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Interim Report: Development of an M&E Framework for the Gender Standby Capacity Project (GenCap)

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Executive Summary

This interim report provides an overview of the current state and accomplishments to date of the Gender Capacity Standby (GenCap) M&E project. GenCap has been setup with the goal to improve gender equality programming through the deployment of highly qualified, short-term gender advisers to humanitarian responses.

The main objectives of the M&E project are to monitor progress in project implementation; to serve as an organizational development and management tool; and to enhance GenCap's accountability vis-à-vis beneficiaries and donors.

The M&E project, as most evaluations in humanitarian action, is confronted with a number of methodological challenges. This includes, for example, developing an M&E framework that is as adaptable as possible to the varying contexts of GenCap deployments while still generating comparable data. In order to address these challenges a comprehensive M&E framework, consisting of several components, has been developed.

The scorecard approach lies at the heart of the M&E framework developed for the GenCap Project. The scorecard approach has been adapted to the specific context in which it is used here, e.g. it appropriately considers the structures and processes/mechanisms through which UN humanitarian response is organized. It is important to recognize that the scorecard concept as it is applied here is an entirely subjective self-assessment tool. A tailor-made, user-friendly software application implements the M&E framework.

The data generated by the implementation of this M&E framework is suitable to managing the GenCap project at the program level (e.g. whether GenCap is progressing towards its overall stated objectives) as well as the management level (e.g. whether individual gender adviser require assistance and/or further guidance).

The preliminary results of the M&E project suggest that overall the GenCap Project and its M&E component are on a good path towards reaching stated objectives. However, three main challenges remain for the further development of the M&E framework:

1. The current M&E framework can only leverage its full analytical value if the activities that the gender advisers are carrying out in the field remain within the scope of the generic terms of reference.
2. The complexity of the current M&E framework has to be reduced significantly.
3. The subjectivity of the framework should be offset by a lean and efficient verification process.

1. Introduction

As one key component of its 2007 work plan, the Interagency Standing Committee (IASC) Sub-Working Group on Gender in Humanitarian Action has launched the Gender Standby Capacity Project (GenCap). The overall objective of GenCap is to improve gender equality programming in humanitarian action. The immediate objective of the program is to develop a sustainable and high-quality pool of gender advisers who are able to work with a “common understanding of, and ability to undertake, gender equality programming in humanitarian settings.”

From its inception, the program was equipped with a comprehensive Monitoring & Evaluation (M&E) project to track and assess program results. GPPi has been selected to develop and implement this project in close collaboration with the GenCap Secretariat, the GenCap Steering Committee, the Norwegian Refugee Council (which functions as the main donor and the administrator for the program), and all gender advisers.

The M&E team consists of GPPi, represented by Jan Martin Witte and Andrea Binder, UN OCHA, represented by Kate Burns, Inger Brodal as well as Francine Pickup, and UNDP, represented by Janey Lawrey-White.

GPPi is responsible for the development and implementation of the different components of the M&E project (see chapter 2) while the UN OCHA and UNDP articulate GenCap’s M&E needs and provide feedback to GPPi. The entire M&E team met for a kick-off meeting in New York on April 16th 2007 and since then the team has communicated through regular telephone conferences and email exchanges. A wrap-up meeting is planned for March 2008 and, in order to present this interim report, a video conference will take place at the beginning of 2008.

This interim report serves three purposes:

1. It provides background on the analytical approach GPPi has taken in the implementation of the M&E project, and how that approach has been adapted and updated along the way.
2. It presents examples of possible analyses on the basis of currently available data. It is important to note that this interim report will not provide an in-depth analysis of scorecard data generated so far; it is too early and the data sample is yet too small for in-depth analyses.
3. The interim report sketches out the next steps towards completion of the current M&E project.¹

¹ It is planned to extend the M&E project into a second year. The aim of the second project will be to integrate the lessons learned from the pilot, to consolidate the M&E project, to disseminate its results, and to hand the M&E work entirely over to the GenCap Secretariat.

The report is structured as follows: In chapter 2, we provide an overview of GPPI's approach to designing the M&E project for guiding GenCap through its first year of operation. Here we also account for the current status of project implementation. In chapter 3 we provide a short overview of possible analyses that can be conducted based on the data assembled through the M&E process. As mentioned above, it is too early to present conclusive results, primarily since only a very small number of gender adviser missions have been completed. Instead, the examples in chapter 3 illuminate how the data set – once it is comprehensive enough – can be used to manage the GenCap Project on three levels: the program level (e.g. whether GenCap is progressing towards its overall goal); the management level (e.g. whether individual gender advisers require assistance in order to influence their institutional environment in the way GenCap envisions it); and, finally, the M&E level (e.g. whether the chosen M&E approach is able to generate helpful analyses). In the final section of this report, chapter 4, we summarize initial lessons learned for the M&E project and outline next steps towards finalizing its pilot phase.

2. GPPi's approach to M&E

The GenCap Project is designed to generate activities, outputs and outcomes on three different levels:

1. *Impact on programming*: progress in establishment of tools/ mechanisms to enhance gender equality programming as well as promote the use of existing tools such as the IASC Gender Handbook and Guidelines on GBV.
2. *Institutionalization and sustainability of mechanisms set up to ensure gender equality programming*: increased in-country capacities, improved coordination, and sustained use of mechanisms and tools over time.
3. *Functioning of GenCap*: management of the roster, timeliness of deployments, logistics of request and deployment procedures.

In order to capture these three different levels, GPPi took a four-pronged approach to the M&E project, consisting of:

- a) the establishment of an *M&E framework* that allows tracking inputs, outputs and outcomes of the GenCap Project;
- b) the development of an *M&E toolbox* to implement the M&E framework; and
- c) the institutionalization of an *M&E process* that guides the implementation of the M&E framework in a well-structured way. Components a) – c) address levels 1 and 2 above.
- d) the implementation of a *management review* addressing level 3, i.e. the functioning of GenCap, based on interviews with all stakeholders.

The above described M&E Project is implemented in 4 phases:

1. Development of a draft M&E framework, toolbox, and process;
2. Presentation of the draft M&E work to all stakeholders and collection of feedback;
3. Piloting and field testing of the draft M&E framework;
4. Wrap up and development of recommendations for the revision of the M&E framework and the further advancement of the GenCap Project

In the following section we will detail GPPi's approach in designing the M&E framework, process, and toolbox. We will also provide an account of the current status of project implementation. The management review will be addressed in the final report (due at the end of March 2008).²

² Preliminary results of the management review have been synthesized in a short document that has been presented to the GenCap M&E team in early December 2007.

2.1 The challenge: Designing an M&E framework, process, and toolbox for the GenCap Project

GenCap is a rare – if not a unique – example of an IASC initiative that considered, from the very beginning, M&E as an integral part of the project. The initiator of GenCap, Kate Burns, highlighted that for GenCap it would not be enough “to send the gender advisers out and be happy that they are in the field. But we also want to know whether they have a positive impact. We want to learn what works and what doesn’t. Therefore we need a strong M&E approach.”

GenCap’s desire to systematically learn from its first year cannot be overstated. However, it also led to very high ambitions with respect to what an M&E approach could deliver.

As a consequence of these high ambitions as well as the GenCap Project’s very nature (providing gender standby capacity to humanitarian situations with each situation having a fairly unique setting) the M&E project has been confronted with a number of challenges:

1. To make outputs and outcomes of mainly qualitative activities measurable. The framework therefore had to be based on indicators that address both the qualitative nature of the activity and the need to make these activities measurable and comparable.
2. To establish some type of baseline data on “gender performance” of current humanitarian relief operations in order to single out the effects that can be traced back to the gender advisers’ activities from those that are related to other factors – e.g., general improvement of disaster or post-conflict handling over time, or local policy changes. The framework thus had to develop a baseline assessment that provides a control for these intervening variables.
3. The humanitarian situations (and the response thereto) in which the gender advisers are working differ considerably, calling for different activities on the part of the gender advisers. The framework thus had to be flexible enough to respond to these variances while still being comparative in nature.

In addition to these, further challenges arise from the different expectations that the M&E project was confronted with. There were already three main ends the M&E project was expected to serve:

1. To monitor progress in project implementation;
2. To serve as an organizational development and management tool; and
3. To enhance GenCap’s accountability vis-à-vis beneficiaries and donors.

