely manner. Men actively encourage other men to share household work equally.

2. Intra-household negotiation, communication, decision making

Men sit down together with their spouses to discuss large and small household decisions. Men value women's views on all important decisions, listen actively to them as equal heads of household and encourage women to keep their views in all household decisions. Men do not use verbal, economic, or physical threats to influence household decisions in their favor.

3. Shared control of income, productive assets / resources

Men allocate quality land to women for their production. Men decide together with women for fair and timely use of shared agriculture equipment and tools for men's and women's production. Men support women to control their own income and assets (economic empowerment).

4. Role modeling and respecting womens' rights and value

Men recognize and vocalize women's rights and their value as human beings and equal partners. They have confidence in women's abilities and in their own capacities as caregivers. They feel confident to publicly show emotions, share decisions, and perform activities that are not typically "masculine." They do not use violence (emotional, verbal, physical) to assert their authority. They have a network of support from other men to discuss concerns and practice these behaviors.

5. Intimacy & harmony in the relationship

Men love, respect and appreciate their spouses, listen actively and feel listened to, share quality time together, walk and go places together publicly with their spouses, and can openly communicate about personal concerns, accomplishments, emotions, aspirations.



5. THE GENDER-INDICATOR DESIGN WORKSHOP



Step 2. Clustering the existing progress markers into the 5 categories (per country)

In country groups, participants sorted the initial progress markers that were generated during the MTR process into the corresponding categories for both women and men. By categorizing, participants reviewed together the meaning of each progress markers and started to provide contextual content to each type of behavior change for women and men.



Step 3. Peer review of the progress markers for all categories

Reviewing the progress markers of each country group, participants discussed the nature of the progress markers and provided critical feedback on the positioning of the progress markers in the respective categories. For example, in some cases, it was found that progress markers that looked similar at first, meant different things in different contexts. This process also ensured that progress markers that meant the same across countries were positioned in the same category. Based on the critical feedback from their peers, each country adjusted and fine-tuned their own progress markers per category. In some cases, they added progress markers from another country that they were relevant to their context.



Step 4: In-depth review of progress markers for each category across countries

In mixed groups, participants looked at the progress markers from **all countries** within a particular **category** (ie. one group looked at 1. Division of labor, another at 2. Household decision-making). During these thematic sessions, they reviewed the progress markers of each country and discussed similarities and differences across the different countries. Participants also collectively decided on progress markers that didn't fit into the respective category. By doing so, participants enhanced their collective understanding of the category and its different meanings for both women and men. During this sessions, people identified behavior changes that were either identical or similar across countries; this common set of behaviors is useful for future aggregation of data across Pathways countries.

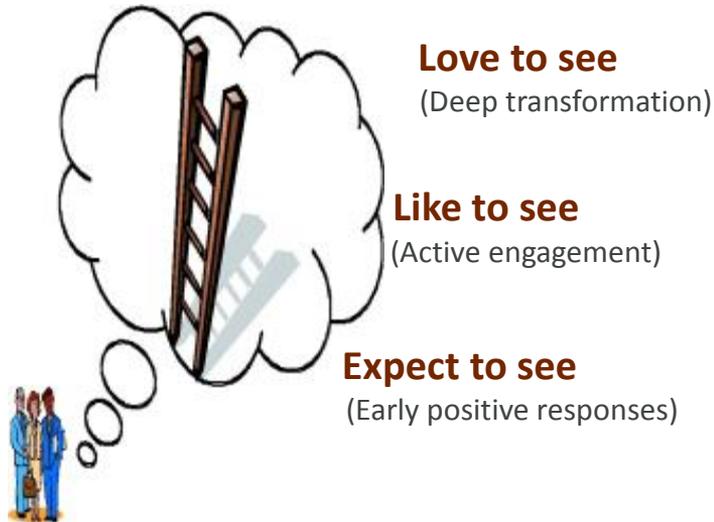
5. THE GENDER-INDICATOR DESIGN WORKSHOP



Step 5. Formulating a graduated set of behavior changes for each category (per country)



In country groups, participants fine-tuned their progress marker sets for each category for both women and men. Fine-tuning implied re-phrasing the progress markers (to use active tense) or reducing very large PM sets to a set of maximum 6-8 progress markers per category--either by combining them or eliminating progress markers that were too vague or general. In some cases, a country group decided to add new progress markers when they felt that an important dimension was left out. As a final exercise, participants re-shuffled the progress markers within each category, in line with the **expect-like-love-to see** principle, to compile a graduated set of progress markers for men and women.



Love to see
(Deep transformation)

Like to see
(Active engagement)

Expect to see
(Early positive responses)

The **graduated set of progress markers** refers to bringing an order in behavior changes according to the profoundness or transformative nature of the desired changes. *Expect to see* changes are those changes that can be expected to happen rather soon as an early response to actions and interventions. *Like to see* changes require more investment and active engagement of the people involved to observe results. *Love to see* changes mostly require a more profound transformation and will only happen after continued action and engagement.

