

**METHODOLOGY FOR EVALUATION OF CROSSCUTTING THEMES IN THE CZECH DEVELOPMENT  
COOPERATION**

**GENDER AND GENDER EQUALITY INDICATORS**

**FICHES**



## Obsah

<b>1. Gender Equality Output Indicators .....</b>	<b>10</b>
GEO1: Women and men had equal opportunity to participate in project and all its activities ...	10
GEO2: Number and focus of women-led organizations/co-operatives established .....	11
GEO3: Number of women trained in public speaking/leadership skills .....	12
GEO4: Number of women or women’s organizations trained/supported in gender advocacy ...	13
GEO5: Number of male participants in gender-equality training activities.....	14
GEO6: Proportion of male participants in gender advocacy or other gender-equality project activities .....	15
GEO7: Members of the LGBT community had equal opportunity to participate in project and all its activities .....	16
GEO8: Number and type of organizations established that support the LGBT community.....	17
GEO9: Number of persons or organizations trained in LGBT advocacy .....	18
GEO20: Women and men had equal opportunity to hold senior and decision-making posts in the project and related activities.....	19
GEO21: Male:female ratio of project participants, including in decision making positions.....	20
GEO22: Number of women provided mentoring .....	21
GEO23: Number of women provided leadership and managerial skills training.....	22
GEO40: Number of female-led institutions or female leaders who received training .....	23
GEO41: Women had equal opportunity as men to learn about, discuss and comment on policies, directives, strategies or other measures adopted.....	24
GEO42: Proportion of public officials educated on gender equality issues.....	25
GEO43: Proportion of public officials trained in gender mainstreaming strategies for policy making.....	26
GEO44: Proportion of recipients or partner organizations’ staff educated/trained in gender equality and gender mainstreaming.....	27
GEO45: Number/proportion of newly hired staff with expertise in gender issues.....	28
GEO46: Number and type of gender-related programs or policies developed.....	29
GEO47: Number of staff trained in applying a sensitive approach towards the LGBT individuals .....	30
GEO48: Number and type of organizational and/or public programming strategies for LGBT developed .....	31
GEO49: Number of medical staff educated on LGBT people’s health needs .....	32
GEO60: Number of members of the general public educated on gender issues and gender equality .....	33
GEO61: Number of workshops, seminars and other activities on gender equality carried out with project support .....	34

GEO62: Proportion of school-aged girls and boys educated on gender roles and human rights for all .....	35
GEO63: Number of men actively involved in project activities aimed at campaigning for gender equality .....	36
GEO64: Gender-equality educational and awareness activities aimed at media/journalists .....	37
GEO65: Number and type of public awareness campaigns on gender-related topics .....	38
GEO66: Number of members of the general public educated on LGBT rights .....	39
GEO70: Number and type organizations helping victims of gender-motivated violence supported from a project.....	40
GEO71: Number and type of services and facilities for victims of gender-based violence established with project support .....	41
GEO72: Percentage of implementing/partner organizations' staff trained at issues of gender-based violence, including domestic violence.....	42
GEO73: Number of workshops, seminars and other activities on gender-motivated violence and its prevention carried out with project support .....	43
GEO74: Number of victims of gender-based violence assisted with project support .....	44
GEO75: Number of victims of sex trafficking / trafficking in persons assisted with project support.....	45
GEO76: Number of persons who committed a gender-motivated violent crime who participated in a rehabilitation program supported by project .....	46
GEO77: Number of public officials educated/trained on gender-based violence and trafficking issues.....	47
GEO78: Number of feminist advocacy initiatives against GBV supported by the project.....	48
GEO80: Number of vulnerable or marginalized girls and women provided with skills training... ..	49
GEO81: Evidence of consultations of women and men on the design of community services ... ..	50
GEO82: Proportional change in school enrollment of girls compared to boys .....	51
GEO83: Number of female beneficiaries of health services/facilities established.....	52
GEO84: Number of educational staff hired and/or trained, including in gender equality, disaggregated by sex.....	53
GEO85: Number of health staff trained and/or hired with project support, disaggregated by sex .....	54
GEO86: Proportion of women and girls provided with access to/possession of more energy-efficient or health-friendly assets .....	55
GEO87: Number of women and girls benefitting from measures taken to improve access to safe drinking water .....	56
GEO88: Number of women and girls benefitting from measures aimed at increasing food security.....	57
GEO89: Number of women and girls benefitting from measures taken to improve housing situation of beneficiaries .....	58

GEO90: Number of formal employment opportunities created that are occupied by women ...	59
GEO91: Number/proportion of women-owned businesses, including farms supported.....	60
GEO92: Number of women assisted in acquiring ownership of natural and/or economic assets .....	61
GEO93: Number of women assisted in accessing basic financial services .....	62
GEO94: Volume of loans and investments taken/made by women with project support.....	63
GEO95: Number of jobs created by women-owned businesses .....	64
<b>2. Gender Equality Outcome Indicators – B.1 (Qual).....</b>	<b>65</b>
GERL1: Evidence of strengthened position of women and/or women’s organizations after project intervention .....	65
GERL2: Incidences in which supported women or women’s organizations used newly acquired knowledge and skills in their advocacy work.....	66
GERL3: Evidence of supported women’s organizations forming/engaging in coalitions, networks and other platforms .....	67
GERL4: Evidence of effectiveness and results achieved through gender-equality advocacy initiatives.....	68
GERL5: Self-reported increase in women’s knowledge of their rights .....	69
GERL6: Change in perceived chances of women holding senior decision-making posts .....	70
GERL7: Members of LGBT community have had equal benefits from project / equal access to project-generated goods and services.....	71
GERL8: Evidence of a strengthened position/increased presence of LGBT people or organizations serving LGBT .....	72
GERL9: Evidence of supported LGBT groups/organizations influencing decision-making .....	73
GERL20: Women have had equal benefits from project / equal access to project-generated goods and services .....	74
GERL21: Instances in which women supported from a project exercised influence on decision- making and its final result.....	75
GERL22: Evidence of women in public functions advocating on behalf of women’s rights and interests .....	76
GERL23: Evidence of lingering factors that hinder women’s public participation .....	77
GERL24: Incidences of positive feedback on decision-making roles of women supported from the intervention .....	78
GERL25: Self-reported effectiveness/success of supported women in their decision-making roles .....	79
GERL26: Reported instances of men or men-led organizations’ changing their opinions or attitudes towards women’s public participation.....	80
GERL27: Reported change in tolerance of male household members towards women’s activities outside the household .....	81

GERL28: Evidence of beneficiaries in public functions promoting LGBT’s rights and services for LGBT people .....	82
GERL40: Local government has an explicit policy commitment on gender equality.....	83
GERL41: Gender analyses carried out by public authorities prior designing or adjusting policies and programs .....	84
GERL42: Gender-sensitive reporting on progress and results of major lines of public programming .....	85
GERL43: Sectoral gender equality objectives clearly defined and pursued .....	86
GERL44: Evidence of effective gender mainstreaming in supported sectors/ institutions .....	87
GERL45: Perceptions of marginalized women of institutional support to women’s issues .....	88
GERL46: Increased knowledge and analytical skills related to gender issues reported by public officials .....	89
GERL47: Target public officials use acquired gender-specific skills and knowledge in an everyday practice .....	90
GERL48: Evidence of improved gender-responsive consultation processes .....	91
GERL49: Evidence of lingering factors marginalizing (poor) women despite adopted policies or legislation.....	92
GERL50: Perceptions of LGBT community of changes of institutional support to LGBT issues....	93
GERL51: Evidence of lingering factors that limit access of LGBT people to basic services despite legislative or other systemic changes .....	94
GERL52: Evidence of eliminating gender inequality from the country’s laws .....	95
GERL60: Men and women report better understanding of gender equality issues.....	96
GERL61: Examples of more equal treatment of women in organizations and areas related to the project.....	97
GERL62: Evidence of change in attitudes of public officials / decision-makers.....	98
GERL63: Evidence of the project challenging gender stereotypes and gender-relations status quo .....	99
GERL64: Evidence of the project stimulating action on gender equality on local level .....	100
GERL65: Evidence of the project contributing to changes in media reporting on gender roles and gender equality issues.....	101
GERL66: The general public report greater tolerance towards LGBT people/support for their rights .....	102
GERL70: Reported increased access of victims of gender-based violence to social services.....	103
GERL71: Evidence of increasingly safer access of women to basic services.....	104
GERL72: Evidence of attitudinal change among police and other government bodies vis-à-vis cases of gender-based violence .....	105
GERL73: Evidence of project contribution to new policy commitments to eliminate gender-based violence .....	106

GERL74: Evidence of project contribution to new policy commitments to care for victims of gender-based violence.....	107
GERL75: Evidence of reflecting experience of gender-based violence victims into new policy commitments or programming.....	108
GERL76: Reported attitudinal change of rehabilitated violators/aggressors .....	109
GERL77: Women reporting feeling overall safer (compared to baseline).....	110
GERL78: Evidence of project contributing to GBV prevention. ....	111
GERL80: Reported improvements and increased safety of access of women and girls to health services.....	112
GERL81: Perceived improvement in gender-responsiveness of health services.....	113
GERL82: Reported improvements and increased safety of access of girls to education.....	114
GERL83: Reported improvements and increased safety of access of women to employment opportunities .....	115
GERL84: Reported improvements and increased access of women to job-related training.....	116
GERL85: Reported improvements and increased safety of access of women and girls to safe drinking water/water sources.....	117
GERL86: Reported improvements and increased safety of access of women to assets and/or benefits provided by the intervention.....	118
GERL87: Evidence of regular inclusion of women’s and men’s interests, suggestions and concerns to the final design of programs/services and ways these are being delivered .....	119
GERL90: Reported change in women’s access to decent work following a project training/support.....	120
GERL91: Proportional change in representation of women in professional technical fields .....	121
GERL92: Increased number or competitiveness or sustainability of women-owned businesses .....	122
GERL93: Increased purchasing power of women compared to men .....	123
GERL94: Increased access of female business owners to markets.....	124
GERL95: More equitable inheritance customs or laws adopted .....	125
GERL96: Reported improvements and increased access of women and girls to more climate-resilient or climate-friendly productive assets and strategies.....	126
GERL97: Evidence of project contributing to innovative, climate-friendly economic activities benefitting target groups, including women .....	127
<b>3. Gender equality Outcome Indicators – B.2 (QuaN).....</b>	<b>128</b>
GERN1: Number of women’s organizations or groups that report increased capacity to advocate for women rights.....	128
GERN2: Number of public dialogue spaces in which supported women and women’s organizations participate after project end .....	129
GERN3: Proportional change in attitudes of men and women towards women in leadership positions.....	130