In addition to these three primary goals, the M&E framework was expected to collect reliable information in order to:

1. Learn about the gender performance of the different sectors/clusters;
2. Promote the use of the IASC Gender Handbook; and
3. Learn about the work of the individual gender advisers (e.g. in which sectors/clusters they are mainly active, which activities they pursue, etc.).

Obviously, the complex nature of the GenCap Project as well as the high ambitions related to the various usages of the M&E framework made it very challenging to develop a coherent and manageable M&E project.

2.2 The scorecard approach: Building a comprehensive M&E framework and a corresponding M&E process

Based on GPPI's previous experience in the M&E domain, we decided that a scorecard approach seemed best suited to address the above mentioned challenges.

Typically, scorecard approaches are used in the business world to assess the non-financial performance of private companies. A scorecard is "a management tool that enables an organization to clarify its strategy and to translate it into action. It provides feedback around both the internal processes and external outcomes in order to continuously improve strategic performance and results." (Paul Averson)

In the context of the GenCap Project, the concept appeared appropriate because well-designed scorecards effectively and continuously feed back information about strategy implementation, especially in a strongly decentralized working environment. From the point of view of the GenCap management structure (Secretariat and Steering Committee), the GenCap roster and its role in various humanitarian operations clearly constitutes such a decentralized structure. Moreover, the M&E project aims at measuring GenCap's overall (non-financial) performance and thereby clarifies the project's strategy and progress of its implementation.

Based on the scorecard concept, we have developed an approach that suits the GenCap Project. More specifically, the approach:

- incorporates the cluster/sector system (i.e. one of the organizing principles of the scorecard are the different clusters/sectors within which a gender adviser works);
- takes into account the context in which the scorecard will be used (i.e. capacity building in gender equality programming in humanitarian action);
- considers the processes/mechanisms through which UN humanitarian response is organized (e.g. development of work plans, action plans, appeals, etc.).

A comprehensive M&E framework consisting of 5 components was developed to implement this scorecard approach:

The first component (the **baseline assessment**) contains a short questionnaire (“Basic Information”). The questionnaire helps to assess the situation on the ground with regard to gender equality programming upon the gender advisers’ arrival. In addition, the baseline assessment helps to identify gaps in gender equality programming in the different sectors/clusters. Furthermore, it helps to set work priorities for the gender advisers. In the baseline assessment the gender advisers can select their “areas of work”, and “focus activities”. The “areas of work” correspond for the most part with the clusters/sectors, but include also non-cluster issues, such as gender-based violence (GBV) and non-sector/multi-sector matters. The “focus activities” are a selection of all activities detailed in the gender advisers’ generic terms of reference. Most importantly, however, the baseline assessment establishes the baseline against which to measure the impact of the gender advisers. The baseline assessment assures that the framework takes into account the specificities of the individual deployments and allows evaluating the performance of the gender adviser within his/her sphere of influence.

The framework’s second component (the **scorecard**) is the cornerstone of the M&E framework. It is designed to track and report the results of the gender advisers’ activities. It displays for each prioritized “area of work” a gender adviser’s “focus activities” and the related indicator(s).⁴ The gender adviser indicates the corresponding value. Comparing the value of each indicator in consecutive scorecards will then show whether there has been change and to what degree.

The purpose of the **final assessment**, the framework’s third component, is to provide an assessment of the situation at the time of the gender advisers’ departure. The final assessment displays the same questionnaire as the baseline assessment. In this manner, the framework

The indicators

The baseline assessment, the scorecard, and the final assessment are all based on the same set of 25 indicators. The indicators are either qualitative or quantitative. They are derived from the activities described in the gender advisers’ generic terms of reference. The indicators have been developed with the help of results chains.³ Through the indicators we measure the progress achieved (or not achieved) related to each activity undertaken by a gender adviser. There is at least one indicator corresponding to each activity.

The scores

The degree of this progress is valued with the help of the scores: each indicator can be given a quantitative score ranging from 0 to 3 or a qualitative score ranging from “none”, over “low” and “middle” to “high”.

In other words, the indicators are the unit with which we measure; the scores are the corresponding values of these units.

³ A results chain is the “causal sequence for an activity that stipulates the necessary sequence to achieve desired objectives – beginning with inputs, moving through activities and outputs, and culminating in outcomes, impacts, and feedback”. IEG/World Bank (2007): Sourcebook for Evaluating Global and Regional Partnership Programs. Indicative Principles and Standards. Washington D.C, p. xxxi.

⁴ Appendix I provides an overview of all activities and related indicators.

provides a control against external changes that are not related to the gender advisers' activities. Besides illuminating changes in comparison to the situation at the beginning of the deployment, this exercise simplifies a potential hand-over to a successor.

Obviously, the reporting, whether related to the baseline assessment, the scorecard, or the final assessment, is based solely on the gender adviser's perception. **That is, the scorecard concept as it is applied here is a purely subjective self-assessment tool.**

The fourth component, a **good practice template**, intends to facilitate the production and distribution of good practices and lessons learned. The good practice template contains a definition of what a good practice is and guides the gender adviser through the process of writing good practices with a set of questions.

Finally, **the planning journal**, the M&E framework's fifth component, is designed to assist the gender adviser in planning her/his work. It is a self-management instrument rather than one used for monitoring and evaluation.

To ensure robust and reliable data collection a clearly structured M&E process was needed. In coordination with the GenCap Secretariat we have set up the following process that is based on five steps:

1. The M&E process starts with a telephone briefing for each gender adviser shortly before the deployment.
2. The gender adviser is asked to finish the baseline assessment two weeks after arrival at the duty station. The results of the baseline assessment have to be signed off by the Humanitarian Coordinator and then sent to the GenCap Secretariat by e-mail or fax.
3. The gender adviser reports on a monthly basis through the completion of a scorecard. Each month's scoring is then reported back to the GenCap Secretariat and (as an interim solution) to GPPi by e-mail. The monthly reporting is continuously supported through assistance to the gender advisers by the GPPi M&E team. Follow-up on missing reports is the responsibility of GPPi. In such cases where gender advisers either did not report or react to follow-up e-mails, the GenCap Secretariat steps in.
4. Collection, analysis, and comparison of reported data by the GPPi team.
5. In coordination with the GenCap Secretariat GPPi gives individual feedback to gender advisers, if necessary.

The above outlined approach has a number of strengths, however some weaknesses do exist. The table below provides a summary:

<i>Characteristics</i>	<i>Strength</i>	<i>Weakness</i>
The indicators address the following two levels: <ul style="list-style-type: none"> • Impact on programming • Institutionalization and sustainability of mechanisms 	The approach enables monitoring and evaluation along the entire impact chain	Extends the scope and complexity of the M&E framework
The indicators are strictly based on a logical results chain	Avoids an attribution gap	Creates problems if the gender advisers pursue, in reality, different activities than hypothesized in the results chain
The indicators are of a qualitative or quantitative nature	Combining quantitative and qualitative approaches is intended to balance the weaknesses of both approaches applied individually	
Using a fix set of indicators within a scorecard approach	Guarantees the collection of comparable data and therefore allows creating lessons learned for the GenCap Project; the generated data helps the GenCap Secretariat to monitor the progress of project implementation; the completion of the scorecard forces the gender adviser to reflect on the impact of his/her own activities.	Makes the tool less adaptable to the different settings within/ TORs on which the different gender advisers are working
Embedding the scorecard approach into a comprehensive M&E framework	Provides the possibility to take into consideration the potential impact of external factors on the measured change, i.e. if other factors than gender adviser activity alone may have influenced the observed change	Extends the scope and complexity of the scorecard approach
Adding a good practice template and a planning journal to the M&E framework	Helps the gender advisers in managing their activities and sharing meaningful lessons learned	Extends the scope and complexity of the M&E framework
Self-assessment	Ensures an easy process that does not involve additional financial and human resources	Potentially biased

Weak verification process	Keeps process short and costs low	Does not balance the potential bias related to the self-assessment
Implementation of a comprehensive M&E framework	Addresses the different goals of the M&E project and builds a thorough basis to monitor and evaluate the GenCap Project	A lot of effort is needed to run the system, e.g. follow up with gender advisers on regular meetings, maintaining the data base, etc.