5. THE GENDER-INDICATOR DESIGN WORKSHOP



Graduated set of progress markers for women (Malawi)

PROGRESS MARKERS FOR WOMEN (MALAWI)					
	Category 1: Gender division of labor / workload	Category 2: Intra-household negotiation, communication, decision-making	Category 3: Control of productive assets & resources	Category 4: Self-confidence, autonomy & leadership	Category 5: Intimacy and Harmony in household
Expect to see	Women ask husbands for support with household tasks (cooking, fetching firewood and water, childcare)	Women ask husbands to allocate a plot for them to grow groundnut and soya	Women purchase small household items (soap, food, clothes), and pay maize milling services	Women travel outside villages by themselves	
Like to see	Women cultivate together with husbands in <i>all</i> crops	<p>Women independently decide what crop variety to plant/business to start</p> <p>Women negotiate collectively with community leaders for fertile land to grow own crops</p> <p>Women make suggestions to husbands with regard to HH decisions (education, children, school fee's, clothes, marriage, food)</p>	<p>Women invest in productive assets and inputs (livestock, seeds and fertilizer) and pay for school fees</p> <p>Women manage their own piece of land (family, rented, owned, etc.)</p> <p>Women manage their own income (& avoid conflict)</p> <p>Women diversify their enterprises and income sources</p>	<p>Women dress nicely and look good (have bathed, combed hair, put lotion, clean clothes)</p> <p>Widowed /divorced women freely choose not to remarry (to maintain financial independence and make their own decisions)</p> <p>Women negotiate for better marketing terms for agriculture crops</p> <p>Women stop doing casual labour</p>	Women communicate with husbands about sexual needs
Love to see		Women make their own production decisions around soya and ground nuts	Women decide independently how to spend their own money	<p>Women publically speak out against GBV</p> <p>Married women consult local leaders for advice on their relationship and problem solving</p>	Women resolve conflicts amicably and in a non-violent way

5. THE GENDER-INDICATOR DESIGN WORKSHOP



Graduated set of progress markers for men (India)

PROGRESS FOR MEN (IN INDIA)					
	<u>Category 1:</u> Gender division of labor & workload sharing	<u>Category 2:</u> Intra-household negotiation, communication & decision-making	<u>Category 3:</u> Sharing control of income & productive assets/ resources	<u>Category 4:</u> Role modeling & respecting women's rights/value (public)	<u>Category 5:</u> Intimacy and harmony in the relationship
Expect to see	Men help women in fetching drinking water and firewood collection		Men support women to adopt improved agricultural practices, to access agricultural tools and information Men supporting women financially in income generating activities		
Like to see	Men take up responsibility for household work when women are traveling outside the village Men work alongside with women in agricultural activities such as transplanting and weeding	Men share information on household incomes and expenditures with their wives		Men vote and publicly speak for women's leadership position in collectives and in local governance systems	
Love to see	Men do household work (cooking, cleaning, washing clothes, child care) to reduce their wife's burden Men wake up early to help with the house hold chores	Men seek suggestions and views from their wives during decision making around incomes and expenditures at household level	Men put the name of their wives as primary title holder in claim applications for forestland rights	Men consume less alcohol and stops violence against women	Men spend more leisure time with their spouses Men spend more time with their children Men respect the desires of their counterparts

5. THE GENDER-INDICATOR DESIGN WORKSHOP



Step 6: Compilation of the overall set of graduated progress markers for each country



In a last step, all the “expect-to-see” PMs from all 5 categories were brought together and ordered according to the expect-like-love to see principle—from easiest to hardest to achieve. The same was done for “like” and “love” to see PMs in all categories.

In this way, participants created an over-all, graduated set of country-specific behavior changes for women and men, which is based on and underpinned by the five thematic categories. In a final review, participants made sure that the progress markers were formulated as specific, non-ambiguous and observable changes in behavior, written in the active tense.

GRADUATED SET OF BEHAVIOR CHANGES FOR WOMEN IN MALAWI

Expect to See

- Women ask husbands to allocate a plot for them to grow groundnut and soya
- Women purchase small household items (e.g, soap, food, clothes) and pay maize mill services
- Women travel outside villages by themselves
- Women stop doing casual labor

Like to see

- Women make suggestions to husbands on household decisions (education, children’s marriage, clothes)
- Women dress nicely and look good (have bathed, combed hair, put lotion, clean clothes)
- Women cultivate all crops together with husbands
- Women manage their own income to avoid conflict
- Women negotiate with community leaders for better land to grow their own crops
- Women independently decide on what crop variety to plant or business to start
- Women invest in productive assets and inputs (livestock, seeds and fertilizer) and pay for school fees
- Women negotiate for better marketing terms for agriculture crops
- Women communicate to husbands about sexual needs
- Widowed /divorced women freely choose not to remarry (to maintain financial independence and make own decisions)

Love to see

- Women decide independently how to spend their own money
- Women resolve conflicts amicably and in a non-violent way
- Women make their own production decisions around soya and ground nuts
- Women publically speak out against GBV
- Married women consult local leaders for advice on their relationship and problem solving