GERN4: Change in proportion of women feeling empowered to participate in public affairs...	131
GERN5: Number of initiatives aimed at improving conditions for LGBT people initiated by persons supported from project.....	132
GERN6: Number of public dialogue spaces in which supported LGBT persons and LGBT organizations participate after project end .....	133
GERN20: Proportion of women in institutional governing bodies .....	134
GERN21: Proportion of women in political candidate lists.....	135
GERN22: Number of pieces of gender equality-related legislation proposed/enforced by women representatives .....	136
GERN23: Proportion of women in management positions .....	137
GERN24: Proportion of women reporting increase of independent decision-making at personal level.....	138
GERN25: Proportion of women reporting increase of independent decision-making in voting and as public representatives .....	139
GERN26: Proportion of women with increased control over their personal finances .....	140
GERN27: Proportion of women reporting increase of shared decision-making at a household level (incl. budget & children).....	141
GERN28: Proportion of women with increased control over their sexual and reproductive health .....	142
GERN29: Proportion of women who reported participating in a political or community discussion, forum or group in the last year .....	143
GERN40: Number and type of tools adopted by public institutions to promote gender equality .....	144
GERN41: Sex-disaggregated data being collected for every major line of public programming	145
GERN42: Increase in use of gender-specific indicators in country statistical, monitoring and evaluation systems.....	146
GERN43: Number and type of policies or strategies aimed at reducing poverty of women .....	147
GERN44: Number and type of policies or strategies aimed at improving access of women to services and opportunities.....	148
GERN45: Number and type of public institutions' reports that provide information on the status of women and gender equality.....	149
GERN46: Proportion of budget dedicated to gender equality.....	150
GERN47: Number and type of policies or strategies aimed at eliminating discrimination against LGBT people .....	151
GERN48: Change in the rate of gay marriages or registered partnerships.....	152
GERN49: Change in number of LGBT health and community centers.....	153
GERN60: Proportional change in attitudes of men and women towards women's and girls' rights .....	154

GERN61: Proportional change in attitudes of men and women towards violence against women .....	155
GERN62: Proportional change in attitudes of men and women towards women’s leadership, political participation and independent decision-making .....	156
GERN63: Proportional change in attitudes towards LGBT persons and their rights .....	157
GERN64: Change in reported incidences of hate-motivated violence against LGBT people in project-affected community .....	158
GERN70: Change in reported incidences of gender-based violence .....	159
GERN71: Number and type of services available to victims of gender-based violence .....	160
GERN72: Change in reported incidences of gender-based discrimination in the justice system .....	161
GERN73: Cases of gender-based violence reported to the police or other bodies .....	162
GERN74: Cases of gender-based violence investigated.....	163
GERN75: Cases of gender-based violence prosecuted .....	164
GERN76: Conviction rates in gender-based violence cases .....	165
GERN77: Change in time lapse between violence occurs and responsible organization’s adequate response .....	166
GERN80: Change in school achievements of girls.....	167
GERN81: Change in education completion rates for girls and boys .....	168
GERN82: Proportion of women and girls dying from preventable causes compared to that of men and boys.....	169
GERN83: Hours of non-remunerated (household and community) work per week performed by women and men, girls and boys .....	170
GERN84: Proportion of women who have adequate livelihoods (income).....	171
GERN85: Proportion of women and men living in adequate housing .....	172
GERN86: Proportion of women and men with regular access to safe food .....	173
GERN87: Proportion of women and men with regular access to health care for themselves and their children.....	174
GERN88: Proportion of women with access to family planning counselling and services .....	175
GERN89: Percentage of school-aged girls and boys not attending school .....	176
GERN180: Change in early marriage and/or pregnancies rates for girls aged 10-18 .....	177
GERN181: Proportion of women with access to climate-friendly / climate-resilient technologies .....	178
GERN182: Proportion of women with improved access to safe and reliable energy sources ...	179
GERN183: Number of hours a day women spend on collecting drinking water .....	180
GERN90: Change in women’s formal employment compared to change in formal employment of men in the same period.....	181
GERN91: Proportion of women among formally employed with low income .....	182



GERN92: Proportional change in average income of female-headed households compared to male-headed households.....	183
GERN93: Change in business income of women-owned businesses compared to male counterparts.....	184
GERN94: Proportion of businesses owned by women with increased climate resilience .....	185
GERN95: Percentage of women and girls living below the poverty line .....	186
GERN96: Proportional change in women’s access to capital for their businesses .....	187

## 1. GENDER EQUALITY OUTPUT INDICATORS

### GEO1: Women and men had equal opportunity to participate in project and all its activities

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GEO1: Women and men had equal opportunity to participate in project and all its activities</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Gender norms traditionally ascribe certain spaces to men and women in a given society. Current inequalities in male and female participation in development activities represent missed opportunities for achieving inclusive economic growth. Participation of both genders is also crucial for changing gender-biased attitudes and achieving greater gender equality.
<b>What the indicator measures</b>	Evidence of women and men having an equal opportunity to participate in all components of the intervention. A meaningful participation of women or women's organizations, completion rates for male and female participants and a number of other measures may be used as evidence.
<b>Data sources</b>	Intervention management and staff, staff in partner organizations Female and male participants Other stakeholders as appropriate Project documentation
<b>Methods of data collection</b>	Interviews, survey Desk research
<b>Definition of key terms</b>	<b>Meaningful participation (MP).</b> People are empowered to take an active role in decision-making at various levels in an organisation or community and within different stages of a program. There is no one-size-fits-all approach to MP; each context and each group requires different strategies. Simple presence does not result in MP, people must have a certain level of responsibility and decision-making power. MP should be open, fair, truthful, broad-based, deliberative, responsive and competent.
<b>Further resources</b>	Gifford, G.L. (1999). <i>Meaningful Participation. An activist's guide to collaborative policy-making.</i> ( <a href="#">link</a> ) OECD. (2016). <i>Conference on improving women's access to leadership. Background Paper.</i> ( <a href="#">link</a> )

## GEO2: Number and focus of women-led organizations/co-operatives established

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GEO2: Number and focus of women-led organizations/co-operatives established</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	<p>Evidence shows that women’s rights activism and movements are the key drivers of legal and policy change to address gender inequality. Yet, contemporary women’s rights organizations and movements work in a challenging context of fewer resources, more risks, increasing violence and inequalities, and environmental uncertainty. In addition, valuable energy and resources are expended fighting regressive forces that seek to roll back hard-won rights.</p> <p>Women’s organizing has not only political/rights benefits but can lead to a greater economic productivity and stability, such as through the organization of cooperatives, microcredit groups etc.</p>
<b>What the indicator measures</b>	Number and focus of women-led organizations/co-operatives established with the intervention support.
<b>Data sources</b>	Project documentation, intervention staff Representatives of organizations established
<b>Methods of data collection</b>	Desk research interviews
<b>Definition of key terms</b>	<b>Women’s empowerment</b> is a multi-dimensional social process that helps women gain control over their own lives. It is a process that fosters power in women, for use in their own lives, their communities, and in their society, by acting on issues that they define as important.
<b>Further resources</b>	<p>Bayeh, E. (2016). The role of empowering women and achieving gender equality to the sustainable development of Ethiopia. <i>Pacific Science Review B: Humanities and Social Sciences</i> 2, 37-42. (<a href="#">link</a>)</p> <p>Cornwall, A. (2016). Women’s Empowerment: What Works? <i>Journal of International Development</i> 28, 342–359. (<a href="#">link</a>)</p> <p>Jones, R., Rosenhek, S. &amp; Turley, A. (2014). A ‘Movement Support’ Organization: The Experience of the Association for Women’s Rights in Development (AWID). <i>Sur International Journal on Human Rights</i> 11(20). (<a href="#">link</a>)</p> <p>OECD. (2016). <i>Donor support to southern women’s rights organisations</i>. (<a href="#">link</a>)</p>

### GEO3: Number of women trained in public speaking/leadership skills

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GEO3: Number of women trained in public speaking/leadership skills</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Women around the world continue to be underrepresented in leadership positions and they also experience barriers to developing leadership skills, have less opportunities to practice or acquire those in the traditional labour market or in running their own organizations.
<b>What the indicator measures</b>	Number of women trained in public speaking and/or leadership skills. Training may occur formally or through project activities and newly presented opportunities for target women.
<b>Data sources</b>	Target women Intervention staff, project documentation Other stakeholders as appropriate
<b>Methods of data collection</b>	Interviews, focus groups Case studies Survey Desk research
<b>Definition of key terms</b>	<p><b>Leadership</b> is defined by the exercise of influence: a form of persuasion in the pursuit of individual or group goals. Leadership thus involves the capabilities for, and process of, mobilising people and resources. This includes the political aspect of mobilising people – that is the ability to navigate power relations, and secure desired outcomes through contestation or negotiation, by building strategic coalitions in formal political space and through informal networks and institutions, and by co-opting or blocking opponents.</p> <p><b>Women’s empowerment</b> is a multi-dimensional social process that helps women gain control over their own lives. It is a process that fosters power in women, for use in their own lives, their communities, and in their society, by acting on issues that they define as important.</p>
<b>Further resources</b>	<p>Celis, K. et al. (2014). Constituting Women’s Interests through Representative Claims. <i>Politics &amp; Gender</i> 10, 149 –174. (<a href="#">link</a>)</p> <p>Domingo, P. et al. (2015). <i>Women’s voice and leadership in decision-making. Assessing the evidence.</i> (<a href="#">link</a>)</p> <p>OECD. (2016). <i>Conference on improving women’s access to leadership. Background Paper.</i> (<a href="#">link</a>)</p>

## GEO4: Number of women or women's organizations trained/supported in gender advocacy

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GEO4: Number of women or women's organizations trained/supported in gender advocacy</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Throughout the developing world, women are at a disadvantage at the household, community, and societal levels. Within the household, women have less access to and control over resources and limited influence over household decisions. Beyond the household, women have limited access to communal resources, are under-represented in public decision-making bodies; have limited bargaining power in markets (such as the labor market), and often lack opportunities to improve their socioeconomic position. Therefore, efforts to reduce gender inequality are required on multiple fronts. Women around the world are trained in gender advocacy and helped to get organized into groups or organizations to increase their voice and advocacy impact.
<b>What the indicator measures</b>	Number of women and/or women's organizations who were trained or otherwise supported to engage in gender advocacy and increase their advocacy impact.
<b>Data sources</b>	Project documentation Project staff, educators, coaches Target women, representatives of women's organizations
<b>Methods of data collection</b>	Desk research Interviews, survey
<b>Definition of key terms</b>	<b>Evidence-based advocacy</b> is a process based on data and information. Needs are assessed with a view to advocating for improving current efforts as well as identifying gaps. The process integrates otherwise independent data from different sectors: research, policy, action groups, clinicians, practitioners etc., into an analysis to inform advocacy.
<b>Further resources</b>	Bryan, E. & Varat, J. (Eds). <i>Strategies for Promoting Gender Equity in Developing Countries. Lessons, Challenges, and Opportunities.</i> ( <a href="#">link</a> ) Cornwall, A. (2016). Women's Empowerment: What Works? <i>Journal of International Development</i> 28, 342–359. ( <a href="#">link</a> ) Jones, R., Rosenhek, S. & Turley, A. (2014). A 'Movement Support' Organization: The Experience of the Association for Women's Rights in Development (AWID). <i>Sur International Journal on Human Rights</i> 11(20). ( <a href="#">link</a> ) OECD. (2016). <i>Donor support to southern women's rights organisations.</i> ( <a href="#">link</a> ) UNGEI. (n.d.). <i>Evidence-based Advocacy for Gender in Education.</i> ( <a href="#">link</a> )