2.3 The software application: Creating a user-friendly M&E toolbox

The table emphasizes that such a comprehensive M&E framework runs the risk of overly extending the scope and complexity of the M&E framework and hence has the potential to create a substantial amount of work for the gender advisers as well as the evaluators. In order to keep the workload manageable on both sides, it seemed valuable to support the M&E work with a tailor-made software application. However, in order to be suitable, such software had to fulfill a number of requirements:

1. The software should run stable and function without availability of an internet connection in order to adapt to the technical preconditions in the field;
2. It should have a convenient interface;
3. It should be user-friendly; and
4. The development of the software had to be cost-effective.

The use of a partly standardized, partly self-programmed software application that works in two steps seemed best suited to address the M&E project's needs and the above outlined preconditions.

Step 1 pertains to data collection. Data collection is implemented by the gender advisers through the use of the M&E reporting toolbox, i.e. the electronic version of the five M&E components, baseline assessment, scorecard, final assessment, good practice template, and planning journal. The digitalization of these components is realized with the help of standard software designed for the development of forms. The input side of these forms, i.e. the interface visible to the gender advisers, is in pdf-format. Additional programming makes the standard forms adaptable to the individual gender adviser's priorities ("areas of work" and "focus activities"). The M&E toolbox can be installed and used on the computer of each gender adviser. The generated data is sent by e-mail to the M&E team.

Step 2 includes data storage and analysis. This step is implemented by the GPPi M&E team. The above described standard software displays the collected data in xml-format only. The xml-format, however, is neither convenient to read, nor does it allow for further analysis, such as aggregation or frequency distribution. In order to make the data

easily readable and to allow for analysis, an Excel add-in has been created. This add-in imports the xml-data into an Excel spreadsheet, where it can be sorted and analyzed in numerous different ways (see chapter 3).

The use of the toolbox is described through comprehensive guidelines provided to the gender advisers. The guidelines also include an explanation of the M&E process.

As with the approach itself, the M&E toolbox has also a number of advantages and disadvantages. The most important advantage is that it ensures the realization of the comprehensive M&E framework. Without the toolbox the M&E framework could simply not be implemented because it would create too much work for both the gender advisers and the evaluators. Moreover, the technical solution we have chosen meets all requirements: it runs stable and without an internet connection; it has a convenient interface; it is relatively user-friendly; and its development was cost-effective.

On the negative side, there is still potential for further increasing the user-friendliness of the toolbox. Additionally, the chosen software solution raises the costs both in terms of time and money for future changes that may have to be implemented (e.g. related to individual indicators, or other components of the framework).

Applied technologies

- 1) Adobe LiveCycle Designer
- 2) Java Script
- 3) Adobe Reader
- 4) Excel
- 5) Visual Basic

2.4 Project implementation

As mentioned above, we planned the implementation of the M&E project along four phases.

2.4.1 Phase 1: Development of a draft M&E framework, process, and toolbox

Phase 1 included two important steps. Firstly, the organization of a project kick-off meeting in New York where the entire M&E team finalized the M&E project's overall **approach**. And secondly, the development of a draft M&E framework, toolbox, and process for putting this approach into **practice**.

With respect to the overall approach there were three main points of discussion. First, there was disagreement whether the indicators should be developed on the basis of the gender checklists detailed in the IASC Handbook, or whether they should be based on the generic terms of reference of the gender advisers. GPPi considered the gender checklists as an excellent starting point for the development of the indicators because the checklists contain the most relevant issues of gender equality programming: they are sector-specific; some points of the checklists are already formulated as quantitative indicators; and the IASC Handbook – and hence the checklists – represent a commonly accepted basis. GenCap preferred the generic terms of reference as the ideal basis for the indicators. Indicators based on the TOR would directly relate to what the gender

advisers are doing, albeit on a generic level. Furthermore, as the TOR are less comprehensive than the sector-specific checklists, this approach would limit the number of indicators. In the end, there was agreement that the indicators should be based on the generic TOR and to ensure that a sector/cluster-dimension would be integrated into the M&E framework in an alternative way that is not related to the indicators.

Second, focusing on the GenCap Project's impact on the population of concern in the initial TOR of the M&E project made for some controversy. GPPi was convinced that including this level into the evaluation efforts would not do justice to the program. Given the design and purpose of GenCap, the beneficiaries of the project are not the women, girls, boys and men affected by humanitarian crises. Instead, the beneficiaries are the Humanitarian/Regional Coordinators, the Cluster Leads, and gender focal points of the IASC/UN Country Teams. Consequently, it was agreed not to integrate the measurement of the project's impact on the population of concern in the M&E framework.

A third point of discussion was whether the M&E framework should focus only on the primary goal of the M&E project, i.e. on the monitoring and evolution of project implementation, or whether it should serve multiple goals, including the collection of information about the "gender performance" of different sectors. GPPi advocated for a lean approach. GenCap, however, articulated the need for a broader scope of the M&E project. An agreement was reached to realize the broad scope in the pilot phase and reconsider the scope at the end of the pilot phase.

With respect to the second step of Phase 1, the development of the M&E framework and the M&E process was an iterative and inclusive process, embracing the expertise of the GenCap Secretariat, the prospective gender advisers, country representatives, and individual GenCap Steering Committee members. The inclusiveness assured the consideration of the expertise of all stakeholder groups and the necessary buy-in of the gender advisers. On the other hand, the process was very time consuming, delaying the timely implementation of the M&E project several times. Moreover, such an inclusive process needs strong facilitation; otherwise there is the risk that it may produce a set of indicators that is logically incoherent as too many voices may be heard.

The development of the software application was developed by GPPi in cooperation with Minuskel GmbH⁵. The process was very time consuming and required considerable guidance from the IT firm as the application had to meet a number of criteria that are rather unusual in the IT business.⁶ In addition, the toolbox had to be created within two months (i.e. after the preparation workshop in June 2007 and before the first deployments in August 2007) and on a fairly low budget (in terms of the software industry). Despite these challenges, we succeeded in developing the toolbox on time.

⁵ See www.minuskel.de

⁶ See section 2.3

2.4.2 Phase 2: Presentation of the draft M&E framework to all stakeholders and collection of feedback

Phase 2 included the presentation of the draft M&E framework at the *First International Workshop for gender advisers in Humanitarian action* in May 2007 as well as the intensive collection of feedback from gender advisers, Steering Committee members, the GenCap M&E team and the GenCap Secretariat.

GPPi arranged a session at the Preparation Workshop which included the presentation of the M&E framework and process as well as the facilitation of a working group session on the indicators. While the feedback collected at the workshop was very helpful in designing the M&E process, the participants' feedback on the indicators was less helpful. This was mainly due to the short time they had to reflect on the indicators as well as the size of the working groups. As a consequence, we suggest having a separate indicators workshop with a small group of selected gender advisers, the GenCap Team, and external experts for the larger revision of the indicators in the second year of the M&E project.

GPPi will continue to collect feedback related to the M&E framework and process, including the indicators, until February 2008.

2.4.3 Phase 3: Piloting and field testing of the draft M&E work

Project phases 1 and 2 succeeded in creating an M&E framework, toolbox and process that were ready for piloting with the first regular deployment of the GenCap roster.

Project phase 3 is still ongoing, with GPPi collecting scorecards, providing technical support to the gender advisers, and administering the M&E process.

At the time of writing 9 gender advisers are successfully testing the tool in the field. In addition, the GPPi team has carried out two 10-day field trips in order to assess the implementation of the M&E framework and the use of the M&E toolbox on the ground. Both field trips, one to the Central African Republic and one to Uganda, were very helpful to understand how, with whom and in which institutional context a gender adviser works in practice; to discuss the M&E framework, process, and indicators with the deployed gender advisers; and to interview the humanitarian coordinator and other key people in the field.

2.4.4 Phase 4: Wrap-up and development of recommendations for the further advancement of the GenCap Project

The implementation of the final phase of the project is planned for mid-February until the end of March 2008. It will be the phase of consolidation and review. It will include the finalization of the management review, the writing of the final report, as well as the development of recommendations on how to enhance the performance of the GenCap Project in the months and years ahead.

Thus far, project implementation has been, for the most part, within the planned time table. We therefore expect that the fourth phase will also be implemented within the planned timeframe.