5. THE GENDER-INDICATOR DESIGN WORKSHOP



GRADUATED SET OF BEHAVIOR CHANGES FOR MEN IN INDIA

Expect to see

- men help women in fetching drinking water and firewood collection
- men support women to adopt improved agricultural practices, to access agricultural tools and information
- men supporting women financially in income generating activities

Like to see

- men take up responsibility for household work when women are traveling outside the village
- men work alongside with women in agricultural activities such as transplanting and weeding
- men share information on household incomes and expenditures with their wives
- men vote and publicly speak for women's leadership position in collectives and in local governance systems

Love to see

- men do household work (cooking, cleaning, washing clothes, child care) to reduce their wife's burden
- men wake up early to help with the house hold chores
- men seek suggestions and views from their wives during decision making around incomes and expenditures at household level
- men put the name of their wives as primary title holder in claim applications for forestland rights
- men consume less alcohol and stops violence against women
- men spend more leisure time with their spouses
- men spend more time with their children
- men respect the desires of their counterparts



5. THE GENDER-INDICATOR DESIGN WORKSHOP



Common behavior changes of women across Pathways countries

1. Gender division of labor & workload sharing

- Women ask men for help with heavy labor (land preparation, ploughing, fetching water)
- Women ask for support of husbands with household tasks (cooking, washing, cleaning, childcare)

2. Intra-household negotiation, communication & decision making

- Women share new knowledge with their husbands/ households (agronomic practices, nutrition, etc.)
- Women have an equal part in/ give opinions on decisions around raising children, health care, education
- Women are involved/give input into production decisions about *family land* and livestock

3. Control of income & productive assets / resources

- Women contribute to household expenditures (school fees, health fees, clothes, food)
- Women purchase own inputs and productive assets (fertilizer, mechanical equipment, livestock)
- Women negotiate with spouse for *fertile* land

4. Self-confidence, autonomy, leadership

- Women travel outside the village by themselves (to bank, market)
- Women negotiate for better market prices
- Women speak freely in meetings with men and boys
- Women organize to collectively speak out in public against an issue (GBV, alcohol abuse)
- Women take up leadership roles in the community

5. Intimacy & harmony in the relationship

- Women communicate openly with spouse on all matters (family planning, marriage of children, sexual needs)

These indicators were derived from the communities during the MTRs and represent changes that women have observed and/or desire to see. Many of the common behavior changes (related to mobility, leadership) map to—and validate—the indicators of the Women's Empowerment Index (WEI), expressing them in terms of observable behaviors. The indicators around women *asking for support* are not captured elsewhere in the monitoring system; they are an important counterpart to the expected behavior changes being encouraged among men

While these behavior changes are common across countries, a behavior that is “expect to see” in one context may be a “like to see” achievement in another. The process of graduating the behavior changes clarified the significance of different levels of decisions, negotiations, and actions.

5. THE GENDER-INDICATOR DESIGN WORKSHOP



Common behavior changes across countries for each category

1. Gender division of labor & workload sharing

- Men provide labor on women's farms (ploughing, land preparation, weeding)
- Men publically carry out typical female jobs (fetching firewood and water)
- Men support with household work (cooking, cleaning, washing, etc.)
- Men help with childcare)

2. Intra-household negotiation, communication & decision making

- Men ask women's views and accept women's decisions about domestic household management
- Men sit down together to make main decisions (children's welfare and marriage, harvest management, family planning)

3. Control of income & assets / resources

- Men let women cultivate their own fields first
- Men contribute fair share to household expenses (food, school fees, health costs) and support women's IGA activities
- Men inform wives about their own income
- Men allocate *quality* land / put women's name on the title

4. Role modeling & respecting womens' rights / value (in public)

- Men participate jointly with women in events/meetings
- Men publicly vote or speak up for women's leadership
- Men talk with other men about women's rights or benefits of good household relationships
- Men send daughters to school (instead of marriage), accept daughter's views about her marriage
- Men drink alcohol responsibly

5. Intimacy & harmony in the relationship

- Men resolve conflicts in an amicable and non-violent way

While the Women's Empowerment Index includes a section on gender-equitable *attitudes* of men, these behavior change indicators provide teams with concrete behaviors to observe and encourage among spouses, male champions, and community leaders. Many early changes had been observed around men fetching wood, firewood or helping with typical male tasks. The process of graduating the behaviors expresses the *gender continuum* in concrete terms, and supports teams to continue encouraging more transformative social changes.

6. USING GENDER-INDICATORS FOR MONITORING & LEARNING



Using the behavior-change indicators for monitoring, evaluation and learning

The completed sets of indicators, which were originally derived from the communities (women and men) and then structured around common categories during the gender-indicator workshop, generate a relevant and useful framework for gender, which may be useful for communities, themselves, for partner organizations, and for the Pathways global program.