## GEO5: Number of male participants in gender-equality training activities

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GEO5: Number of male participants in gender-equality training activities</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Gender as a concept refers to masculinities and femininities, women and men, the relations between them, and the structural context that reinforces and creates these power relations. In practice, gender is taken nearly universally to refer to the social factors shaping the realities of women and girls alone. A growing number of program experiences with men and boys worldwide confirm that programs can influence men's attitudes and behaviors in gender-equitable ways. Men and masculinities need to be included within gender equality and social policies in order to generate meaningful and lasting gender equality change.
<b>What the indicator measures</b>	Number or proportion of male participants who were involved in gender-equality training activities delivered with the intervention support.
<b>Data sources</b>	Project documentation, attendance lists Training participants
<b>Methods of data collection</b>	Desk research Interviews, survey
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
<b>Further resources</b>	Farré, L. (2011). <i>The role of men in gender equality</i> . ( <a href="#">link</a> ) ILO-WED. (n.d.). <i>Engaging Men in Women's Economic Empowerment and Entrepreneurship Development Initiatives. An ILO-WED Issue Brief</i> . ( <a href="#">link</a> ) International Center for Research on Women. (n.d.). <i>Public Policies to Promote Gender Equality. What Men Have to Do with It</i> . ( <a href="#">link</a> ) WHO. (2015). <i>Integrating equity, gender, human rights and social determinants into the work of WHO. Roadmap for Action (2014-2019)</i> . ( <a href="#">link</a> )

## GEO6: Proportion of male participants in gender advocacy or other gender-equality project activities

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GEO6: Proportion of male participants in gender advocacy or other gender-related project activities</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Gender as a concept refers to masculinities and femininities, women and men, the relations between them, and the structural context that reinforces and creates these power relations. In practice, gender is taken nearly universally to refer to the social factors shaping the realities of women and girls alone. A growing number of program experiences with men and boys worldwide confirm that programs can influence men's attitudes and behaviors in gender-equitable ways. Men and masculinities need to be included within gender equality and social policies in order to generate meaningful and lasting gender equality change.
<b>What the indicator measures</b>	Proportion of male participants in gender advocacy or other gender-equality project activities (other than training) delivered with the intervention support.
<b>Data sources</b>	Project documentation, attendance lists Training participants
<b>Methods of data collection</b>	Desk research Interviews, survey
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
<b>Further resources</b>	Farré, L. (2011). <i>The role of men in gender equality</i> . ( <a href="#">link</a> ) ILO-WED. (n.d.). <i>Engaging Men in Women's Economic Empowerment and Entrepreneurship Development Initiatives. An ILO-WED Issue Brief</i> . ( <a href="#">link</a> ) International Center for Research on Women. (n.d.). <i>Public Policies to Promote Gender Equality. What Men Have to Do with It</i> . ( <a href="#">link</a> ) WHO. (2015). <i>Integrating equity, gender, human rights and social determinants into the work of WHO. Roadmap for Action (2014-2019)</i> . ( <a href="#">link</a> )

## GEO7: Members of the LGBT community had equal opportunity to participate in project and all its activities

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GEO7: Members of the LGBT community had equal opportunity to participate in project and all its activities</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	In many places around the world, LGBT people face severe discrimination. Nearly 80 countries criminalise consensual, adult same-sex activity, or use other laws to marginalise and persecute LGBT people. In some countries, homosexual relationships are still punishable by death. Discrimination against members of the LGBT community doesn't just hurt people; it hurts families, companies and entire countries. When LGBT people are denied full participation in society because of their identities, their human rights are violated and those violations are likely to have a harmful effect on a country's level of economic development.
<b>What the indicator measures</b>	Evidence of members of the LGBT community having had the right and an equal opportunity to participate in the intervention and all related activities. Alternatively, the evidence of absence of discrimination based on sexual orientation may be used for this indicator.
<b>Data sources</b>	Project documentation Intervention staff Participants, beneficiaries Internal directives of participating organizations, relevant legislation
<b>Methods of data collection</b>	Interviews, focus groups Desk research
<b>Definition of key terms</b>	<b>LGBT community</b> includes lesbian, gay, bisexual and transgender people who may or may not be organized. In a broader sense, it the terms includes all organizations, groups and movements who represent and/or advocate on behalf of LGBT people. <b>Sexual orientation</b> refers to a person's physical, romantic and/or emotional attraction towards other people. <b>Gender identity</b> reflects a deeply felt and experienced sense of one's own gender.
<b>Further resources</b>	Badgett, M. V. L. et al. (2014). <i>The Relationship between LGBT Inclusion and Economic Development: An Analysis of Emerging Economies.</i> ( <a href="#">link</a> ) DFID Inclusive Societies. (2017). <i>Working for LGBT Rights Around the World.</i> ( <a href="#">link</a> ) Overseas Development Institute. (2014). <i>Can aid donors help support LGBT rights in developing countries?</i> ( <a href="#">link</a> ) United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions.</i> ( <a href="#">link</a> ) WEF. (2016). <i>The real cost of LGBT discrimination.</i> ( <a href="#">link</a> )



## GEO8: Number and type of organizations established that support the LGBT community

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GEO8: Number and type of organizations established that support the LGBT community</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	In many parts of the world, LGBT persons represent a discriminated group who experience hardship in accessing basic services such as health or housing and suffer violations of their rights through discriminatory legislation and practices. Advocacy for LGBT rights includes documenting and exposing abuses based on sexual orientation and gender identity worldwide, including torture, killing and executions, arrests under unjust laws, unequal treatment, censorship, medical abuses, discrimination in health and jobs and housing, domestic violence, abuses against children, and denial of family rights and recognition, as well as advocacy for laws and policies that will protect everyone's dignity.
<b>What the indicator measures</b>	Number and type of organizations established with the intervention's direct or indirect support that provide services, advocacy or other type of support to the LGBT community. Alternatively, the indicator may track the number of already existing LGBT organizations that received support to further developed/strengthen their organization, programming and activities.
<b>Data sources</b>	Project documentation Intervention staff Organizations established LGBT community
<b>Methods of data collection</b>	Interviews, focus groups Desk research
<b>Definition of key terms</b>	<b>LGBT community</b> includes lesbian, gay, bisexual and transgender people who may or may not be organized. In a broader sense, the term includes all organizations, groups and movements who represent and/or advocate on behalf of LGBT people. <b>Sexual orientation</b> refers to a person's physical, romantic and/or emotional attraction towards other people. <b>Gender identity</b> reflects a deeply felt and experienced sense of one's own gender.
<b>Further resources</b>	Badgett, M. V. L. et al. (2014). <i>The Relationship between LGBT Inclusion and Economic Development: An Analysis of Emerging Economies.</i> ( <a href="#">link</a> ) DFID Inclusive Societies. (2017). <i>Working for LGBT Rights Around the World.</i> ( <a href="#">link</a> ) Human Rights Watch. (2013). <i>LGBT Rights.</i> ( <a href="#">link</a> ) Overseas Development Institute. (2014). <i>Can aid donors help support LGBT rights in developing countries?</i> ( <a href="#">link</a> ) United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions.</i> ( <a href="#">link</a> ) WEF. (2016). <i>The real cost of LGBT discrimination.</i> ( <a href="#">link</a> )

## GEO9: Number of persons or organizations trained in LGBT advocacy

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GEO9: Number of persons or organizations trained in LGBT advocacy</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	In many places around the world, LGBT people face severe discrimination. Nearly 80 countries criminalise consensual, adult same-sex activity, or use other laws to marginalise and persecute Lesbian, Gay, Bisexual and Transgender (LGBT) people. These laws targeting LGBT people attack their dignity, undermine their safety, and violate their human rights. Rather than liberalisation, there has been recent discriminatory legislation and hardening attitudes towards LGBT people in countries in Africa and elsewhere. Even where LGBT discrimination is not based in law, some studies show that between half and two thirds of LGBT students are regularly bullied at school and up to a third skip school to escape harassment. Many LGBT youth also end up homeless and are more likely to contemplate committing a suicide than their heterosexual peers.
<b>What the indicator measures</b>	Number of persons or organizations trained in LGBT advocacy with the intervention support
<b>Data sources</b>	Project documentation Project staff, educators Trained LGBT advocates/organizations
<b>Methods of data collection</b>	Desk research Interviews, survey
<b>Definition of key terms</b>	<b>LGBT advocacy</b> includes documenting and exposing abuses based on sexual orientation and gender identity worldwide, including torture, killing and executions, arrests under unjust laws, unequal treatment, censorship, medical abuses, discrimination in health and jobs and housing, domestic violence, abuses against children, and denial of family rights and recognition, as well as advocacy for laws and policies that will protect everyone's dignity.
<b>Further resources</b>	Badgett, M. V. L. et al. (2014). <i>The Relationship between LGBT Inclusion and Economic Development: An Analysis of Emerging Economies</i> . ( <a href="#">link</a> ) DFID Inclusive Societies. (2017). <i>Working for LGBT Rights Around the World</i> . ( <a href="#">link</a> ) Human Rights Watch. (2013). <i>LGBT Rights</i> . ( <a href="#">link</a> ) Overseas Development Institute. (2014). <i>Can aid donors help support LGBT rights in developing countries?</i> ( <a href="#">link</a> ) United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions</i> . ( <a href="#">link</a> ) WEF. (2016). <i>The real cost of LGBT discrimination</i> . ( <a href="#">link</a> )

## GEO20: Women and men had equal opportunity to hold senior and decision-making posts in the project and related activities

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	1. Women and decision-making
<b>Subdimension</b>	1.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GEO20: Women and men had equal opportunity to hold senior and decision-making posts in the project and related activities</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Gender norms traditionally ascribe certain spaces to men and women in a given society. Current inequalities represent missed opportunities for achieving inclusive economic growth. Tapping into the underexploited talent pool of qualified women in the corporate sector could give companies and governments a boost, and foster inclusive growth. In the public sector, fostering gender equality in public decision-making is a core aspect of a “whole-of-government” approach to expand opportunities for all.
<b>What the indicator measures</b>	Evidence of women and men having an equal opportunity to hold senior and decision-making posts in the intervention and related activities. This indicator goes beyond process planning and gender analysis to actual division of decision-making power regarding the intervention.
<b>Data sources</b>	Intervention management and staff, staff in partner organizations Other stakeholders as appropriate
<b>Methods of data collection</b>	Interviews, survey
<b>Definition of key terms</b>	<b>Meaningful participation (MP).</b> People are empowered to take an active role in decision-making at various levels in an organisation or community and within different stages of a program. There is no one-size-fits-all approach to MP; each context and each group requires different strategies. Simple presence does not result in MP, people must have a certain level of responsibility and decision-making power. MP should be open, fair, truthful, broad-based, deliberative, responsive and competent.
<b>Further resources</b>	Gifford, G.L. (1999). <i>Meaningful Participation. An activist’s guide to collaborative policy-making.</i> ( <a href="#">link</a> ) OECD. (2016). <i>Conference on improving women’s access to leadership. Background Paper.</i> ( <a href="#">link</a> )

## GEO21: Male:female ratio of project participants, including in decision making positions

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GEO21: Male:female ratio of project participants, including in decision making positions</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Inequality between women and men tends to be severe and highly visible in power and decision-making arenas. In most societies around the world, women hold only a minority of decision-making positions in public and private institutions. Advances over the past two decades are evident in all regions and in most countries, but progress has been slow. In some context, even a mere participation by women in activities may be limited, or possible only when accompanied by a husband or other male relative.
<b>What the indicator measures</b>	Male:female ratio of project participants, including in decision making positions in the following settings (select as appropriate for the intervention). <ul style="list-style-type: none"> <li>▪ the partner organization (not the project itself);</li> <li>▪ the target sector;</li> <li>▪ the partner community; and</li> <li>▪ as candidates for public office</li> <li>▪ other as appropriate (e.g., refugee camp management, peace negotiators, emergency and rehabilitation workers, senior oversight committees, etc.)</li> </ul>
<b>Data sources</b>	Participants, other stakeholders as appropriate Intervention documentation, intervention staff
<b>Methods of data collection</b>	Interviews, survey Desk research
<b>Definition of key terms</b>	<b>Meaningful participation (MP).</b> People are empowered to take an active role in decision-making at various levels in an organisation or community and within different stages of a program. There is no one-size-fits-all approach to MP; each context and each group requires different strategies. Simple presence does not result in MP, people must have a certain level of responsibility and decision-making power. MP should be open, fair, truthful, broad-based, deliberative, responsive and competent.
<b>Further resources</b>	Gifford, G.L. (1999). <i>Meaningful Participation. An activist's guide to collaborative policy-making.</i> ( <a href="#">link</a> ) OECD. (2016). <i>Conference on improving women's access to leadership. Background Paper.</i> ( <a href="#">link</a> ) UNDESA. (2015). <i>The World's Women 2015. Trends and Statistics.</i> ( <a href="#">link</a> ) WILPF et al. (2013). <i>Ensuring the Effective Participation and Rights of Women in the Syrian Peace and Mediation Process. A Five-Step Approach.</i> ( <a href="#">link</a> )