3. Preliminary results from M&E reporting and good practices

This chapter serves three main purposes. First, it provides an overview on initial results from the gender advisers' monthly reporting. Given the low number of scorecards that have been received thus far, the analysis will focus on results from the baseline assessment, i.e. the information collected through the "basic information" questionnaire as well as on the priorities of the deployed gender advisers with respect to "areas of work" and "focus activities". Results, especially aggregated ones, are of a preliminary nature and do not allow for generalizations, conclusions or even recommendations. However, the results may indicate some early trends. Second, the chapter provides examples of the different kinds of analysis the evaluator or program manager can carry out on the basis of the data generated through the M&E framework. The data set will be analyzed in more detail in the final report. Finally, the chapter will address the good practices and lessons learned based upon initial results which have been reported back.

The chapter draws upon the data of seven deployments, implemented between June and October 2007. At the time of writing, one deployment was completed; the other six were still ongoing. The final report will provide fact sheets for each of the deployments that will have been completed at that time. Appendix II provides a sample fact sheet.

3.1 Preliminary results from basic information and priority setting questionnaires

This section provides an overview of the results gathered through the basic information and priority setting questionnaires of the baseline assessment. The results are aggregated across all seven deployments; as such possible patterns and accumulations become visible. The analysis concentrates on the context of the humanitarian situation, existing coordination structures, capacity of and structures for gender equality programming on the international and national levels, as well as the "areas of work" and "focus activities" chosen by the individual gender advisers.⁷

<i>Subject</i>	<i>Preliminary results</i>
Humanitarian situation	<p>Most of the gender advisers report to work either in an emergency that is caused by conflict or that is transitioning from conflict</p> <p>None reports to work exclusively in an emergency caused by a disaster associated with natural hazards</p>
Coordination structures	<p>All gender advisers report that a common strategy framework, namely the Consolidated Appeals Process (CAP), is in place</p> <p>The cluster approach is implemented in 4 out of 7 cases.</p>
Capacity and	One of the gender advisers found that the IASC/UN Country Teams have

⁷ See Appendix I for a full list of activities

<p>structures for gender equality programming on the international and national level</p>	<p>cluster leads with a good understanding of gender mainstreaming/gender equality programming</p> <p>The majority of the gender advisers (4-6) reported that</p> <ul style="list-style-type: none"> - more than 50% of agencies have gender advisers or designated gender focal points - there is a lack of understanding of gender mainstreaming/gender equality programming among cluster leads - there is a lack of understanding of gender mainstreaming/gender equality programming in agencies' senior management <p>The majority of gender advisers reported that there was a Gender Support Network (GenNet) in place upon their arrival</p> <p>The quality of the GenNet was either reported to be low⁸ or middle⁹</p> <p>The majority of gender advisers reported that there was no GBV theme group in place upon their arrival</p>
<p>“Areas of work” and “focus activities” chosen</p>	<p>All but 1 gender advisers work in GBV and Protection</p> <p>None of the gender advisers work in the following areas: Agriculture, DDR, Emergency Shelter, and Environment</p> <p>On average a gender adviser works in 4 –6 out of 16 possible “areas of work”.</p> <p>The following activities are very often¹⁰ pursued by the gender advisers (in order of frequency):</p> <ul style="list-style-type: none"> - Program Planning Assistance 2.1: Facilitating and supporting the integration of gender perspectives in overall strategic planning and programming [ratio: 1.3] - Program Planning Assistance 2.2: Assisting agencies in setting up or adapting existing monitoring systems to monitor progress in gender mainstreaming by using the IASC Handbook and Guidelines [ratio 1.5] <p>The following “areas of work” are very seldom pursued by the gender advisers:</p> <ul style="list-style-type: none"> - Program Planning Assistance 2.3: Assisting implementing actors to incorporate gender equality in Consolidated Appeals and other documents [ratio 4.2] - Coordination 4.4: Building strategic alliances with other key actors to advocate for gender sensitive programming [ratio 5.2]

⁸ 0-3 out of 12 GenNet TOR points are met

⁹ 4-6 out of 12 GenNet TOR points met

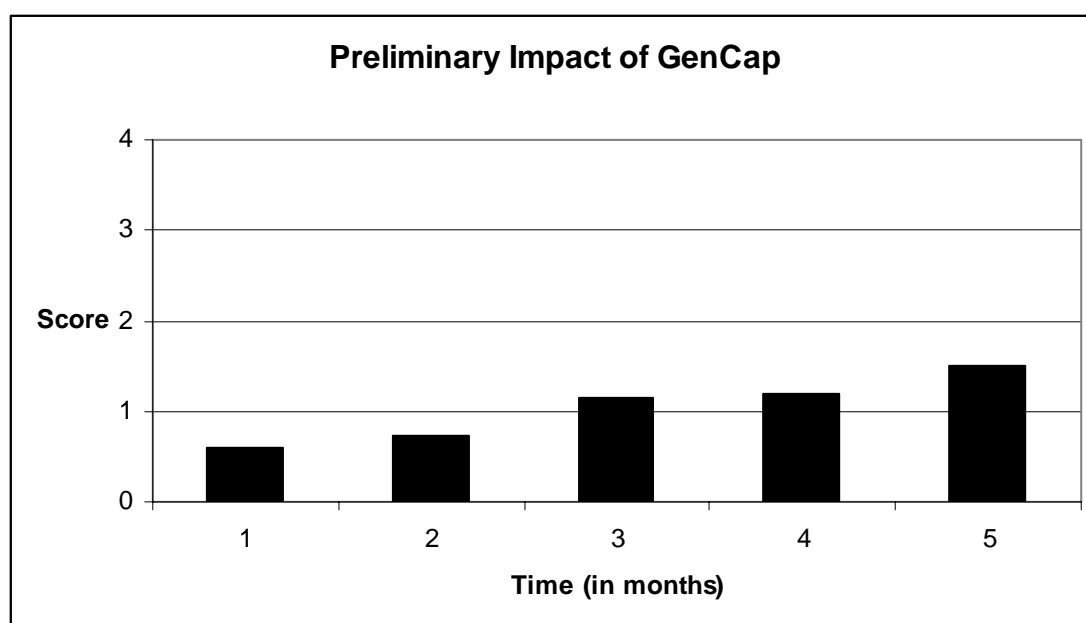
¹⁰ On average the 7 gender advisers were working in max 6 “areas of work”. Each activity can be undertaken in each of these “areas of work”. Exceptions are activities related to “advocacy”. Those can only be pursued in the “area of work” multi-sector/non-sector. Therefore each activity can get a maximum score of 42 (6 sectors multiplied with 7 gender advisers). The activities related to “advocacy” can get a maximum score of 7 (1 sector multiplied with 7 gender advisers). Frequency (very often, often, sometimes, very seldom) is defined by the ration of actual score to maximum score. Very often is a ratio of < 2, very seldom is a ratio of > 4.

3.2 Types of analysis

This section provides an insight into which types of analysis can be conducted on the basis of the data generated by the M&E framework. It should be noted, however, that the quality of all future analyses depends on the quality of the data set, and that the quality of the data set, in turn, depends on the choice of indicators. The data only has explanatory power if the chosen indicators grasp the effective changes the GenCap Project generates. This precondition becomes especially significant if the generic terms of reference, on which the current set of indicators is based, and the specific TOR of each individual gender adviser, vary significantly. The more a gender adviser works outside of the generic TOR, the less explanatory power the data generated through the M&E Framework provides. In addition, it should be highlighted yet again that this M&E Framework is based on a subjective, self-reporting tool used by the gender advisers. The reported change is always progress as *perceived* by the gender advisers.

With these preconditions in mind, the following paragraphs show that the data set can be used for analyses on the program level, the management level, and the M&E project level.