- ✓ The context-specific progress markers can be used to **continuously track the behavior changes** of women and men (and community leaders) and potentially report on impact. The specific nature of the indicators allows for reporting on tangible, observable changes, which can **complement the quantitative** and sometimes abstract indicators. The process through which the gender indicators were structured allows for monitoring at the level of the *categories of change* as well as for the *entire behavior change progress* of men and women (and community leaders). Also, the gender-indicators are built up as a graduated set, which allows for **monitoring and reporting on progressive changes** as they take place in the communities throughout the course of the program. Having a series of *easy-to-achieve* to *very-difficult-to-achieve* milestones articulates the complexity of the change process and recognizes social change as a long-term process carried out by the actions of individual actors. Having a graduated set of gender indicators allows for better understanding and reporting on observable changes from the start of the program and throughout its lifespan.
- ✓ The behavior change indicators are formulated as **progress markers**—which do not have targets or expected achievement dates. Following the principles of Outcome Mapping, tracking progress markers aims to **trigger reflection and learning** for men and women in the communities and the program partners / staff in order to create collective insights on the challenges, hindering and contributing factors, and possible solutions and actions. The fact that the communities themselves have spelled out the changes that are reflected in the progress markers means that the goals resonate with their life and context. This can foster motivation and engagement of the people in the change process, and ensure that the discussions reflect upon issues that matter to them.
- ✓ The behavior-change indicators are developed and structured around the five categories of gender and social norms change. Although there is a country-specific set of progress markers, there are also common elements for each category for both men and women that appear in different countries. These could potentially be used to develop a **global common framework** to aggregate the data from the different Pathways programs and to **broadly report on global changes across the program**.

6. USING GENDER-INDICATORS FOR MONITORING & LEARNING



Implications for M&E practice

The data from the gender-indicator monitoring sets have many potential uses for the program—as complements to other quantitative data, for donor and stakeholder reports, and for feedback and reflection at the community level. However, the gender indicators should not be used in isolation of the existing systems and processes; as much as possible, this tool should be connected to the existing M&E data collection and reporting processes. This entails a process of team discussions and decisions to find the most appropriate approaches to regularly *collect* relevant data and the most appropriate and effective ways to *record and report* the progress.

If select data points are to be aggregated at global level, it would also mean developing a commonly agreed-upon framework and streamlining the data generation, lessons learned and reporting into a global reporting system or database.

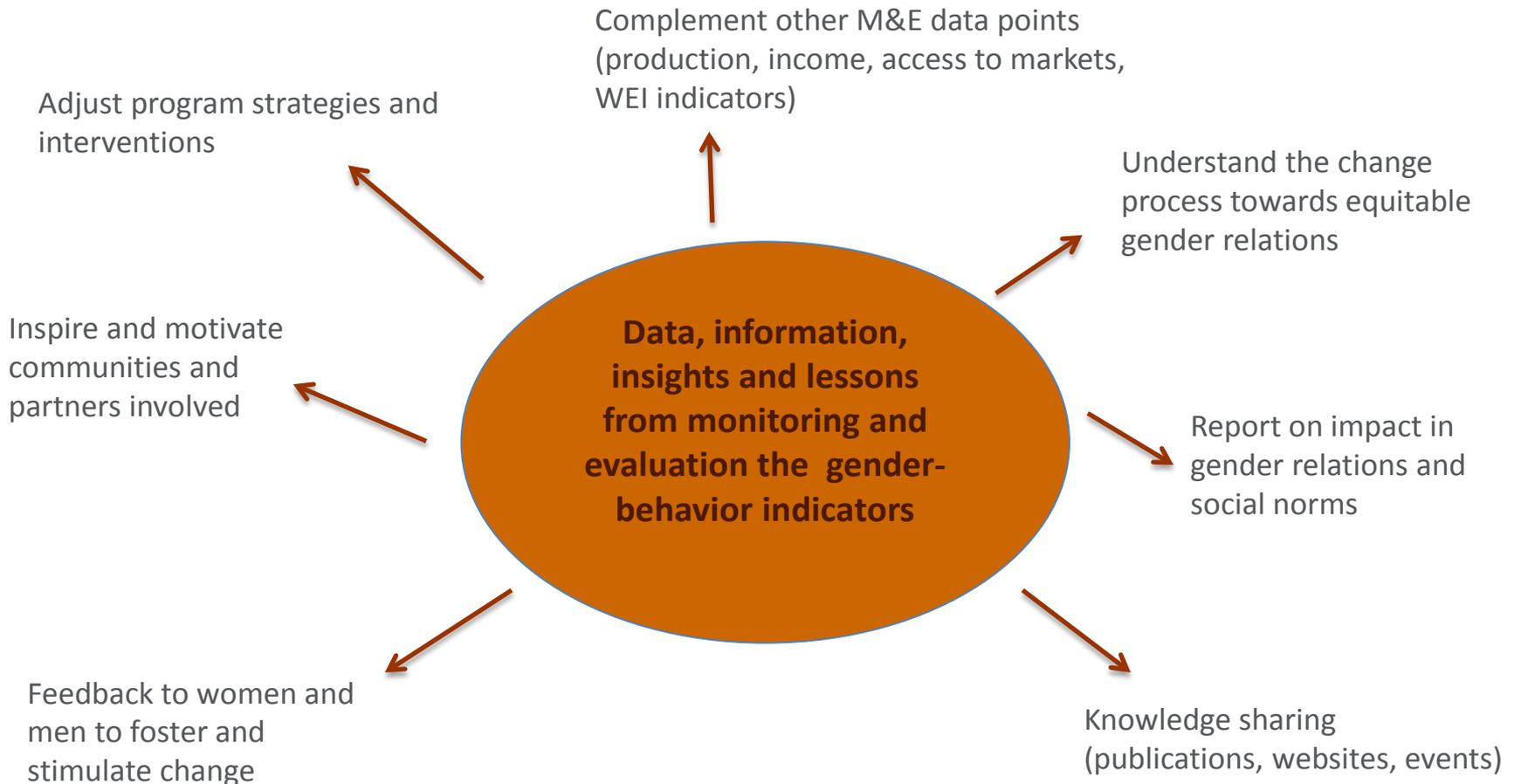
Using the gender indicators effectively usually entails organising meaningful face-to-face events with community members (women, men, community leaders) to facilitate reflection and learning. Teams should leverage planned program activities and other regular monitoring and reflection events with the communities, partners and the CARE staff as opportunities to monitor the gender indicators.