## GEO22: Number of women provided mentoring

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GEO22: Number of women provided mentoring</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Mentoring and mentorship programs strive to empower women around the world by improving their managerial skills, and building their self-confidence, a skill particularly vital for women working in cultures traditionally dominated by males. Mentoring has been proven a highly effective tool for developing women (community and political) leaders and encouraging female entrepreneurs.
<b>What the indicator measures</b>	Number of women who received mentoring support from the intervention. The type of mentoring (scope, intensity, focus, mentor) should also be noted.
<b>Data sources</b>	Target women Mentors Project documentation
<b>Methods of data collection</b>	Interviews, focus groups Case studies Document review
<b>Definition of key terms</b>	<b>Mentoring</b> is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be.
<b>Further resources</b>	Co-operative Development Foundation of Canada. (2012). <i>Global: Women's Mentorship Program (WMP)</i> . ( <a href="#">link</a> ) Wedu. (n.d.). <i>Unlocking the Next Generation of Women Leaders</i> . ( <a href="#">link</a> )

### GEO23: Number of women provided leadership and managerial skills training

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GEO23: Number of women provided leadership and managerial skills training</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	There are more women in decision-making roles than a decade ago. However, women are still underrepresented in decision-making and leadership positions and heavily concentrated in specific segments of the labour market. While educational attainment may have been a significant factor in lowering segregation in the past, it appears to have little effect on current pervasive forms of segregation. One way to recruit more women into male-dominated sectors and occupations and more men into female-dominated sectors and occupations is to provide training that actively encourages employment in a specific field. As well, policies that reduce barriers preventing women from starting and developing their businesses would encourage more women to become entrepreneurs.
<b>What the indicator measures</b>	Number of women who received training or other type of support to develop leadership and managerial skills. The type of training/support should also be noted.
<b>Data sources</b>	Target women Mentors Project documentation
<b>Methods of data collection</b>	Interviews, focus groups Case studies Document review
<b>Definition of key terms</b>	<b>Leadership</b> is defined by the exercise of influence: a form of persuasion in the pursuit of individual or group goals. Leadership thus involves the capabilities for, and process of, mobilising people and resources. This includes the political aspect of mobilising people – that is the ability to navigate power relations, and secure desired outcomes through contestation or negotiation, by building strategic coalitions in formal political space and through informal networks and institutions, and by co-opting or blocking opponents. <b>Managerial skills</b> are what the manager uses to assist the organization in accomplishing its goals. Specifically, a manager will make use of her own abilities, knowledge base, experiences, and perspectives to increase the productivity of those with whom they manage. Managerial skills typically fall into one of three categories: technical skills, human skills, and conceptual skills.
<b>Further resources</b>	Domingo, P. et al. (2015). <i>Women’s voice and leadership in decision-making. Assessing the evidence.</i> ( <a href="#">link</a> ) ILO. (2016). <i>Women at Work. Trends 2016.</i> ( <a href="#">link</a> ) Sekkat, K. et al. (2015). <i>Women at the Top in Developing Countries: Evidence from Firm-Level Data.</i> IZA DP No. 9537. ( <a href="#">link</a> )

## GEO40: Number of female-led institutions or female leaders who received training

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GEO40: Number and type of female-led institutions or female leaders who received training</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Throughout the developing world, women are at a disadvantage at the household, community, and societal levels. Within the household, women have less access to and control over resources and limited influence over household decisions. Beyond the household, women have limited access to communal resources, are under-represented in public decision-making bodies; have limited bargaining power in markets (such as the labor market), are much less likely to occupy senior managerial posts, and often lack opportunities to improve their socioeconomic position.
<b>What the indicator measures</b>	Number and type of female-led institutions or female leaders who received training related to the process of formulation and approval of law and policies, functioning of institutions and forms to influence and/or participate in the processes.
<b>Data sources</b>	Target women Mentors Project documentation
<b>Methods of data collection</b>	Interviews, focus groups Case studies Document review
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. <b>Leadership</b> is defined by the exercise of influence: a form of persuasion in the pursuit of individual or group goals. Leadership thus involves the capabilities for, and process of, mobilising people and resources. This includes the political aspect of mobilising people – that is the ability to navigate power relations, and secure desired outcomes through contestation or negotiation, by building strategic coalitions in formal political space and through informal networks and institutions, and by co-opting or blocking opponents.
<b>Further resources</b>	Cornwall, A. (2016). Women's Empowerment: What Works? <i>Journal of International Development</i> 28, 342–359. ( <a href="#">link</a> ) Domingo, P. et al. (2015). <i>Women's voice and leadership in decision-making. Assessing the evidence.</i> ( <a href="#">link</a> ) OECD. (2016). <i>Donor support to southern women's rights organisations.</i> ( <a href="#">link</a> ) Sekkat, K. et al. (2015). <i>Women at the Top in Developing Countries: Evidence from Firm-Level Data.</i> IZA DP No. 9537. ( <a href="#">link</a> )

### **GEO41: Women had equal opportunity as men to learn about, discuss and comment on policies, directives, strategies or other measures adopted**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GEO41: Women had equal opportunity as men to learn about, discuss and comment on policies, directives, strategies or other measures adopted</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Throughout the developing world, women are at a disadvantage at the household, community, and societal levels. Within the household, women have less access to and control over resources and limited influence over household decisions. Beyond the household, women have limited access to communal resources, are under-represented in public decision-making bodies; have limited bargaining power in markets (such as the labor market), are much less likely to occupy senior managerial posts, be consulted on community or public policy decisions, and often lack opportunities to improve their socioeconomic position.
<b>What the indicator measures</b>	Evidence of an equal opportunity of women and men to learn about, discuss, comment and influence policy formulation, relevant directives and other strategic documents, incl.
<b>Data sources</b>	Documentation of consultations carried out Women and men from affected stakeholder group/community
<b>Methods of data collection</b>	Desk research Interviews, focus groups Case studies
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
<b>Further resources</b>	Bayeh, E. (2016). The role of empowering women and achieving gender equality to the sustainable development of Ethiopia. <i>Pacific Science Review B: Humanities and Social Sciences</i> 2, 37-42. ( <a href="#">link</a> ) Bryan, E. & Varat, J. (Eds). <i>Strategies for Promoting Gender Equity in Developing Countries. Lessons, Challenges, and Opportunities</i> . ( <a href="#">link</a> ) Cornwall, A. (2016). Women's Empowerment: What Works? <i>Journal of International Development</i> 28, 342–359. ( <a href="#">link</a> )



## GEO42: Proportion of public officials educated on gender equality issues

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GEO42: Proportion of public officials educated on gender equality issues</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Many policymakers and other public officials are ill-informed about the most pressing issues affecting gender equality in their countries, including the number of women in the labor force and how many are dying in childbirth. There is both a lack of awareness among policymakers, and a lack of access to reliable, timely, and disaggregated data on gender equality. Without proper knowledge based on reliable data, it is impossible to effectively influence policy, demand accountability, and track progress toward equality targets.
<b>What the indicator measures</b>	Proportion of public officials educated on gender-specific issues and strategies to achieve gender equality.
<b>Data sources</b>	Target policy makers Educators, gender-equality advocates
<b>Methods of data collection</b>	Interviews Case studies Survey
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. <b>A public official</b> is anyone in a position of official authority that is conferred by a state, i.e. someone who holds a legislative, administrative, or judicial position of any kind, whether appointed or elected.
<b>Further resources</b>	Edwards, S. (2017). <i>Policymakers 'flying blind' on gender issues, survey finds.</i> ( <a href="#">link</a> ) Hartmann, H. (2012). <i>Gendering Politics and Policy: Recent Developments in Europe, Latin America, and the United States.</i> Routledge: New York, NY. ( <a href="#">link</a> ) Jorge, S. N. (2001). <i>Gender-Aware Guidelines for Policy-making and Regulatory Agencies.</i> ( <a href="#">link</a> )

### GEO43: Proportion of public officials trained in gender mainstreaming strategies for policy making

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GEO43: Proportion of public officials trained in gender mainstreaming strategies for policy making</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Many policymakers and other public officials are ill-informed about the most pressing issues affecting gender equality in their countries, including the number of women in the labor force and how many are dying in childbirth. There is both a lack of awareness among policymakers, and a lack of access to reliable, timely, and disaggregated data on gender equality. Without proper knowledge based on reliable data, it is impossible to effectively influence policy, demand accountability, and track progress toward equality targets.
<b>What the indicator measures</b>	Proportion of public officials trained in gender mainstreaming strategies for policy making.
<b>Data sources</b>	Target policy makers Educators, gender-equality advocates Project documentation
<b>Methods of data collection</b>	Interviews Case studies Survey Desk research
<b>Definition of key terms</b>	<p><b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.</p> <p><b>Gender mainstreaming</b> a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.</p> <p>A <b>public official</b> is anyone in a position of official authority that is conferred by a state, i.e. someone who holds a legislative, administrative, or judicial position of any kind, whether appointed or elected.</p>
<b>Further resources</b>	<p>Edwards, S. (2017). <i>Policymakers 'flying blind' on gender issues, survey finds.</i> (<a href="#">link</a>)</p> <p>Hartmann, H. (2012). <i>Gendering Politics and Policy: Recent Developments in Europe, Latin America, and the United States.</i> Routledge: New York, NY. (<a href="#">link</a>)</p> <p>ILO. (n.d.). <i>Gender Equality Tool. Definition of Gender Mainstreaming.</i> (<a href="#">link</a>)</p> <p>Jorge, S. N. (2001). <i>Gender-Aware Guidelines for Policy-making and Regulatory Agencies.</i> (<a href="#">link</a>)</p>

### GEO44: Proportion of recipients or partner organizations' staff educated/trained in gender equality and gender mainstreaming

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GEO44: Proportion of recipients or partner organizations' staff educated/trained on gender equality and gender mainstreaming issues</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	In order to be truly democratic, civil society and other partner organizations should be capable of representing the needs and interests of both their male and female members. A concern for gender equality is part of a broad social agenda, not just the responsibility of women's organisations. Supporting the development of a civil society that ensures that both women's and men's interests are represented and that promotes active participation by all people (women and men) can be support through attention to capacity of organizations to advocate for interests of all, broaden their membership, promote women leaders, develop gender-sensitive participatory mechanisms and eliminate gender stereotypes and biases.
<b>What the indicator measures</b>	Proportion of recipients or partner organizations' staff educated on topics related to gender equality issues and/or trained on gender mainstreaming in their organizations.
<b>Data sources</b>	Representatives of recipients and/or partner organizations Educators, gender-equality advocates Project documentation
<b>Methods of data collection</b>	Interviews Case studies Survey Desk research
<b>Definition of key terms</b>	<b>Gender mainstreaming</b> a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.
<b>Further resources</b>	CIDA. (1999). <i>Gender Equality &amp; Support to Civil Society: In Brief</i> . ( <a href="#">link</a> ) Reverter-Bañón, S. (2006). <i>Civil Society and Gender Equality: A Theoretical Approach</i> . ( <a href="#">link</a> )

