

Monitoring and Measuring Gender Equality for 3RP

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IASC Gender Marker: 3RP Summary

First Draft

<i>Sectors</i>	<i>Lebanon</i>	<i>Egypt</i>	<i>Iraq</i>	<i>Turkey</i>
<i>Protection</i>	0	1	1	1
<i>SGBV</i>	2b			
<i>CP</i>	0			
<i>Education</i>	0	0	0	0
<i>Health</i>	0	1	1	0
<i>Livelihoods</i>	1	2a	2a	0
<i>Shelter</i>	1		1	
<i>Social Cohesion</i>	1			
<i>WASH</i>	0		1	
<i>NFI</i> s			1	0
<i>Food Security</i>		0		

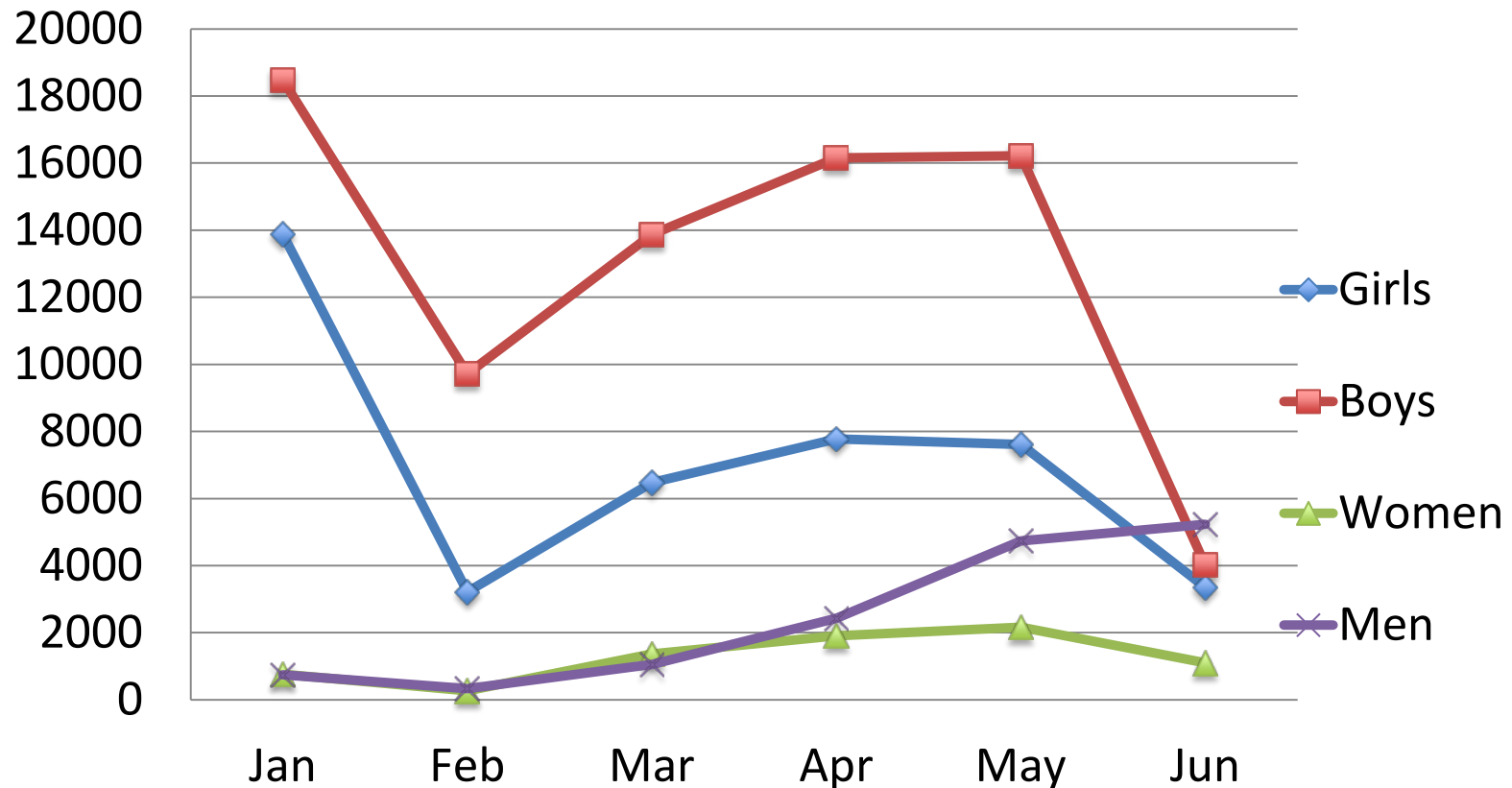
Developing gender equality indicators

1. Collect data disaggregated by sex and age.
2. Identify gender-based gaps.
3. Analyze to determine the causes for the gaps.
4. Design interventions across sectors to close the gaps.
5. Further analyze to determine underlying factors leading to the gaps.
6. Design interventions across sectors to address those factors.