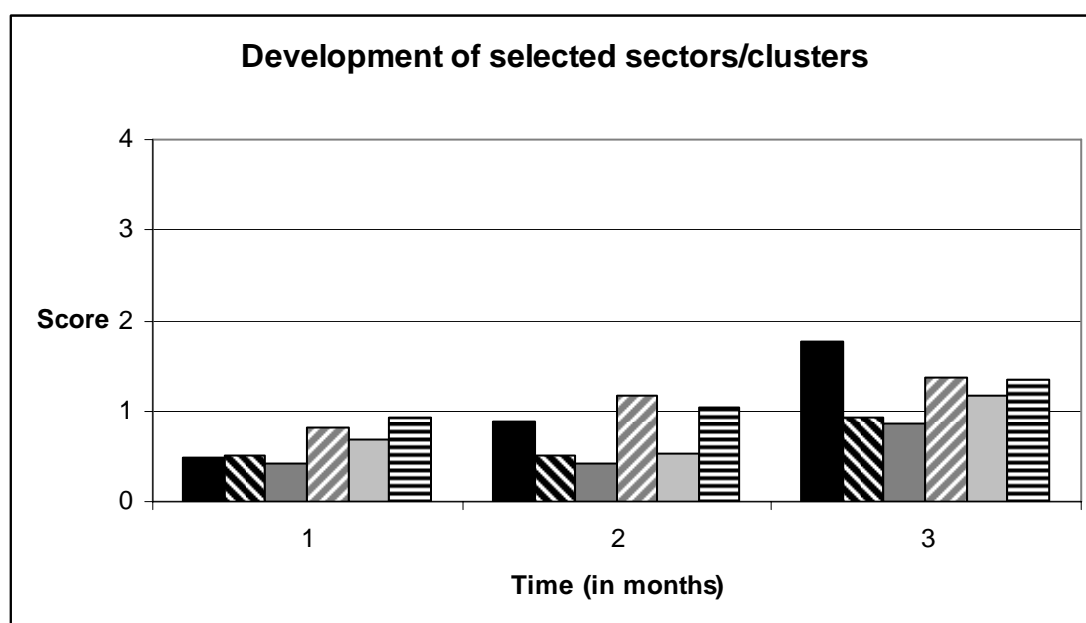
3.2.1 The program level: Monitoring progress of the overall project



Sample Analysis 1: Preliminary impact of GenCap

The data generated through the current M&E framework can be used to show GenCap's progress within one single graph. In Sample Analysis 1, the x-axis shows progress of time, the y-axis the score (min. 0, i.e. no gender equality programming; max. 3, i.e. ideal gender equality programming). The bars in the diagram depict average values aggregated over all gender adviser (n = 7), all sectors (n = 16) and all indicators (n = 25).

Sample Analysis 1 provides a fast yet somewhat general idea about where the project is heading. Again, the explanatory power of this graph depends heavily on the quality of the indicators and is limited by the fact that the generated data is subjective. The diagram above shows that in the first month the average baseline value is low (0.6). In other words, upon arrival the gender advisers perceive the overall existing structure of gender equality programming as rudimentary. However, on average, the gender advisers seem to feel that these structures improve over time, as seen by the value increasing to 1.5 after five months.



Sample Analysis 2: Development of selected sectors/clusters over time

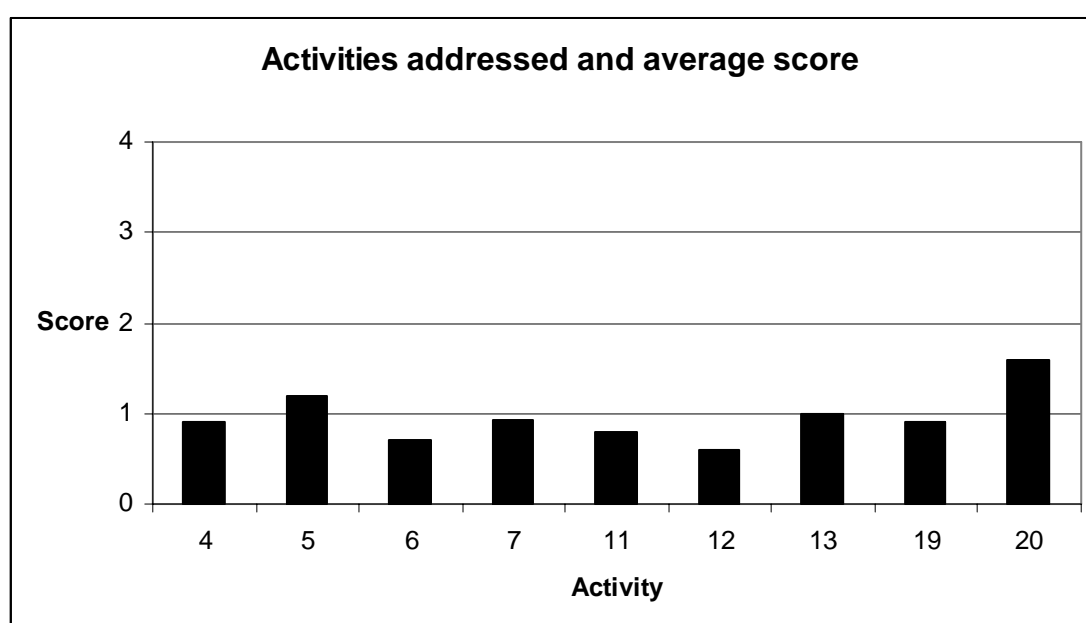
Sample Analysis 2 illustrates another possible breakdown of the M&E data on the program level. The x-axis displays time (in months), the y-axis the average score for selected sectors/clusters aggregated across all gender advisers. The chart therefore indicates the progress of the different sectors over time in terms of *gender performance*.

On average *gender performance* seems to increase over time for the sectors/clusters selected here. There seems to be a correlation between a high activity of gender advisers and a good *gender performance* of a given sector/cluster. This correlation becomes visible in the black column that represents GBV. As we have seen in section 3.1, six out of 7 gender advisers work in GBV, at the same time this is the “area of work” where most increase is reported. However, here again the explanatory power of the data is limited by the self-reporting character of the tool.

3.2.2 The management level: monitoring prioritization

Sample Analyses 2 to 3.b below provide examples of how the data set can be used to monitor the individual gender adviser's selection of priority "areas of work" and "focus activities".

It is important to recognize that the framework does not track the specific activities a gender adviser engages in in a given humanitarian setting. Instead, it tries to measure – in a disaggregated fashion – the change induced by a gender adviser's activity. Consequently, the data cannot be used to evaluate the performance of an individual gender adviser. However, it allows monitoring the priorities in terms of "areas of work" and "focus activities" a gender adviser sets for his/her deployment.

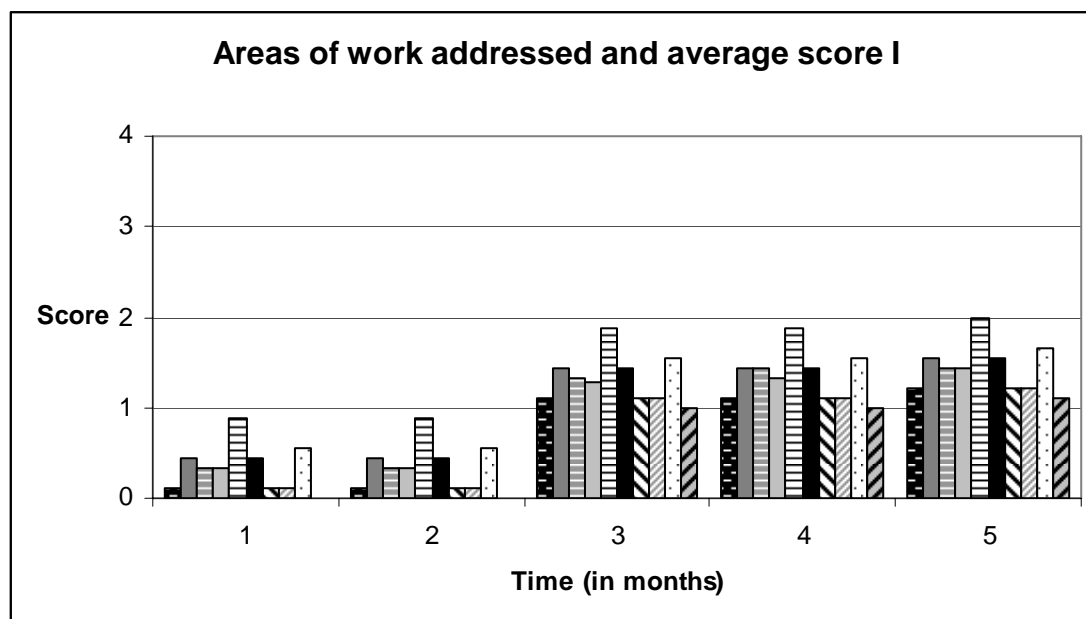


Sample Analysis 3 Activities addressed by an individual gender adviser and average score per indicator¹¹

Sample Analysis 3 provides an analysis of how many and which activities a specific gender adviser is engaging in at a certain point in time. The example here is based on the first scorecard provided by gender adviser 3. The x-axis displays the applied indicators¹², the y-axis the average score (min 0; max 3) aggregated across all "areas of work" gender adviser 3 is working in. Each indicator is linked to a specific activity (information and analysis, program planning assistance, capacity building, coordination, and advocacy). In this example, gender adviser 3 undertakes three main activities, namely program planning assistance (covered by indicators 4-7), capacity building (covered by indicators 11-13), and coordination (covered by indicators 19 and 20). As Sample Analysis 3 provides a snap-shot focused on the start of the deployment (and not a development over time), the absolute value of the scores are of minor importance in this kind of analysis.