6. USING GENDER-INDICATORS FOR MONITORING & LEARNING



Potential uses of the gender-Indicators for the Pathways program



6. USING GENDER-INDICATORS FOR MONITORING & LEARNING



Deciding when to collect data

Progress Markers are typically **monitored every 3, 4 or 6 months**. The monitoring frequency depends on the nature of the changes and the timespan in which change can realistically be expected. It also depends on when people need to use the data—for new insights, to facilitate collective sense-making, to inform decisions, or to include in reports. The frequency of the data collection, reflection and analysis should be aligned with existing programme and M&E activities and with the agricultural season.

Pathways Monitoring Processes

Within the ongoing Pathways program, there are possibilities to connect the gender-indicator monitoring to the **group Participatory Performance Tracker (PPT)** and the **Annual Review (ARS)**, both in terms of timing as well as through the events (community gatherings) that are organised for these processes. The gender-indicators can provide **complementary qualitative data** to the often quantitative indicators.

Reflection and analysis of the progress marker set can also be done during the **gender dialogue activities** that are organised on a regular basis, or during other programme meetings, such as the cluster group meetings. Overall, participants of the gender-indicator workshop agreed that the data collection of the behavior change indicators should be organised **every 6 months** (bi-annually). Ideally, this can still be done at least once before the endline of the Pathways program.

Endline Evaluation

Another option is to integrate an in-depth assessment of the gender-indicator set as part of the **end evaluation process**. This would be a logical follow-up of the MTR process (which could be taken as a baseline scenario), and the results of the follow-up could be used to frame potential further phases or spin-offs of the Pathways program. Participants in the design workshop indicated that this is a perfectly plausible and desirable option, since the endline tool includes a qualitative component which could be framed around the gender-indicators; this would neatly complement the data from the Women's Empowerment Index.



6. USING GENDER-INDICATORS FOR MONITORING & LEARNING



Deciding how to collect the data

Outcome Mapping (OM) places a lot of emphasis on the process of **collective sense-making**—reflection and analysis on the progress toward the desired behavior changes **with the women and men in the communities and implementing staff**. OM invites programs not simply to check-list the effects of the program (the behavior changes), but to stimulate learning within the program, which can in turn, stimulate further progress on the behavior changes. OM therefore relies heavily on **facilitated self- or group assessment as a data generation and learning process**. Similar to the PPT or PRA exercises, the idea is that if the right people are brought together and guided through a process of critical reflection, debate, validation, negotiation, the group is able to collectively agree on (and provide evidence) the progress that has been made toward the behavior changes.

Depending on the resources that are available, the self-assessment approach can be complemented (for triangulation of data) with additional data generation methods such as **field observations, focus group discussions, interviews, surveys, most-significant change, participatory video monitoring, or SenseMaker**. For ongoing monitoring, data can best be gathered by the program teams and partners who can apply the findings to implementation. However, at given times (ie, for mid-term or end line evaluations), external evaluators may also be useful and relevant.

Elements of a critical reflection and analysis of progress markers

When reflecting on the progress of the behavior changes expressed in the progress markers, the people involved agree on the degree of progress that has been made and substantiate with a *qualitative statement* of the changes that happened in the given period. A further analysis focuses on the reasons *why the changes happened* (contributing factors such as program interventions and external factors) as well as which *factors or actors that are hindering the achievement of the change*. In this way, participants discuss important contextual issues that may have had an impact on the progress—or lack thereof. Throughout the discussions, people might also come up with changes that are not yet covered by the progress markers and which can be captured as *unintended changes*. Such unintended changes might also be generated by separate sessions during the collective sensemaking process.

An important element that lifts the discussion to a higher level is the connection of the monitoring with the next planning or implementation phase of the program. Based on the insights gathered, program implementers can discuss the intervention and identify actions that need to be taken to make needed adjustments or improvements in the programme.