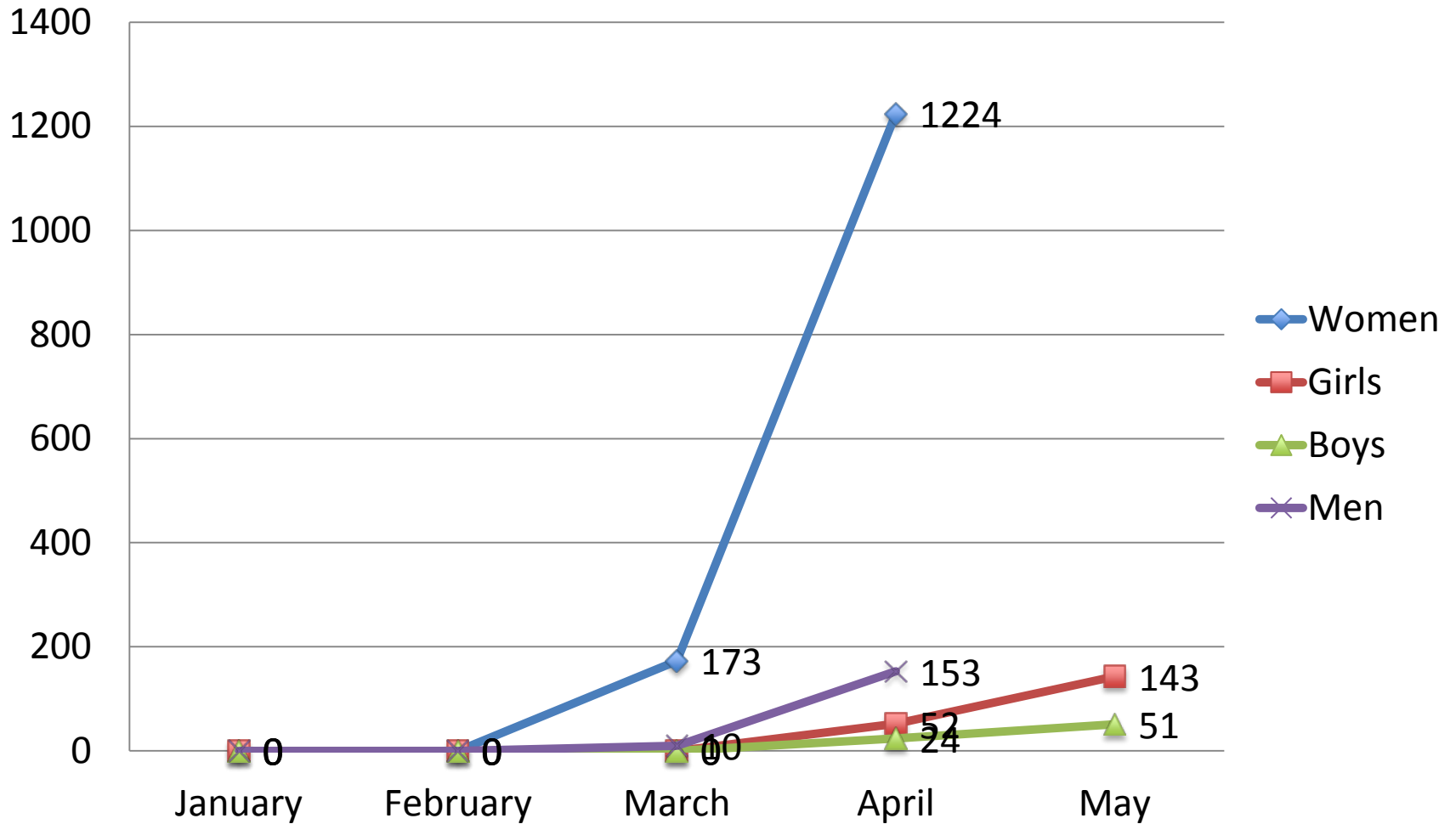
Why measure gender equality?

- To ensure equitable distribution and access to services.
- To avoid losing the gains made in achieving gender equality and contribute to 'transforming' to advance gender equality.
- Donors want agencies to be accountable for gender equality measures.