¹¹ Appendix I displays the full list of indicators and related activities.

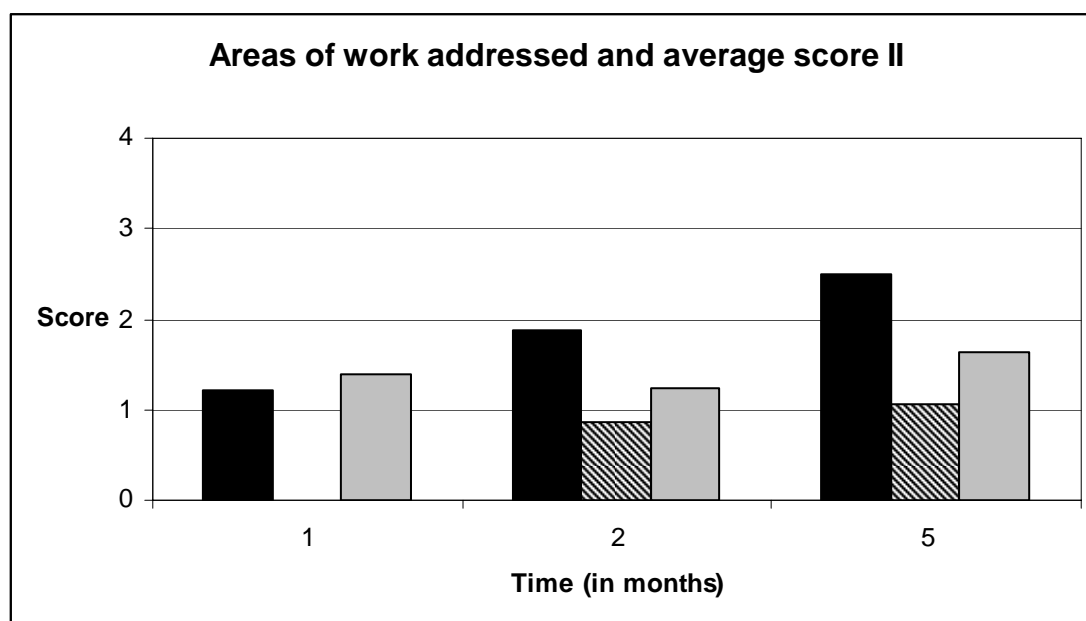
¹² Appendix I displays the full list of indicators and related activities



Sample Analysis 4.a: “Areas of work” addressed by one gender adviser and average score per “area of work” aggregated across all focus activities undertaken in each “area of work”.

In the diagram above, the x-axis displays time (in months), the y-axis shows the average scores (min 0; max 3) aggregated across all focus activities. The differently patterned bars represent the individual “areas of work”. The example again is based on gender adviser 3’s first scorecard. She worked in 9 “areas of work” (camp coordination, education, food distribution, food security, GBV, health, livelihood, nutrition, protection) at the beginning of her deployment (months 1 and 2). After 3 months, she added a further “area of work” (water, sanitation, and hygiene).

Sample Analysis 4.a allows the program manager to see how many and which “areas of work” gender adviser 3 addresses. The chart also shows how her selection changes over time. Furthermore, the example shows how the average scores (aggregated across all activities) change. In this example, the gender adviser reports that, after 3 months, a positive development towards increased gender equality programming has occurred. This increased value is perceived to remain constant for the following two months.



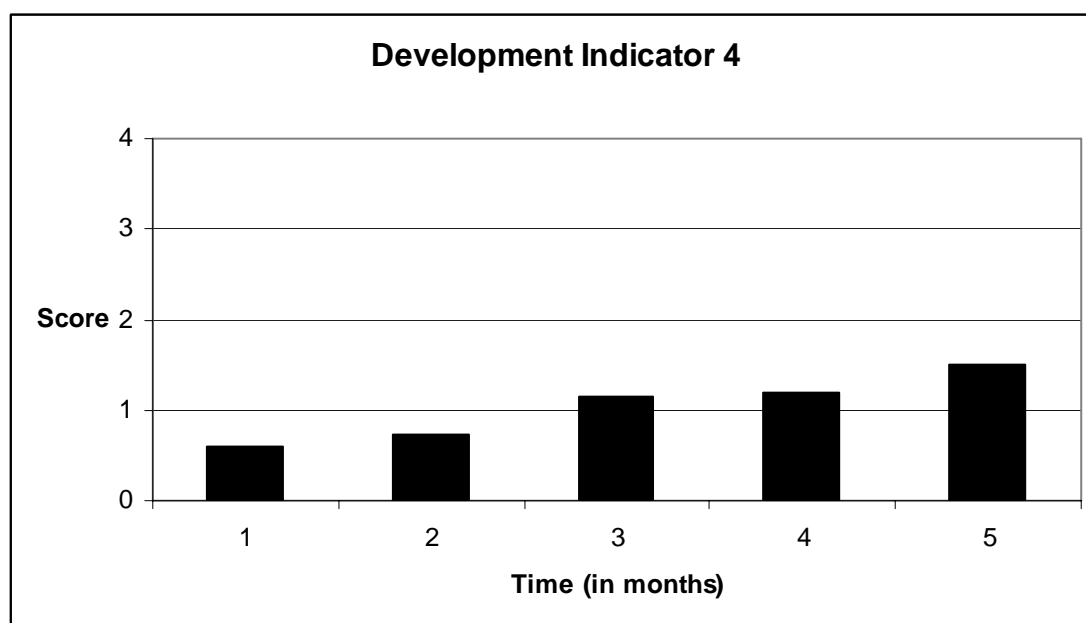
Sample Analysis 4.b: “Areas of work” addressed by another gender adviser and average score per “area of work” aggregated across all focus activities undertaken in each “area of work”.

Sample Analysis 4.b above represents the exact same chart as 3.a but it displays the results of a different gender adviser. Gender adviser 2 works at the beginning of her deployment in two “areas of work”, i.e. multi-sector/non-sector (the black area) and GBV (the gray area).

As both multi-sector/non-sector and GBV are not formal clusters, the M&E team suggested to gender adviser 2 to work more within the cluster system. In turn, gender adviser 2 started to work additionally in the protection sector (striped area). While example 4.b shows that the framework can be used to manage individual gender advisers, it also highlights the framework’s limits. It is a self-reporting tool, therefore, based on this data there is no way to find out whether gender adviser 2 indeed started to work within the protection cluster. In addition, the example shows that gender adviser 2 is reporting irregularly. The reports for months 3 and 4 are missing.

Sample Analysis 4.b indicates an average increase in the values for “multi-sector/non-sector” as well as protection and a stagnant value for GBV.