6. USING GENDER-INDICATORS FOR MONITORING & LEARNING



Different ways of monitoring the progress marker (PMs)

Depending on the available resources and the use of the data, there are different ways a program can monitor the progress markers. **Four possible options** are relevant for the Pathways Program:

1. **Monitor progress markers one by one**, generating data for each PM and formulating a qualitative description of the progress made for every progress markers. This can be complemented with a scoring to indicate the level of progress. This approach is the most time- and resource- intensive.
2. Only monitor a **limited number group of progress markers** for which progress is expected. This implies a process of selecting the progress markers that will be monitored. This can be done by the programme staff, or better yet by the community members (women and men) themselves, by doing a quick collective scan of the most important PMs for that time period. This option allows for a more in-depth discussion around the selected progress markers.
3. Organise a guided **critical reflection and analysis around all five categories** of behavior changes. In this scenario, the facilitator does *not* ask pointed questions on the specific PMs, but rather, she leads an in-depth, general discussion on the topic of the five categories (workload sharing, decision-making, etc.). During the discussions, the main behavior changes would be captured by the note-taker and reported on against the respective PMs in a journal or reports.
4. Field staff from partner organisations or CARE use **ongoing observation** as a data collection approach, filling out the data and information on the respective PMs into a **journal template** as changes emerges throughout the program. At regular times, program staff meet to collectively review the changes that were captured in a given period. This organic approach requires diligent, systematic written note-taking.

Reflections from the gender-indicator design workshop

Participants spelled out that ongoing observation of changes by field staff in the communities is a powerful and realistic option for data collection, followed by regular staff meetings to collectively review the observed changes and make a scoring together. Participants also noted with caution that this will require a good level of discipline from the field staff and special attention to the potential bias inherent in field staff observations.

In addition, Pathways staff expressed the benefits of using bi-annual meetings with the communities (that are organised anyway) to review the progress markers and to capture the voice of the people during facilitated discussions. This approach can foster collaborative learning to stimulate change without adding undue monitoring burden.

6. USING GENDER-INDICATORS FOR MONITORING & LEARNING



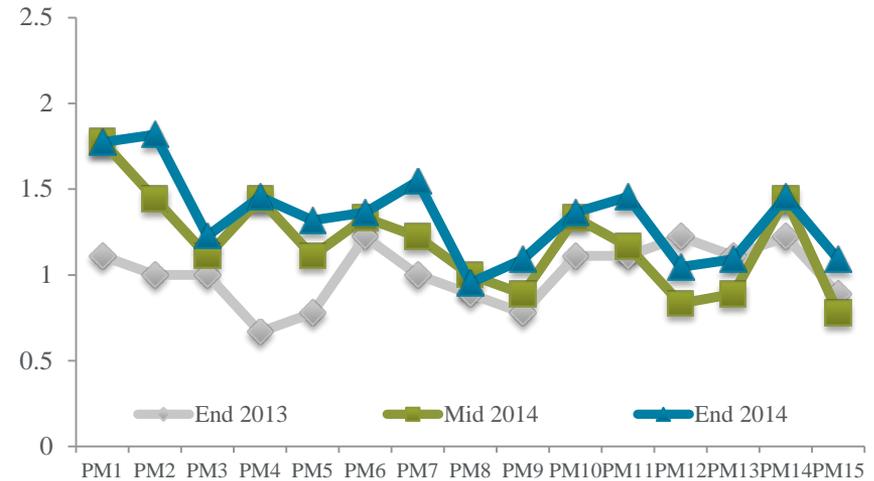
The use of scoring

Progress on behavior changes can be described via narrative descriptions. However, this is often accompanied with a scoring system for the respective progress markers. The scoring values (numeric values, percentages, O-Low-Med-High scores, color codes) reflect the progress made against a commonly agreed end-state for the behavior change, or against specific criteria for each level of the scoring. Scoring allows teams to visualise progress in an attractive way and--if rigorously carried out-- it can be used for comparing progress on similar behavior changes from different programs across multiple countries. Experience also shows that collective scoring exercises during group reflection and analysis is a powerful way to generate qualitative insights about the change, the context and relevant future actions.

Examples of progress marker scoring



Source: Phil Smith (2013)



Source: Steff Deprez (2015)

6. USING GENDER-INDICATORS FOR MONITORING & LEARNING



Tools & templates for data storage and reporting

Outcome Journals

To capture and structure the observed changes in behavior of women and men through the monitoring of progress markers, Outcome Mapping suggests to use **Outcome Journals**. This is in essence a reporting format that allows program staff to keep track of changes and note any additional reflections and insights. The word 'Journal' is used because it underscores that it is a tool that should be updated on a regular basis, as opposed to a one-off report. When such a journal is updated at a regular basis, the journal becomes a 'living document' through which the program is able to keep track of changes as they emerge and to retrospectively reconstruct the change process later on.

There are a wide variety of journal formats or templates used by OM practitioners, but there are some common features that can be found in most journal templates. The core of all journal formats is the **qualitative description of the observed changes**, often accompanied with the **possibility to score** the progress made. For quality assurance purposes, it is also advised to indicate the **sources of evidence** which were used to make statements about the observed changes. Most formats will also include space to capture the **most important influencing context factors** (whether contributing to or hindering progress). To close the learning loop, **lessons learned, recommended follow-up actions** or important programme adjustments can be added as well. If a program wants to keep track of the **actions and interventions** that were carried out to achieve the desired changes and thus stimulate a reflection on the relevance, effectiveness and efficiency of the interventions, it is advised to include this in the journal as well.