### GEO45: Number/proportion of newly hired staff with expertise in gender issues

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GEO45: Number/proportion of newly hired staff with expertise in gender issues</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Gender norms traditionally ascribe certain spaces to men and women in a given society. These norms are frequently deeply entrenched and rarely challenged as people tend to be unaware of their behaviours that maintain these norms and gender stereotypes. As such, training and education can help to become more aware of these patterns and the necessity of a different approach. While interventions may help train partner organizations' staff, they can also support the process of hiring of new employees who meet the qualification.
<b>What the indicator measures</b>	Number of newly hired staff to partner or target organizations who have expertise in gender equality issues. The indicator may also be calculated as proportion of all staff who have been trained in gender equality within an organization.
<b>Data sources</b>	Project documentation on training Organization's HR documentation Trained individuals, new hires Representatives of relevant organizations Project staff
<b>Methods of data collection</b>	Interviews Survey Desk research
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
<b>Further resources</b>	Bayeh, E. (2016). The role of empowering women and achieving gender equality to the sustainable development of Ethiopia. <i>Pacific Science Review B: Humanities and Social Sciences</i> 2, 37-42. ( <a href="#">link</a> ) Bryan, E. & Varat, J. (Eds). <i>Strategies for Promoting Gender Equity in Developing Countries. Lessons, Challenges, and Opportunities</i> . ( <a href="#">link</a> ) Cornwall, A. (2016). Women's Empowerment: What Works? <i>Journal of International Development</i> 28, 342–359. ( <a href="#">link</a> ) ILO. (n.d.). <i>Gender Equality Tool. Definition of Gender Mainstreaming</i> . ( <a href="#">link</a> )

## GEO46: Number and type of gender-related programs or policies developed

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GEO46: Number and type of programs or policies developed</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Throughout the developing world, women are at a disadvantage at the household, community, and societal levels. Within the household, women have less access to and control over resources and limited influence over household decisions. Beyond the household, women have limited access to communal resources, are under-represented in public decision-making bodies; have limited bargaining power in markets (such as the labor market), are much less likely to occupy senior managerial posts, be consulted on community or public policy decisions, and often lack opportunities to improve their socioeconomic position. Policies and specific programming thus need to be adopted to enhance full participation of women in society.
<b>What the indicator measures</b>	Number and type of programs or policies (or other relevant high-level outputs) developed with the intervention support, which have direct relation to gender equality, gender mainstreaming etc.
<b>Data sources</b>	Programs, policies or other outputs Intervention stakeholders (partner organizations, government entities, civil society/advocacy groups etc.) Women in target community, gender equality experts and advocates
<b>Methods of data collection</b>	Desk research Interviews Case studies
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. <b>Gender mainstreaming</b> a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.
<b>Further resources</b>	Bayeh, E. (2016). The role of empowering women and achieving gender equality to the sustainable development of Ethiopia. <i>Pacific Science Review B: Humanities and Social Sciences</i> 2, 37-42. ( <a href="#">link</a> ) Bryan, E. & Varat, J. (Eds). <i>Strategies for Promoting Gender Equity in Developing Countries. Lessons, Challenges, and Opportunities.</i> ( <a href="#">link</a> ) Cornwall, A. (2016). Women's Empowerment: What Works? <i>Journal of International Development</i> 28, 342–359. ( <a href="#">link</a> ) ILO. (n.d.). <i>Gender Equality Tool. Definition of Gender Mainstreaming.</i> ( <a href="#">link</a> )

## GEO47: Number of staff trained in applying a sensitive approach towards the LGBT individuals

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GEO47: Number of staff trained in applying a sensitive approach towards the LGBT individuals</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	In many parts of the world, LGBT persons represent a discriminated group who experience hardship in accessing basic services such as health or housing and suffer violations of their rights through discriminatory legislation and practices.
<b>What the indicator measures</b>	Number of staff of partner organizations, organizations providing health services and/or other relevant institutions who were trained with the intervention support in applying a sensitive approach towards the specific needs of LGBT people.
<b>Data sources</b>	Project documentation Project staff, educators Staff trained
<b>Methods of data collection</b>	Desk research Interviews, survey
<b>Definition of key terms</b>	<b>LGBT community</b> includes lesbian, gay, bisexual and transgender people who may or may not be organized. In a broader sense, the term includes all organizations, groups and movements who represent and/or advocate on behalf of LGBT people.
<b>Further resources</b>	Badgett, M. V. L. et al. (2014). <i>The Relationship between LGBT Inclusion and Economic Development: An Analysis of Emerging Economies.</i> ( <a href="#">link</a> ) DFID Inclusive Societies. (2017). <i>Working for LGBT Rights Around the World.</i> ( <a href="#">link</a> ) Human Rights Watch. (2013). <i>LGBT Rights.</i> ( <a href="#">link</a> ) Overseas Development Institute. (2014). <i>Can aid donors help support LGBT rights in developing countries?</i> ( <a href="#">link</a> ) United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions.</i> ( <a href="#">link</a> ) WEF. (2016). <i>The real cost of LGBT discrimination.</i> ( <a href="#">link</a> )

## GEO48: Number and type of organizational and/or public programming strategies for LGBT developed

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GEO48: Number and type of organizational and/or public programming strategies for LGBT developed</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Nearly 80 countries criminalise consensual, adult same-sex activity, or use other laws to marginalise and persecute Lesbian, Gay, Bisexual and Transgender (LGBT) people. These laws targeting LGBT people attack their dignity, undermine their safety, and violate their human rights. Even in countries where no such legislation exists, LGBT people often face institutional discrimination and violations of their rights either directly incorporated in institutional structures or due to a failure to consider specific needs of this group.
<b>What the indicator measures</b>	Number and type of strategies, policies or programming aimed at achieving equality of LGBT people, which were developed with the intervention support
<b>Data sources</b>	Strategic documentation of relevant institutions, directives, policies etc. Legal framework, legislation and amendments if relevant LGBT stakeholders
<b>Methods of data collection</b>	Desk research Interviews
<b>Definition of key terms</b>	<b>Equality mainstreaming</b> is the systematic incorporation of non-discrimination and equality concerns into all stages of the policy process. It is based on the idea that equality is an aim to achieve in decision-making. In order to achieve equality, the impact of decisions on all groups should be considered. Therefore, concern for groups which have been traditionally discriminated against is brought to the core of policy making. <b>Institutional discrimination</b> is concerned with discrimination that has been incorporated into the structures, processes and procedures of organisations, either because of prejudice or because of failure to take into account the particular needs of different social identities.
<b>Further resources</b>	DFID Inclusive Societies. (2017). <i>Working for LGBT Rights Around the World</i> . ( <a href="#">link</a> ) European Commission. (2011). <i>Compendium of practice on Non-Discrimination/Equality Mainstreaming</i> . ( <a href="#">link</a> ) National Health Services. (2012). <i>Institutional Discrimination</i> . ( <a href="#">link</a> ) Overseas Development Institute. (2014). <i>Can aid donors help support LGBT rights in developing countries?</i> ( <a href="#">link</a> ) United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions</i> . ( <a href="#">link</a> )

### GEO49: Number of medical staff educated on LGBT people's health needs

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GEO49: Number of medical staff educated on LGBT people's health needs</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	LGBT people worldwide face stigma and discrimination, both in society generally and in the health sector in particular. This creates major obstacles to LGBT people's realizing their right to health and to countries' advancing universal health. Discrimination can result in outright refusal to provide care, poor-quality care, and disrespectful or abusive treatment, among others. Healthcare providers may also have a poor understanding of the specific healthcare needs of LGBT people, for example, trauma-related and behavioral health issues that they face as a result of discrimination.
<b>What the indicator measures</b>	Number of medical staff educated on LGBT people's health needs with the intervention support.
<b>Data sources</b>	Project documentation Project staff, educators Participating health staff
<b>Methods of data collection</b>	Desk research Interviews, survey
<b>Definition of key terms</b>	<b>LGBT health.</b> Members of the LGBT community are at increased risk for a number of health threats when compared to their heterosexual peers. Differences in sexual behavior account for some of these disparities, but others are associated with social and structural inequities, such as the stigma and discrimination that LGBT populations experience.
<b>Further resources</b>	<p>Albuquerque, G. A. (2016). Access to health services by lesbian, gay, bisexual, and transgender persons: systematic literature review. <i>BMC International Health and Human Rights</i> 16(2). (<a href="#">link</a>)</p> <p>Ard, C. L. &amp; Makadon, H. J. (n.d.). <i>Improving the Health care of Lesbian, Gay, Bisexual and Transgender People: Understanding and Eliminating Health Disparities</i>. (<a href="#">link</a>)</p> <p>Centers for Disease Control and Prevention. (2014). <i>About LGBT Health</i>. (<a href="#">link</a>)</p> <p>European Union Agency for Fundamental Rights. (2013). <i>EU LGBT survey European Union lesbian, gay, bisexual and transgender survey Results at a glance</i>. (<a href="#">link</a>)</p> <p>National LGBT Health Education Center. (n.d.). <i>Providing Inclusive Services and Care for LGBT People</i>. (<a href="#">link</a>)</p> <p>PAHO WHO. (2016). <i>LGBT advocates say stigma and discrimination are major barriers to health</i>. (<a href="#">link</a>)</p>



## GEO60: Number of members of the general public educated on gender issues and gender equality

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GEO60: Number of members of the general public educated on gender issues and gender equality</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Violence against women is rooted in discrimination and inequality, making it challenging to address. Men and women who have not had opportunities to question gender roles, attitudes and beliefs, cannot change them. Women who are unaware of their rights cannot claim them. Governments and organizations without access to standards, guidelines and tools cannot adequately address these issues. Once evidence accumulates and awareness grows, the potential for stopping all forms of discrimination and violence does too. Educating and training people on their rights and the rights of others can help challenging the stereotypical social values and norms.
<b>What the indicator measures</b>	Number of members of the general public educated on gender issues and gender equality, incl. common violations of women's and girls' basic rights and gender inequality in everyday life specific to the target community.
<b>Data sources</b>	Project records, project staff Attendance lists Target men and women
<b>Methods of data collection</b>	Project records review Interviews, survey
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
<b>Further resources</b>	OHCHR. (2014). <i>Women's Rights are Human Rights</i> . ( <a href="#">link</a> ) Teleki, K. (2007). <i>Human Rights Training for Adults: What twenty-six evaluation studies say about design, implementation and follow-up</i> . Research in Human Rights Education Papers, Human Rights Education Associates Inc. ( <a href="#">link</a> ) UN Women. (n.d.). <i>Increasing knowledge and awareness</i> . ( <a href="#">link</a> ) Vietnam News. (2017). <i>Campaign helps raise public awareness of gender equality</i> . ( <a href="#">link</a> ) WHO. (2009). <i>Promoting gender equality to prevent violence against women</i> . ( <a href="#">link</a> )