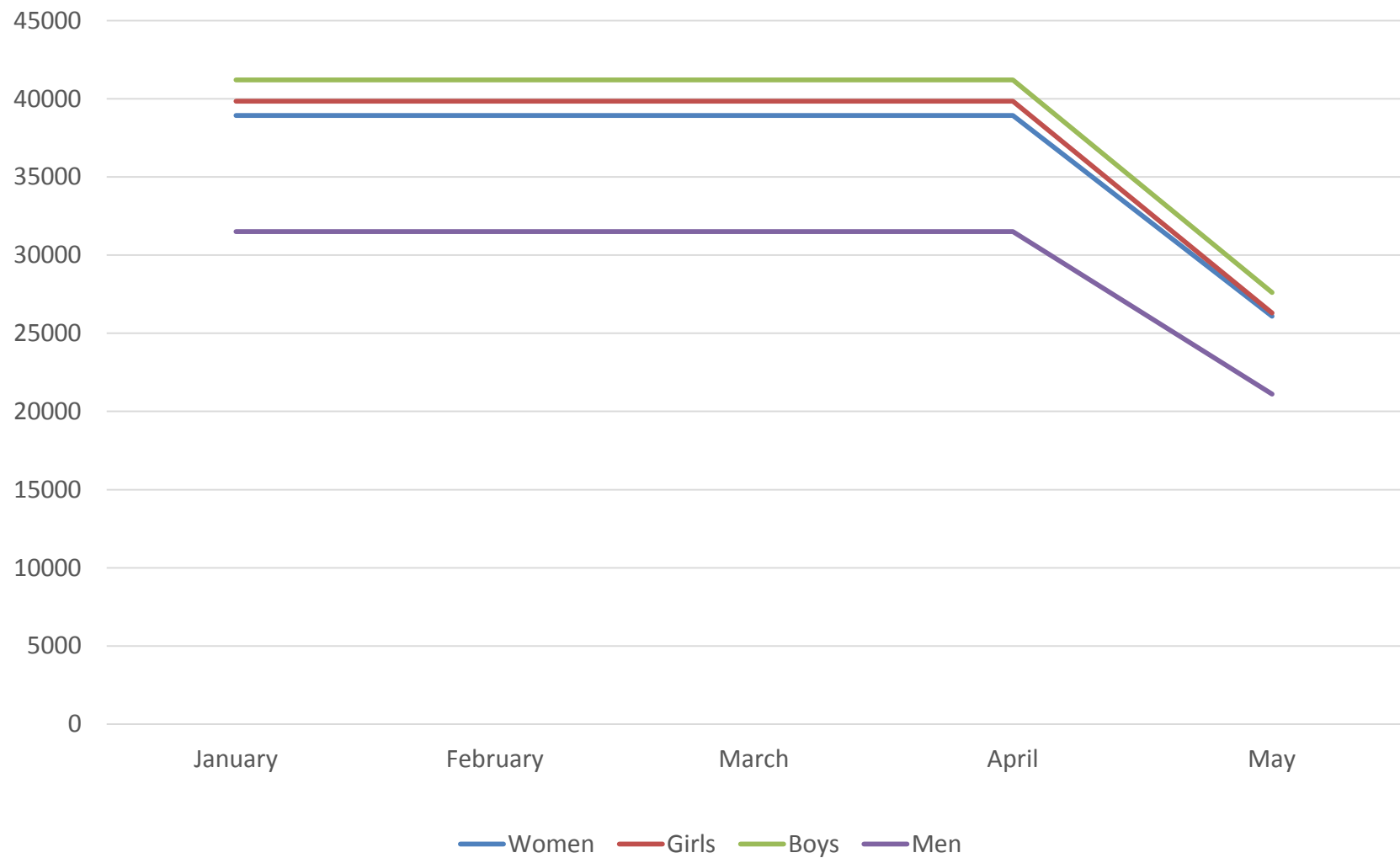
Syrians in Camps Accessing Psychosocial Support Services



WGBM with disabilities identified who have been provided with assistive tools



Access to sanitation facilities



Examples of Indicators to measure gender equality in 3RP

- Number of national policy documents, laws or procedural guidance that promote gender equality;
- Proportion of females and males (adults and children) involved (recorded as present) in recommendation/decision-making fora such as committees;
- Proportion of females and males provided with vocational training;
- Proportion of females and males in delivering services

Continued

- Number of affected wgbm consulted before designing interventions
- Percentage of targeted communities with a functioning child protection referral system for boys and girls at the community level
- The proportion of the heads of household disaggregated by sex and age that are assisted to maintain tenure in their property (rented or owned)
- Percent of assessed formal and informal learning environments that are considered safe for boys and girls of different ages

Where to From Here

- Possibilities for the future:
 - Training?
 - On-line support?
 - Network of regional gender focal points?
 - Review of gender equality indicators to advise on progress and gaps