6. USING GENDER-INDICATORS FOR MONITORING & LEARNING



Potential Journal template

	PROGRESS MARKERS	Write the main positive or negative changes that happened during the monitoring period	Level of progression Indicate with an 'X'			
			O	L	M	H
1	PM1					
2	PM2					
3	PM3					
4	...					

FURTHER ANALYSIS

What were the main *hindering* factors affecting the achievement of progress markers?

If the hindering factor applies to one specific progress marker, please mention the number of the progress marker

What were key stimulating factors that assisted in achieving progress?

If the stimulating factor applies to one specific progress marker, please mention the number of the progress marker

FUTURE ACTIONS

Are there any concrete ideas or opportunities for future actions by CARE or the partners

Indicate to which Progress Markers it would contribute?

How to use the journals?

How journals are used depends on the approach used for data collection & sense-making, and at which level in the program the journal is being used.

For Pathways:

Journals can be used as the final product of the data collection process to capture and summarise the most important changes and insights on gender and social norms at country level;

Journals can be used in the field for ongoing capture of raw data by field staff or field monitors;

Journals can be used by note-takers as a reporting template during collective sense-making events in the communities or during CARE staff meetings at country level.

6. USING GENDER-INDICATORS FOR MONITORING & LEARNING

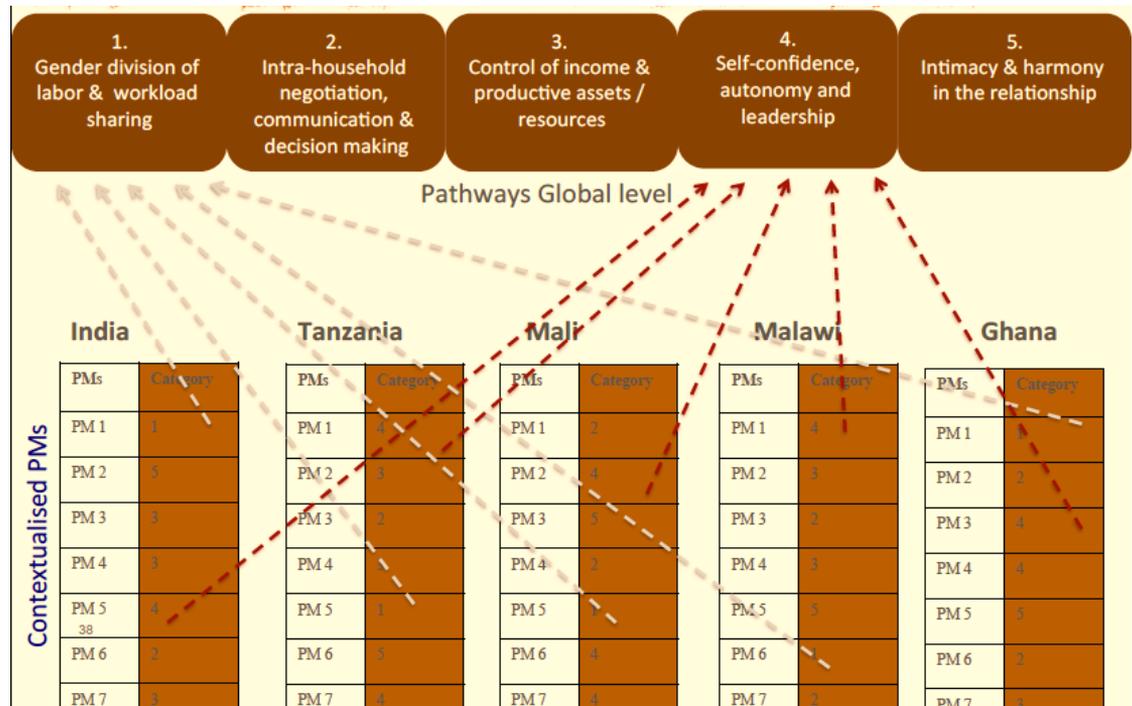


Using the common gender-indicator framework for global aggregation

As described on page 27 of this booklet, a number of common elements or indicators for each of the five categories appeared in similar form across multiple countries.

These common behavior changes provide the possibilities to summarise and report at global level on progress toward the contextualised observed changes. Through a simple coding system of the graduated set of progress markers at country level, the observed changes within each country would be automatically clustered into the right category for global-level analysis.

This aggregation would require the development of a new reporting template or a user-friendly online gender-monitoring tool.