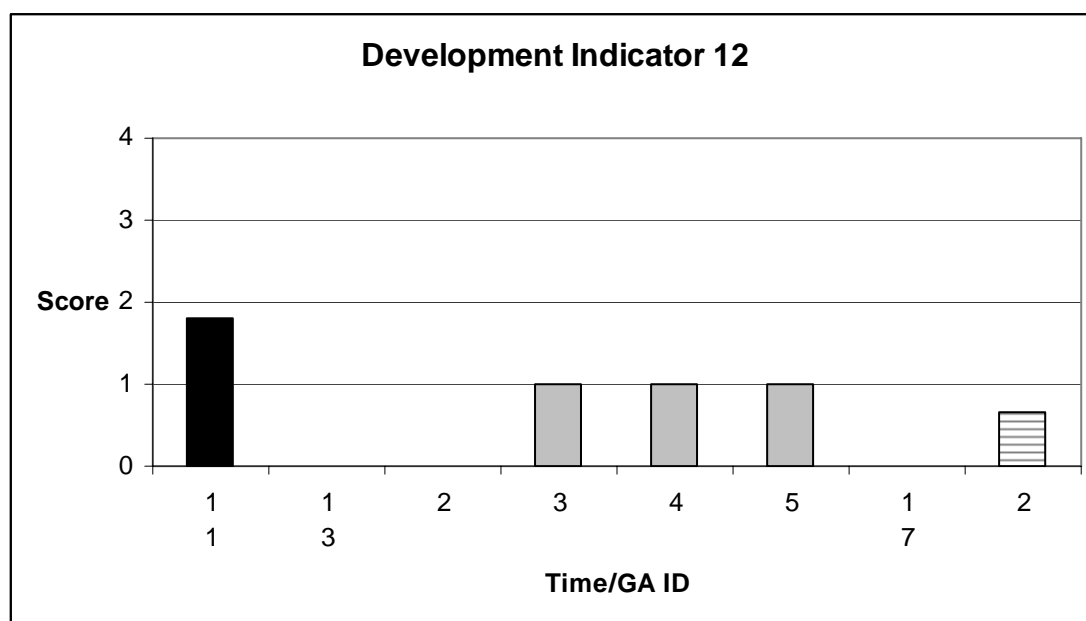
3.2.3 The M&E level: Development of specific indicators



Sample Analysis 5.a: Development of indicator 4 “Existence of gender action plans or work plans that mainstream the IASC gender equality framework”

Sample Analysis 5.a is based on the aggregated data of all gender advisers and all “areas of work”. It displays the development of an individual indicator over time. Such an analysis can be used as a control to ascertain whether a certain activity (here influencing gender action plans or work plans) yields results across different “areas of work”. In the diagram above the indicator develops steadily but slowly.

The observation of the development of specific indicators (and related activities) might be a useful exercise to determine if there are specific indicators (and thus activities) that are not perceived as inducing change. The project manager can then decide whether she/he wants to address this by re-adjusting the terms of reference or whether more training on this specific activity is needed.



Sample Analysis 5.b: Development of indicator 12 “Usage of the GBV Guidelines for training purposes among cluster actors”

Sample Analysis 5.b provides the same analysis as diagram 5.a above, but for indicator 12 “Usage of the GBV Guidelines for training purposes among cluster actors”. Moreover the data is not aggregated over all gender advisers but accumulated for 3 different gender advisers: gender advisers 1, 3 and 7 (lower row on the x-axis). The upper row on the x-axis shows the number of scorecards per gender adviser. Gender adviser 1 has completed 1 scorecard, 3 has completed 5 scorecards, and gender adviser 7 has reported back twice.

This more differentiated analysis allows a comparison between different gender advisers. Based on this type of analysis, the evaluator can control whether its own interpretation of the results make sense. Unfortunately, the example above provides limited possibilities for comparison due to the low number of scorecards for 2 out of 3 gender advisers. However, it can be seen from the reporting of gender adviser 3 that the average value increases only once and remains stable from then on. Considering that the indicator measures the “Usage of the GBV Guidelines for training purposes among cluster actors”, this is not surprising: gender adviser 3 may not increase the use of the GBV Guidelines but may train people in more detail. The logic of increase on which indicator 12 is based, might be out of place in this context.

This sample analysis shows that the framework also provides a basis for reflection on the tool itself.

3.3 Good practices and lessons learned

The initiators of the GenCap Project put strong emphasis on the collection and dissemination of good practices and lessons learned in gender equality programming. Their objective was twofold: First, to facilitate mutual learning among gender advisers.

And second, to provide the broader humanitarian community with practical, illustrative examples that would emphasize the importance of improved gender equality programming in humanitarian settings. Hence, the GenCap Secretariat suggested integrating a template for the creation of good practices and lessons learned into the M&E framework.

So far, however, very few good practice/ lessons learned templates have been returned by the gender advisers. After 7 months of operation, only three gender advisers have provided good practice sheets. In addition, the quality of those three good practices was unsatisfying. They fail to appropriately address the potential for replicability and lack concreteness.

We assume that there are three main reasons for the low response rate and quality: Firstly, the creation of good practices adds another reporting duty to the gender advisers and the motivation for writing them may thus be low. Secondly, the template may not be helpful to guide the gender advisers through the process of creating good practices. Finally – and most importantly – there seems to be a lack of experience with respect to the development of good practices.

We therefore suggest using the next preparatory workshop to discuss the good practices template with the gender advisers and add a module on writing good practices to the workshop's curriculum.

4. Outlook

4.1 What we have learned so far – improving the M&E framework, process, and toolbox

The first months of operation were exciting and challenging for both the GenCap Project and the M&E Project. Overall, it seems that the roll out of the program and its M&E component are on a good path. The M&E framework, process and toolbox were accepted and readily embraced by almost all gender advisers and their monthly reporting has produced interesting and valuable information. As the previous chapter has shown, the results of the M&E work can be used to evaluate and manage GenCap while also providing information for self-reflection regarding the current M&E framework. However, given the pilot character of the M&E project, it is not surprising that there is also room for improvement. This chapter highlights some key lessons we have learned thus far with respect to the implementation of the M&E framework, process and toolbox. The final report (due in March 2008) will provide further details on how these lessons learned should be integrated into improved GenCap Project design.

With respect to the M&E framework the following table gives an overview of lessons learned:

<i>Subject</i>	<i>Lesson learned for the M&E framework</i>
Basic info	<ul style="list-style-type: none"> - The questionnaire covers the most important topics and gives an overall picture of the situation on the ground. The questionnaire contains potential for condensation - Some questions need to be rephrased to omit misunderstandings
Baseline assessment, scorecard and final assessment	<ul style="list-style-type: none"> - Overall the indicators are able to track change - However, they are only of use in those cases where the specific TOR of the gender advisers remains within the scope of the generic TOR - Completion and analysis of the baseline assessment and scorecards are complex and time intensive. The number of indicators and activities should be reduced in order to create a leaner framework - A number of indicators need to be adjusted to the working realities of the gender advisers

Quality of data	<ul style="list-style-type: none"> - The quality of the data is for the most part satisfactory - Baseline assessment, scorecard and final assessment should all be based on absolute scores. The need for the gender advisers in the current framework to indicate change relative to the baseline is the main error source - There is a need to better train the gender advisers on the M&E framework. Many think it exists to track individual activities instead of measuring outcomes and impact of the GenCap Project. Likewise, the use of generic indicators as opposed to specific indicators must be addressed in the training. These two training aspects are important to increase the quality of the data. - A verification process that weighs up for the subjectivity of the current reporting would increase the quality of the data
Good practice template	<ul style="list-style-type: none"> - The good practice template has to be revised in order to accommodate the needs of the gender advisers.
Planning journal	<ul style="list-style-type: none"> - There is limited feedback from the gender advisers on the planning journal. Currently, it is not widely used. In order to make the framework leaner the planning journal should be taken out entirely.¹³

Regarding the M&E process the subsequent table provides an overview of what we have learned so far:

Subject	<i>Lessons learned for the M&E process</i>
Timeframe for baseline assessment	<ul style="list-style-type: none"> - All gender advisers reported that a timeframe of two weeks for the baseline assessment is too narrow. It should be extended to three weeks.
Frequency of reporting	<ul style="list-style-type: none"> - Monthly reporting is too frequent. Changes occur slowly, the frequent reporting does not generate more valuable data (compared to less frequent reporting) while adding to the gender advisers' work load
Response rate	<ul style="list-style-type: none"> - In order to reach a satisfying response rate for M&E, reporting deadlines as well as reminder and follow-up processes had to be established - In order to increase the response rate for good practices we suggest making the good practices reporting less frequent but compulsory as well as establishing deadlines, reminder and follow-up processes

¹³ Taking the planning journal out of the M&E framework would also decrease the cost of revision of the framework. This is because most of the changes in the M&E framework – such as reformulated questions or indicators – have to be reflected in the planning journal.