### GEO61: Number of workshops, seminars and other activities on gender equality carried out with project support

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GEO61: Number of workshops, seminars and other activities on gender equality carried out with project support</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Violence against women is rooted in discrimination and inequality, making it challenging to address. Men and women who have not had opportunities to question gender roles, attitudes and beliefs, cannot change them. Women who are unaware of their rights cannot claim them. Governments and organizations without access to standards, guidelines and tools cannot adequately address these issues. Once evidence accumulates and awareness grows, the potential for stopping all forms of discrimination and violence does too. Education, training and advocacy skills development activities all contribute to achieving important changes in people's social values, norms and attitudes.
<b>What the indicator measures</b>	Number of workshops, seminars and other activities on gender equality delivered with project support. To the extent possible, the type of audiences/recipients and their numbers should also be analyzed.
<b>Data sources</b>	Project records, project staff Attendance lists Target audiences/recipients
<b>Methods of data collection</b>	Project records review Interviews, survey
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
<b>Further resources</b>	The global human rights education and training centre. (n.d.). <i>Gender Equality and Women's Empowerment</i> . ( <a href="#">link</a> ) OHCHR. (2014). <i>Women's Rights are Human Rights</i> . ( <a href="#">link</a> ) Teleki, K. (2007). <i>Human Rights Training for Adults: What twenty-six evaluation studies say about design, implementation and follow-up</i> . Research in Human Rights Education Papers, Human Rights Education Associates Inc. ( <a href="#">link</a> ) UN Women. (n.d.). <i>Increasing knowledge and awareness</i> . ( <a href="#">link</a> ) Vietnam News. (2017). <i>Campaign helps raise public awareness of gender equality</i> . ( <a href="#">link</a> ) WHO. (2009). <i>Promoting gender equality to prevent violence against women</i> . ( <a href="#">link</a> )

## GEO62: Proportion of school-aged girls and boys educated on gender roles and human rights for all

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GEO62: Proportion of school-aged girls and boys educated on gender roles and human rights for all</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Young people need to understand equality and know their rights, to understand both how they should be treated, and how they should treat others. The knowledge and respect of rights that students gain from human-rights and gender-equality education, combined with understanding, respect and tolerance for difference, can empower them to tackle prejudice, improve relationships and make the most of their lives. School-based programmes can address gender norms and attitudes before they become deeply ingrained in children and youth. Initiatives should address gender norms, dating violence and sexual abuse among teenagers and young adults.
<b>What the indicator measures</b>	Proportion of school-aged girls and boys educated on gender roles and human rights for all with project support.
<b>Data sources</b>	Project records, project staff Attendance lists Target girls and boys Target school pedagogical staff
<b>Methods of data collection</b>	Project records review Focus groups Interviews, survey
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
<b>Further resources</b>	Equality and Human Rights Commission. (2016). <i>Why teach equality and human rights?</i> ( <a href="#">link</a> ) UN. (2015). <i>The Universal Declaration of Human Rights</i> . ( <a href="#">English</a> , <a href="#">česky</a> ) UNESCO. (2015). <i>Empowering Adolescent Girls and Young Women through Education</i> . ( <a href="#">link</a> ) US Department of State. (2016). <i>United States Global Strategy to Empower Adolescent Girls</i> . ( <a href="#">link</a> )

### GEO63: Number of men actively involved in project activities aimed at campaigning for gender equality

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GEO63: Number of men actively involved in project activities aimed at campaigning for gender equality</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	While the initial focus on the advancement of women was exclusively on women, many examples from work in development cooperation illustrated the need to increase the focus on men as well as women. The achievement of a number of women empowerment and development goals such as reproductive health goals or economic and political empowerment of women could only be accomplished if men were also made aware of the need for change and engaged in the process.
<b>What the indicator measures</b>	Number of men actively involved in project activities aimed at campaigning for gender equality. Those men can be organizational staff volunteers, staff of target organizations, broader community members etc.
<b>Data sources</b>	Project records, project staff Media documentation of activities (photo, video, media coverage) Project activity participants (men and women)
<b>Methods of data collection</b>	Project records review Focus groups Interviews, survey Case studies
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. <b>Women's empowerment</b> is a multi-dimensional social process that helps women gain control over their own lives. It is a process that fosters power in women, for use in their own lives, their communities, and in their society, by acting on issues that they define as important.
<b>Further resources</b>	Bayeh, E. (2016). The role of empowering women and achieving gender equality to the sustainable development of Ethiopia. <i>Pacific Science Review B: Humanities and Social Sciences</i> 2, 37-42. ( <a href="#">link</a> ) O'Neil, T. & Domingo, P. (2015). <i>The power to decide. Women, decision-making and gender equality</i> . Overseas Development Institute. ( <a href="#">link</a> ) UNESCO. (2004). <i>Role of Men and Boys in Promoting Gender Equality</i> . Advocacy Brief. ( <a href="#">link</a> ) UNFPA. (n.d.). <i>Adolescent Boys and Young Men. Engaging them as supporters of gender equality and health and understanding their vulnerabilities</i> . ( <a href="#">link</a> )

### GEO64: Gender-equality educational and awareness activities aimed at media/journalists

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GEO64: Gender-equality educational and awareness activities aimed at media/journalists</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	<p>Media plays a very important role in a daily life as it helps form social values of people. All forms of media communicate images of the sexes, many of which perpetuate unrealistic, stereotypical, and limiting perceptions, such as: underrepresentation of women, which falsely implies that men are the cultural standard and women are unimportant or invisible; portraying men and women in stereotypical ways that reflect and sustain socially endorsed views of gender; depicting relationships between men and women in ways that emphasize traditional roles and normalize violence against women.</p> <p>On the other hand, media can serve as a powerful campaigning and advocacy tool. Public awareness campaigns and other interventions delivered via television, radio, newspapers and other mass media can be effective for altering attitudes towards gender norms. The most successful are those that seek to understand their target audience and engage with its members to develop content.</p>
<b>What the indicator measures</b>	Evidence of delivering gender-equality educational and awareness activities aimed at media and/or journalists with project support. To the extent possible, the number or proportion of media/journalists reached should also be analyzed.
<b>Data sources</b>	Project records, project staff Target media and journalists
<b>Methods of data collection</b>	Project records review Interviews, survey Case studies
<b>Definition of key terms</b>	<b>Advocacy:</b> Generally, advocacy refers to the process of trying to persuade others to support one's position or point of view. It can take the form of campaigns, workshops, roundtables, media campaigns, public outreach intended to influence decision makers, including policy makers and service delivery agents.
<b>Further resources</b>	<p>Davidson, C. (2016). <i>Five strategies for creating gender equality in the media.</i> (<a href="#">link</a>)</p> <p>UN Women. (n.d.). <i>Using Media to Promote Gender Equality.</i> (<a href="#">link</a>)</p> <p>WHO. (2009). <i>Promoting gender equality to prevent violence against women.</i> (<a href="#">link</a>)</p> <p>Wood, J. (1994). <i>Gendered Media: The Influence of Media on Views of Gender.</i> (<a href="#">link</a>)</p>

**GEO65: Number and type of public awareness campaigns on gender-related topics**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GEO65: Number and type of public awareness campaigns on gender-related topics</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Public awareness campaigns use a variety of communication means to reach a wide range of people and effect change within society. They aim to increase knowledge, challenge attitudes and modify behaviour.
<b>What the indicator measures</b>	Number and type of public awareness campaigns on gender-related topics launched with project support. To the extent possible, the reach (quantitative and qualitative) of the campaigns should also be analyzed.
<b>Data sources</b>	Campaigns and campaign creators Target audiences/groups Topic/sector experts Media coverage of campaigns
<b>Methods of data collection</b>	Interviews. Focus groups Surveys Case studies Media content analysis
<b>Definition of key terms</b>	<p><b>Public awareness campaign</b> is aimed at influencing policy-makers; increasing support and knowledge from allies and unlikely allies; getting one's message out; defying negative perceptions; or reframing the conversation. Methods and techniques such as press releases; brochures; ad campaigns; events; news conferences; direct mail may be used to build awareness.</p> <p><b>Information campaign</b> helps to communicate simple and complex sets of information in a graphic form to a target audience. Stories and pictures are most commonly (but not exclusively) used to communicate the information.</p>
<b>Further resources</b>	<p>Global Fund for Women. (n.d.). <i>Current Campaigns</i>. (<a href="#">link</a>)</p> <p>ILO. (2009). <i>Gender equality at the heart of decent work, Campaign 2008-2009</i>. (<a href="#">link</a>).</p> <p>Social Samosa. (2017). <i>8 International gender equality campaigns for inspiration</i>. (<a href="#">link</a>)</p> <p>Vietnam News. (2017). <i>Campaign helps raise public awareness of gender equality</i>. (<a href="#">link</a>)</p> <p>Wainger, L. (2013). <i>Creating Public Awareness Campaigns that Work</i>. (<a href="#">link</a>)</p> <p>WHO. (2009). <i>Promoting gender equality to prevent violence against women</i>. (<a href="#">link</a>)</p>

### GEO66: Number of members of the general public educated on LGBT rights

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GEO66: Number of members of the general public educated on LGBT rights</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	LGBT people live in every part of the world and are members of every age, ethnic and religious group. Yet, in every country, LGBT people face discrimination because of their gender identity and sexual orientation. The exclusion of LGBT people from full participation in society with equal opportunity and dignity is an important human right issue. The violations of these rights also have important social and economic repercussions for society and a country as whole.
<b>What the indicator measures</b>	Number of members of the general public who were educated on LGBT rights with the intervention support.
<b>Data sources</b>	Project documentation Project staff, educators The general public or other participating stakeholders
<b>Methods of data collection</b>	Desk research Interviews, survey
<b>Definition of key terms</b>	<b>Sexual orientation</b> refers to a person's physical, romantic and/or emotional attraction towards other people. <b>Gender identity</b> reflects a deeply felt and experienced sense of one's own gender.
<b>Further resources</b>	Badgett, M. V. L. et al. (2014). <i>The Relationship between LGBT Inclusion and Economic Development: An Analysis of Emerging Economies</i> . ( <a href="#">link</a> ) United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions</i> . ( <a href="#">link</a> )

## GEO70: Number and type organizations helping victims of gender-motivated violence supported from a project

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GEO70: Number and type organizations helping victims of gender-motivated violence supported from a project</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	This indicator tracks the number of organizations supported from a project helping victims of gender- based violence (GBV). Victims of GBV are often particularly vulnerable and in a fragile and exposed situation, in order to support them and ensure that they get access to justice the external support is needed. Organisation helping victims have the potential to end the violence by getting involved in research, advocating for policy reform, addressing GBV through reproductive health and humanitarian relief programs, educating men and boys about gender equity, shifting attitudes about violent behaviour, etc. To know organizations and type of support they provide for victims of GBV helps to deal effectively and efficiently with this phenomenon.
<b>What the indicator measures</b>	Number and type of organizations supported from a project which help victims of gender- based violence
<b>Data sources</b>	Project and institutions' records Stakeholders
<b>Methods of data collection</b>	Desk research Survey Interviews
<b>Definition of key terms</b>	<p><b>Gender-based violence:</b> GBV is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. However, GBV is the term which is very often interchangeable with the term 'violence against women' as most GBV is inflicted by men on women and girls. It is a form of discrimination and deeply rooted in power imbalances and structural relationships of inequality between women and men.</p> <p><b>Organization:</b> Organization can refer to a wide range of entities, including public institutions or departments, civil society organizations, facilities, service providing NGOs, or private sector groups.</p>
<b>Further resources</b>	<p>Bloom, S. L. (2008). "Domestic violence" [online]. Encyclopedia of Gender and Society. SAGE.</p> <p>Bloom, S. S. (2008). <i>Violence against women and girls. A compendium of monitoring and evaluation indicators</i>. USAID. Available from: (<a href="#">link</a>)</p> <p>ADB (2013). <i>Tool Kit on Gender Equality Results and Indicators</i>. Mandaluyong City, Philippines: Asian Development Bank. ISBN 978-92-9254-337-2 (Print), 978-92-9254-338-9</p>