6. USING GENDER-INDICATORS FOR MONITORING & LEARNING



Creating the conditions for learning-oriented M&E

Making meaningful use of the gender-behavior change indicators (or progress markers in general) entails an initial investment in refining the conceptual MEL framework. It also requires ongoing investment in M&E capacities and qualitative skills, and ongoing attention to the organisational conditions that facilitate a learning-oriented M&E process. Some of these essential conditions are as follows:

- ✓ Providing space and time for reflection to create a culture of learning among staff, partners and communities
- ✓ Setting up the right incentives for actors to view monitoring as opportunities to discuss, critically reflect and learn in order to improve the programme (not as performance reviews)
- ✓ Building human capacity (analytical and facilitation skills) to foster social learning and facilitate face-to-face events for collective sense-making
- ✓ Embedding all M&E processes (including the gender indicator monitoring) into the organisational spaces and rhythms of the programme
- ✓ Building relationships of trust between staff, partners and communities, which guides and determines who people talk to, share experiences with, and whether people challenge one another in an honest discussion



6. Reflections on the process

In the final day, participants in the gender-design workshop reflected on the process. They were very enthusiastic about the methodology and saw in it the potential to meet crucial monitoring, learning, and programmatic needs. These are some of the advantages that were noted by the participants:

Better reporting on impact. Some saw it as “a possible solution for under-reporting – there is much more happening than we read in the reports.” The progress markers provide a tool to report out on the earlier progress toward social norm change that field staff see happening.

Complementing the quantitative data. The use of PMs translates sometimes abstract indicators into real-life observable, and contextually meaningful changes, making it easier for program staff to recognize risks and encourage progress in their ongoing work. As one workshop participant noted,

“We have the opportunity to use this methodology to go beyond the numbers. The programmatic questions that we have are usually related to qualitative questions, not numbers.”

Improving gender strategies and programming. Many thought the participatory reflection on the PMs could help community members, partners and country office teams better understand gender. “Understanding gender as a *behavior* is a very powerful part of this process,” one participant noted. This understanding could help CARE and the communities with which it works to continually improve strategies toward gender equality.



“We’re all aware social norm change is complex. We have to be complex also in our systems of monitoring change. This is a beautiful model to understand the pathways where we’re shifting, where we’re not. It’s especially helpful for the staff/implementers – the process of reflection, the sense of achievement and motivation, understanding why. I will take it back to my partners and organizations.”

–Participant, Gender Indicator Design workshop

Care Pathways Program:

www.carepathwaystoempowerment.org

- Pathways Baseline Survey
- Pathways Annual Reports
- PPT Technical Packet
- Global Summary Mid-Term Review (MTR)
- Country Mid-Term Review (MTR) Summaries
- Monitoring, Learning & Evaluation (MLE) Plan

Care Gender Toolkit:

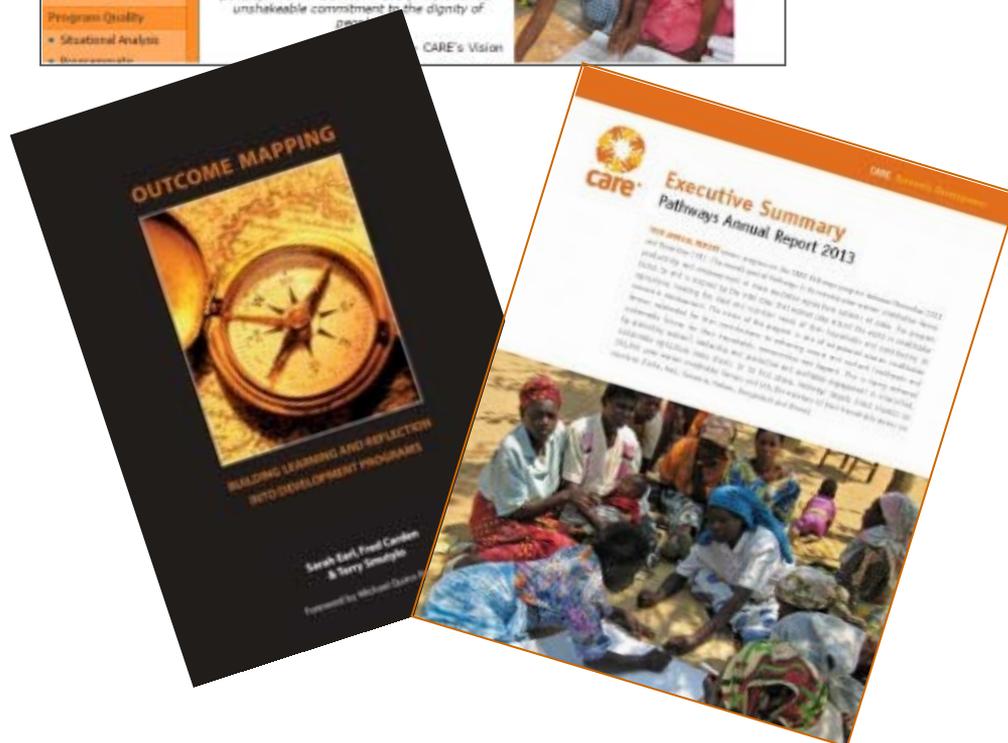
<http://gendertoolkit.care.org/default.aspx>

- Women's Empowerment Framework
- Gender Analysis Framework
- Gender Equity and Diversity (GED) training tools

Outcome Mapping Learning Community:

www.outcomemapping.ca

- OM Practitioner Guide (multiple languages)
- Overview of OM (video)
- OM Facilitation Guide
- Outcome Mapping Examples





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