Reporting	<ul style="list-style-type: none"> - The reporting process is not too time-consuming (ca. 2h/month). - However, the high number of indicators (in combination with the high number of “areas of work”) makes the reporting process inconvenient.
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Finally, there are also a number of lessons learned with respect to the technology of the M&E toolbox. An overview is given in the table below:

Subject	<i>Lessons learned for the M&E toolbox</i>
User-friendliness	<ul style="list-style-type: none"> - Generally, the tool is user-friendly. - The tool, due to its length, is difficult to navigate. - Indicating the score of the previous month in the current scorecard would increase the tool’s user-friendliness but also the possibility of biased reporting.
Functionality	<ul style="list-style-type: none"> - The tool runs stable and there are no major bugs in the software application. However, in some cases the adaptation of the scorecard to the selected priorities malfunctioned.
Layout	<ul style="list-style-type: none"> - Under the field for the Humanitarian Coordinator’s signature in the basic information, there should be space to enter his/her name, location and date of signature. - The background of the basic info should have a lighter color so that the basic info sheet is more readable when faxed.
Analysis	<ul style="list-style-type: none"> - The current technology does not allow for frequency distribution with respect to quality indicators (e.g. GEF points, or TOR points met); therefore only individual, but not aggregated analysis, of qualitative indicators is possible - The current framework allows for very detailed and rich analysis but the process of analyzing the data is also very complex and time-consuming.

To sum up all lessons learned, besides a number of issues of minor urgency, there remain three main challenges:

1. **The current M&E framework can only unfold its analytical value added if the activities that the gender advisers are carrying out in the field remain within the scope of the generic terms of reference.** A small number of the current deployments have taken place outside the generic TOR. In these cases, the M&E framework is of only very limited utility. Should deployments with highly varying TORs become the rule, an M&E approach measuring the overall progress of the GenCap Project would be, from our perspective, impossible to implement. Instead the M&E approach would have to be designed for mere individual activity tracking.

2. **The complexity of the current M&E framework has to be reduced significantly.** The complexity of the M&E framework assures that it pursues not only a number of very different goals, but it is also capable of generating the basis for very comprehensive analyses. However, the complexity has one major shortcoming: it is very time-consuming, especially on the side of the evaluators. A revised M&E framework should therefore be significantly easier to process.
3. **The subjectivity of the framework should be offset by a lean and efficient verification process.** The signing off of the basic information by the Humanitarian Coordinator is already a good mechanism. A corresponding mechanism should be established for the scorecards. However, such a mechanism also necessitates a less complex framework. The person who will verify the scoring might not have a thorough understanding of the applied indicators, etc.

4.2 Next steps

The M&E project will continue its piloting phase until mid February 2008. The last six weeks of the project cycle from mid February 2008 to end of March 2008 will be used to:

1. Analyze the results of all scorecards received by February 2008;
2. Finalize the management review;
3. Develop recommendations for the revision of the M&E framework, process and toolbox (based on the lessons learned described above) and for the management of the GenCap roster (based on the management review); and
4. Prepare the final report that entails a summary and presentation of the results from the M&E framework and the management review as well as the recommendations.

Appendix I. Activities and related indicators

No.	Full text: activity	No	Full text: indicator
1.2	Information and Analysis: Providing technical support to the collection and analysis of sex- and age disaggregated data throughout all humanitarian programmes, in partnership with the Humanitarian Information Centre and others	1	Percentage of relevant documents (program planning documents, monitoring reports, evaluations etc.) with sex- and age disaggregated data
1.3	Information and Analysis: Promoting and facilitating the inclusion of gender dimensions into needs assessment frameworks.	2	Number of relevant needs assessments, reports and other documents that include a gender analysis
		3	Quality of relevant needs assessments, reports and other documents that include a gender analysis
2.1	Programme Planning Assistance: Facilitating and supporting the integration of gender perspectives in the overall strategic planning and programming of various sectors/clusters by providing direct technical policy and programmatic support to various sector actors in order to improve service delivery	4	Existence of gender action plans or work plans that mainstream GEF (GEF = Gender Equality Framework)
		5	Quality of existing gender action plans/work plans that mainstream GEF (GEF = Gender Equality Framework)
2.2	Programme Planning Assistance: Assisting agencies in setting up or adapting existing monitoring systems to monitor the progress in gender mainstreaming by using <i>inter alia</i> the framework and checklists in the gender handbook and guidelines, adapting the checklist items to existing monitoring and reporting mechanisms as well as to the specific socio-cultural context and target groups.	6	Usage of the IASC Handbook and the GBV Guidelines to inform the respective sector's monitoring systems in gender mainstreaming
		7	Quality of gender mainstreaming in monitoring systems

2.3	Programme Planning Assistance: Assisting implementing actors to incorporate gender equality in Consolidated Appeals and other appeal processes and documents	<p>8 Number of appeal processes and documents, including Consolidated Appeals, that incorporate gender equality issues related to this sector/cluster</p> <p>9 Degree of CHAP adherence to the framework for gender equality programming in the analysis of needs in this sector/cluster</p> <p>10 Increase in project sheets in this sector/ cluster addressing issues raised in the gender analysis in the narrative.</p>
3.1	Capacity Building: Providing (and/or facilitating) training/ orientation on and promoting the use of the IASC Gender Handbook in Humanitarian Action and the IASC Guidelines for Gender-Based Violence Interventions in Humanitarian Settings in all sectors/ clusters	<p>11 Percentage of people in this sector covered by trainings provided by the gender adviser</p> <p>12 Usage of the IASC Handbook for training purposes among cluster actors</p> <p>13 Usage of the GBV Guidelines for training purposes among cluster actors</p>
3.2	Capacity Building: Advising and assisting in the development of gender-sensitive training orientation materials and the adaptation of existing training resources to the local context and support their integration into internal and external training initiatives in the relevant language(s)	<p>14 Number of training materials addressing the different needs and capabilities of women, girls, boys and men</p>
4.1	Coordination: Facilitating the smooth coordination of an inter-agency gender network	<p>15 Frequency of GenNet interaction</p> <p>16 Quality of GenNet</p> <p>17 Quality of GBV theme group functioning in accordance with key actions outlined in the IASC GBV Guidelines</p> <p>18 Liaising with gender advisers and gender focal points within the respective sectors</p>
4.2	Coordination: Liaising with gender advisers and gender focal points in other agencies and organisations (including governments, INGOs, local NGOs and women's groups) and in peacekeeping missions in-country	<p>19 Quality of intra-cluster coordination on the different needs and capabilities of women, girls, boys and men</p>

4.3	Coordination: Providing support to cluster leads to fulfil gender commitments as articulated in the Cluster Lead Terms of Reference	20 Cluster lead adherence to gender as a cross-cutting issue, as specified in the cluster lead TOR 21 Diversity of alliances between key actors
4.4	Coordination: Building strategic alliances with other key actors internally and externally to advocate for gender sensitive programming.	22 Number of briefing meetings with HC/RC (per month)
5.1	Advocacy: Routinely providing the HC/RC with support to the development of briefing materials for his/her advocacy with national authorities to ensure that international and national legal and policy commitments to gender equality and the rights of women and girls are given priority for implementation. The briefings should be based on regular consultations with key informants.	23 Number of briefing notes to which the gender adviser has provided input (per month)
5.2	Advocacy: Providing information to relevant actors for related national and international awareness-raising and advocacy efforts.	24 Level of gender equality information in relevant actors' public information and advocacy material
5.3	Advocacy: Advocating for adequate allocation of human and financial resources for effective mainstreaming of gender equality programming, including targeted gender equality and women's and girls' rights programmes in agencies' budgets	25 Degree of allocation of human and financial resources to projects that mainstream gender equality programming

Appendix II. Sample Fact Sheet

<i>Fact sheet: Central African Republic</i>			
Question	Answer	Question	Answer
Requested length of deployment	6 months	Length of time that the humanitarian response has been in place	3 years
Common strategy framework, such as CAP, is in place	Yes	Under funded/neglected crisis (as defined by CERF)	Yes
Cluster approach is implemented	Yes	Coordination structures are in place for the following areas of work	Agriculture, DDR, Early Recovery, Education, Emergency Shelter, Food Distribution, Food Security, Health, Livelihood, Nutrition
Existence of GBV theme group	No	Existence of gender theme group/ GenNet	Yes
Quality of the GenNet	1 out of 12 items in the GenNet TOR is met: Increase public awareness and advocate for gender-related issues.		
Types of humanitarian situations	Emergency caused by conflict Situation transitioning from emergency caused by disasters associated with natural hazards Situation transitioning from conflict		
Profile of population of concern	Refugees IDPs Returnees Displacement with host families Female-headed households particularly at risk Girls particularly at risk Women particularly at risk		
UN/IASC Country Team capacity for gender equality programming	More than 50% of agencies have gender advisers or designated gender focal points There is a lack of understanding of gender mainstreaming/gender equality programming among cluster leads There is a lack of understanding of gender mainstreaming/gender equality programming in agencies' senior management		