## GEO71: Number and type of services and facilities for victims of gender-based violence established with project support

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GEO71: Number and type of services and facilities for victims of gender-based violence established with project support</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Most incidents of GBV go unreported and the majority of survivors/victims do not receive appropriate help. There may be serious and life-threatening consequences for GBV survivors/victims who do not receive appropriate care and other services. Designing effective services and facilities is grounded in the belief that victims of GBV should have access to information, education, and other necessary social and economic support to make informed decisions that best reflect their interests and needs. The effective services can also play a crucial role in prevention of GBV. This indicator also aims to track types of services provided (e.g. community awareness and advocacy, crisis and pre-crisis services, medium and long-term services, and children's services).
<b>What the indicator measures</b>	The number and type of services and facilities for victims of gender-based violence established with project support
<b>Data sources</b>	Project documents and reports Institutions' records Stakeholders
<b>Methods of data collection</b>	Desk research Survey Interviews
<b>Definition of key terms</b>	<p><b>Gender-based violence:</b> GBV is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. However, GBV is the term which is very often interchangeable with the term 'violence against women' as most GBV is inflicted by men on women and girls. It is a form of discrimination and deeply rooted in power imbalances and structural relationships of inequality between women and men.</p> <p><b>Service:</b> There are a range of public services provided by government, private, and non-profit organizations. These public services aim to create more effective organizations, build stronger communities, and promote equality and opportunity. Social services include the benefits and facilities such as education, food subsidies, health care, job training and subsidized housing, adoption, community management, policy research, and lobbying.</p>
<b>Further resources</b>	Ofstehage, A. (2011). <i>Empowering victims of domestic violence</i> . Social Issue Report ( <a href="#">link</a> ) Bloom, S. S. (2008). <i>Violence against women and girls. A compendium of monitoring and evaluation indicators</i> . USAID. ( <a href="#">link</a> )

## GEO72: Percentage of implementing/partner organizations' staff trained at issues of gender-based violence, including domestic violence

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GEO72: Percentage of implementing/partner organizations' staff trained at issues of gender-based violence, including domestic violence</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	The staff of implementing/partner organizations is trained in GBV problematics in order to provide appropriate information to survivors/victims about the potential severe and life-threatening consequences of GBV, to inform the community about the availability of existing services, how to access them, and that the services will help survivors/victims and their families, to inform and build trust in the community that services respect and preserve the confidentiality and dignity of the survivor/victim.
<b>What the indicator measures</b>	Percentage of implementing organization's staff that have attended a course or a training program on gender-based violence. The percentage counted out of all staff of organization.
<b>Data sources</b>	Project records Training materials Attendee lists Stakeholders
<b>Methods of data collection</b>	Desk research Survey Interviews
<b>Definition of key terms</b>	<b>Implementing organization:</b> An organization can refer to a wide range of entities, including public institutions or departments, civil society organizations, facilities, service providing NGOs, or private sector groups. The implementing organization is the one which has been selected by the funder of the initiative to implement project in the field. <b>Gender-based violence training:</b> Training can include classroom learning, workshops, established mentoring and internship programs, and on-the-job training. The overall purpose of the training programmes is to increase participant's knowledge and understanding of the concept of gender, and gender-based violence, sexuality, and rights. It also takes a look at various forms of gender-based violence and the core principles for a code of conduct, reporting mechanisms and developing a programmatic response.
<b>Further resources</b>	ADB (2013). <i>Tool Kit on Gender Equality Results and Indicators</i> . Mandaluyong City, Philippines: Asian Development Bank. ISBN 978-92-9254-337-2 (Print), 978-92-9254-338-9 Bloom, S. S. (2008). <i>Violence against women and girls. A compendium of monitoring and evaluation indicators</i> . USAID. ( <a href="#">link</a> )

### **GEO73: Number of workshops, seminars and other activities on gender-motivated violence and its prevention carried out with project support**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GEO73: Number of workshops, seminars and other activities on gender-motivated violence and its prevention carried out with project support</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Workshops and seminars targeting (potential) perpetrators of gender-based violence or, in a broader sense, male population aim to offer certain personal reflection on values, beliefs and cultural expectations of gender roles and responsibilities as well as on gender, gender-based violence and its prevention. These opportunities present the springboard for future attitude or behavior change both victims/survivors and the rest of the community.
<b>What the indicator measures</b>	Number of workshops, seminars and other activities related to gender-based violence which were organized with project support
<b>Data sources</b>	Project records Training materials Attendee lists Stakeholders
<b>Methods of data collection</b>	Desk research Survey Interviews
<b>Definition of key terms</b>	<b>Gender-based violence:</b> GBV is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. However, GBV is the term which is very often interchangeable with the term 'violence against women' as most GBV is inflicted by men on women and girls. It is a form of discrimination and deeply rooted in power imbalances and structural relationships of inequality between women and men.
<b>Further resources</b>	Bloom, S. S. (2008). <i>Violence against women and girls. A compendium of monitoring and evaluation indicators</i> . USAID. ( <a href="#">link</a> ) Bott, S., Morrison, A., & Ellsberg, M. (2005). Preventing and responding to gender-based violence in middle and low-income countries: a global review and analysis (Vol. 3618). World Bank Publications. ( <a href="#">link</a> )

**GEO74: Number of victims of gender-based violence assisted with project support**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GEO74: Number of victims of gender-based violence assisted with project support</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	The number of victims shows the presence and scale of the acknowledged violent cases, and number of survivors searching for any assistance. Knowing the actual number of victims is essential for reinforcement and scaling up the support services available to victims through different institutions, and to prevent violence against women and advocate for a coordinated national response.
<b>What the indicator measures</b>	Number of victims/survivors of GBV who were assisted in any type of support by the project activities.
<b>Data sources</b>	Project records and documents Institutions' records Stakeholders
<b>Methods of data collection</b>	Desk research Survey Interviews Focus groups
<b>Definition of key terms</b>	<b>Gender-based violence:</b> GBV is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. However, GBV is the term which is very often interchangeable with the term 'violence against women' as most GBV is inflicted by men on women and girls. It is a form of discrimination and deeply rooted in power imbalances and structural relationships of inequality between women and men.
<b>Further resources</b>	Gage, A.J., Dunn, M. 2009. <i>Monitoring and Evaluating Gender-Based Violence Prevention and Mitigation Programs</i> . ( <a href="#">link</a> )

### GEO75: Number of victims of sex trafficking / trafficking in persons assisted with project support

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GEO75: Number of victims of sex trafficking / trafficking in persons assisted with project support</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	The widespread lack of awareness and understanding of trafficking leads to low levels of victim identification. Victims of sex trafficking need assistance that extends beyond the end of their exploitation and any criminal prosecution. This indicator tracks the number of victims of sex trafficking who were supported with the project. The number shows the presence and scale of the sex trafficking in the targeted area. Knowing number of victims helps to reinforce, target properly and scale up the support services available to victims through different institutions, and to prevent trafficking and advocate for a coordinated national response.
<b>What the indicator measures</b>	The number of victims of sex trafficking who were assisted with the project support
<b>Data sources</b>	Police records Project records and documents Institutions' records Stakeholders
<b>Methods of data collection</b>	Desk research Survey Interviews
<b>Definition of key terms</b>	<b>Human trafficking:</b> Human trafficking is a form of modern-day slavery in which traffickers use force, fraud, or coercion to control victims for the purpose of engaging in commercial sex acts or labor services against his/her will. <b>Sex trafficking:</b> is the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for the purposes of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such an act has not attained 18 years of age has been found in a wide variety of venues within the sex industry, including residential brothels, escort services, fake massage businesses, strip clubs, and street prostitution.
<b>Further resources</b>	Cannon AC, Arcara J, Arnoff E, Bloom SS. (2014). <i>Trafficking in Persons and Health. A Compendium of Monitoring and Evaluation Indicators</i> . USAID. ( <a href="#">link</a> ) UNODC (2009). <i>Anti-Human Trafficking Manual for Criminal Justice Practitioners</i> . ( <a href="#">link</a> )

### **GEO76: Number of persons who committed a gender-motivated violent crime who participated in a rehabilitation program supported by project**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GEO76: Number of persons who committed a gender-motivated violent crime who participated in an educational rehabilitation program</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Rehabilitation of people committing violence is based on the ideas that people are not inherently bad. Instead they are taught to make wrong decisions by environmental influences. The importance of any rehabilitation programs is not only directed towards “offenders” but also towards society. Rehabilitating offenders will have a greater chance of success in preventing crime and improving community safety. Thus by making offenders less criminal, fewer people will be victimized and society will, as a result, be safer.
<b>What the indicator measures</b>	Number of persons who committed a gender-based violent crime who participated in an rehabilitation program
<b>Data sources</b>	Project records Attendee list Training materials Stakeholders including beneficiaries
<b>Methods of data collection</b>	Desk research Interviews Surveys
<b>Definition of key terms</b>	<p><b>Gender-based violence:</b> GBV is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. However, GBV is the term which is very often interchangeable with the term 'violence against women' as most GBV is inflicted by men on women and girls. It is a form of discrimination and deeply rooted in power imbalances and structural relationships of inequality between women and men.</p> <p><b>Rehabilitation program:</b> Rehabilitation programs are program focusing on re-integration into society of a convicted person and the main objective of modern penal policy, to counter habitual offending, also known as criminal recidivism.</p>
<b>Further resources</b>	UNODC (2014). <i>Strengthening Crime Prevention and Criminal Justice Responses to Violence against Women</i> . ( <a href="#">link</a> )

## GEO77: Number of public officials educated/trained on gender-based violence and trafficking issues

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GEO77: Number of public officials educated/trained on gender-based violence and trafficking issues</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Most incidents of GBV go unreported and the majority of survivors/victims do not receive appropriate help. In order to provide appropriate information to survivors/victims about the potential severe and life-threatening consequences of GBV, the availability of existing services, and to inform and build trust in the community, it is essential to educate public officials.
<b>What the indicator measures</b>	Number of public officials who have attended a course or a training program on gender-based violence which was supported by a project.
<b>Data sources</b>	Project records Training materials Attendee lists Stakeholders
<b>Methods of data collection</b>	Desk research Interviews Surveys
<b>Definition of key terms</b>	<p><b>Gender-based violence:</b> GBV is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. However, GBV is the term which is very often interchangeable with the term 'violence against women' as most GBV is inflicted by men on women and girls. It is a form of discrimination and deeply rooted in power imbalances and structural relationships of inequality between women and men.</p> <p><b>Human trafficking:</b> Human trafficking is a form of modern-day slavery in which traffickers use force, fraud, or coercion to control victims for the purpose of engaging in commercial sex acts or labor services against his/her will.</p> <p><b>Sex trafficking:</b> is the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for the purposes of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such an act has not attained 18 years of age has been found in a wide variety of venues within the sex industry, including residential brothels, escort services, fake massage businesses, strip clubs, and street prostitution.</p>
<b>Further resources</b>	Cannon AC, Arcara J, Arnoff E, Bloom SS. (2014). <i>Trafficking in Persons and Health. A Compendium of Monitoring and Evaluation Indicators</i> . USAID. ( <a href="#">link</a> ) ADB (2013). Tool Kit on Gender Equality Results and Indicators. Mandaluyong City, Philippines: Asian Development Bank. ISBN 978-92-9254-337-2 (Print), 978-92-9254-338-9

### GEO78: Number of feminist advocacy initiatives against GBV supported by the project

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GEO78: Number of feminist advocacy initiatives against GBV supported by the project</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Many women's rights NGOs around the world are working to advocate for the protection of women from all forms of gender-based violence. Advocacy refers to a process, initiated by citizens or groups of citizens, such as non-governmental organizations (NGOs), to bring about change. Two broad types of advocacy can be distinguished: individual advocacy and systems change advocacy. Both processes are essential to achieve any social change.
<b>What the indicator measures</b>	The indicator measures the number of feminist advocacy initiatives against GBV that were supported by the project
<b>Data sources</b>	Project and institutions' records and documents Stakeholders
<b>Methods of data collection</b>	Desk research Interviews Surveys
<b>Definition of key terms</b>	<p><b>Gender-based violence:</b> GBV is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. However, GBV is the term which is very often interchangeable with the term 'violence against women' as most GBV is inflicted by men on women and girls. It is a form of discrimination and deeply rooted in power imbalances and structural relationships of inequality between women and men.</p> <p><b>Advocacy:</b> Generally, advocacy refers to the process of trying to persuade others to support one's position or point of view. It can take the form of campaigns, workshops, roundtables, media campaigns; public outreach intended to influence decision makers, including policy makers and service delivery agents.</p>
<b>Further resources</b>	Arnold, R. (2010). <i>Gender-Based Violence: An advocacy guide for grassroots activists in Burundi</i> . Care Norway. ( <a href="#">link</a> )



## GEO80: Number of vulnerable or marginalized girls and women provided with skills training

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GEO80: Number of vulnerable or marginalized girls and women provided with skills training</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Girls and young women in poor societies are often deprived of various learning and income-earning opportunities that could improve their social status and living conditions. Vocational skills training is considered to be an effective way to help empower such marginalized populations. Yet, existing technical and vocational education institutions often do not cater to the needs of those girls and women with limited basic educational qualifications. Various non-formal educational training programmes targeting women exist, but they can fail to consider specific needs of the target population and potential decent income earning opportunities available. Such programmes, thus, result in having a limited or even negative impact on the trainees' lives that only reinforces female biases associated with their secondary position in families and society.
<b>What the indicator measures</b>	Number of vulnerable or marginalized girls and women who received skill training as a direct or indirect result of the intervention.
<b>Data sources</b>	Project/program records Project/program staff Personnel who provided training
<b>Methods of data collection</b>	Records review Interviews
<b>Definition of key terms</b>	<b>Training</b> is teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity and performance. <b>Marginalized or vulnerable girls or women</b> include out-of-school girls and young women, women who possess only primary or lower secondary schooling and live in marginalized, impoverished communities within easy transport range of the participating vocational secondary school.
<b>Further resources</b>	Hussain, A., Abbas, A. & Steiner, J. (2010). <i>Evaluation of Skills Training Impact on Women Empowerment in AJK</i> . ( <a href="#">link</a> ) UNESCO. (2008). <i>Technology-based Vocational Skills Training for Marginalized Girls and Young Women</i> . ( <a href="#">link</a> ) Wagner, D. & Panda, M. (2014). <i>Empowerment of Women in India through Innovative Vocational Education and Training</i> . ( <a href="#">link</a> )

## GEO81: Evidence of consultations of women and men on the design of community services

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GEO81: Evidence of consultations of women and men on the design of community services</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	The needs of women and men, as well as girls and boys, will frequently differ from each other. In societies, where the voice of women has been traditionally suppressed, even participatory consultation processes may deliver biased results, not reflecting adequately the needs, preferences and interest of women (girls).
<b>What the indicator measures</b>	Evidence that both women and men were consulted equally on the design of community services such as health clinics, facilities for young children, schools, skills training etc. and that the suggestions and concerns of both groups have been equally taken into account.
<b>Data sources</b>	Project records on consultations conducted Participants of consultations (men and women equally represented)
<b>Methods of data collection</b>	Records review Interviews, focus groups Survey, household survey
<b>Definition of key terms</b>	<b>Equal treatment</b> means that everyone has equal rights and should have equal opportunities to participate in society regardless of gender, race, ethnic origin, religion or belief, disability, age, sexual orientation, etc.
<b>Further resources</b>	The Danish Institute for Human Rights. (n.d.). <i>Equal Treatment 2013-2016. Substrategy</i> . ( <a href="#">link</a> )

## GEO82: Proportional change in school enrollment of girls compared to boys

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GEO82: Proportional change in school enrollment of girls compared to boys</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Education is universally acknowledged to benefit individuals and promote national development. Educating females and males produces similar increases in their subsequent earnings and expands future opportunities and choices for both boys and girls. However, educating girls produces many additional socio-economic gains that benefit entire societies. These benefits include increased economic productivity, higher family incomes, delayed marriages, reduced fertility rates, and improved health and survival rates for infants and children.
<b>What the indicator measures</b>	Proportional change of primary and secondary school enrollment of girls in comparison to boys compared to baseline (situation prior to the intervention).
<b>Data sources</b>	School administrative records, enrollment data Households
<b>Methods of data collection</b>	Records review Household survey
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
<b>Further resources</b>	Fatawu, A. A. (n.d.). <i>Promoting Gender Equity and Equality of Access to Quality Basic Education in Northern Ghana — The Wing School Mode</i> . ( <a href="#">link</a> ) UNEG. (2011). <i>Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance</i> . ( <a href="#">link</a> ) USAID. (2008). <i>Education from a Gender Equality Perspective</i> . ( <a href="#">link</a> )

### GEO83: Number of female beneficiaries of health services/facilities established

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GEO83: Number of female beneficiaries of health services/facilities established</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	<p>People in poor countries tend to have less access to health services than those in better-off countries, and within countries, the poor have less access to health services. Gender inequities in health services are also common, particularly for poor women, and manifest as health services that are not available or acceptable to women. Women also suffer higher prevalence of certain health conditions; for example, blindness prevalence is two to three times higher in women than men in areas where trachoma infection is common.</p> <p>Reasons for gender inequalities in health include: emphasis on women's childbearing roles resulting in early and excessive childbearing; sex preference manifested in discrimination against female children in health and general care; women's workloads which not only expose them to health hazards but also make it difficult for them to take time off for healthcare; lack of autonomy by women leading to lack of decision-making power and access to independent income; early marriage which exposes women to the complications of early and excessive childbearing.</p>
<b>What the indicator measures</b>	Number of women and girls (female beneficiaries) of health services or health facilities established or improved (reinforced) with the intervention direct or indirect support.
<b>Data sources</b>	Intervention documentation Health facilities administrative data, health staff
<b>Methods of data collection</b>	Desk research Interviews
<b>Definition of key terms</b>	<p><b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.</p> <p><b>Health services</b> include all services dealing with the diagnosis and treatment of disease, or the promotion, maintenance and restoration of health. They include personal and non-personal health services. Service provision refers to the way inputs such as money, staff, equipment and drugs are combined to allow the delivery of health interventions.</p>
<b>Further resources</b>	<p>Men, C. R. et al. (2011). <i>Gender as a social determinant of health: Gender analysis of the health sector in Cambodia</i>. (<a href="#">link</a>)</p> <p>Peters, D. H. et al. (2008). Poverty and Access to Health Care in Developing Countries. <i>Annals of the New York Academy of Sciences</i> 1136, 161–171. (<a href="#">link</a>)</p> <p>WHO. (2015). <i>Integrating equity, gender, human rights and social determinants into the work of WHO. Roadmap for Action (2014-2019)</i>. (<a href="#">link</a>)</p> <p>WHO. (2009). <i>Women and Health. Today's evidence, tomorrow's agenda</i>. (<a href="#">link</a>)</p>

### GEO84: Number of educational staff hired and/or trained, including in gender equality, disaggregated by sex

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GEO84: Number of educational staff hired and/or trained, including gender equality, disaggregated by sex</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Quality teachers are key to sustainable global development, in fact, teachers are the single most influential and powerful force for equity, access and quality in education. The Education 2030 Framework for Action calls for teachers and educators to be “...empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems”. Worldwide there is a shortage of well trained teachers and the issue is further aggravated in settings where the most vulnerable reside, such as refugee settlements, poor rural areas, slums etc.
<b>What the indicator measures</b>	Number of educational staff hired and/or trained, including training in gender equality topics, disaggregated by sex. This indicator looks at the ratio of female and male staff in educational institutions on one hand and also, on the number/ratio of staff trained in gender equality topics on the other hand.
<b>Data sources</b>	Project/program documentation Management of educational facilities
<b>Methods of data collection</b>	Desk research Interviews
<b>Definition of key terms</b>	<p><b>Gender equality in education</b> ensures that female and male learners are treated equally, have equal access to learning opportunities and benefit from education equally. They become empowered and can fulfil their potential so that they may contribute to and benefit from social, cultural, political and economic development equally. Special treatment/action can be taken to reverse the historical and social disadvantages that prevent female and male learners from accessing and benefiting from education on equal grounds.</p> <p><b>Qualified teachers</b> have at least the minimum academic qualifications required by national standards for teaching a specific subject.</p> <p><b>Quality education</b> fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED).</p>
<b>Further resources</b>	<p>OECD. (2011). <i>Teachers Matter: Attracting, Developing and Retaining Effective Teachers. Pointers for Policy Development.</i> (<a href="#">link</a>)</p> <p>UNESCO. (2015). <i>A Guide for Gender Equality in Teacher Education Policy and Practices.</i> (<a href="#">link</a>)</p>

### GEO85: Number of health staff trained and/or hired with project support, disaggregated by sex

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GEO85: Number of health staff trained and/or hired with project support, disaggregated by sex</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Although the quantity rather than quality of health services has been the focus historically in developing countries, ample evidence suggests that quality of care (or the lack of it) must be at the center of every discussion about better health. In vulnerable settings, such as poor rural areas, slums etc., both quantity and quality tend to be of concern, however, training and retaining qualified staff poses a particular challenge.
<b>What the indicator measures</b>	Number of health staff hired and/or trained, including training in gender equality topics, disaggregated by sex. This indicator looks at the ratio of female and male staff in health facilities on one hand and also, on the number/ratio of staff trained in gender equality topics on the other hand.
<b>Data sources</b>	Project/program documentation Management of health facilities
<b>Methods of data collection</b>	Desk research Interviews
<b>Definition of key terms</b>	<p><b>Gender equality in health</b> ensures that female and male patients are treated equally, have equal access to health services (both prevention and actual care) and benefit from health services equally.</p> <p><b>Qualified health personnel</b> have at least the minimum academic qualifications required by national standards for performing their role in the health system.</p> <p><b>Quality health care</b> means optimizing material inputs and practitioner skills to produce health. Consists of structure (infrastructure, tools etc.), process (interaction between caregivers and patients) and outcomes (health status, deaths, or disability-adjusted life years etc.).</p>
<b>Further resources</b>	<p>Peabody, J. W., Taguiwalo, M. M., Robalino, D. A., Frenk, J. (2006). Chapter 70 Improving the Quality of Care in Developing Countries. <i>Disease Control Priorities in Developing Countries. 2nd edition</i>. IBRD. (<a href="#">link</a>)</p> <p>WHO. (2013). <i>Transforming and scaling up health professionals' education and training. WHO Guidelines</i>. (<a href="#">link</a>)</p>

### GEO86: Proportion of women and girls provided with access to/possession of more energy-efficient or health-friendly assets

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GEO86: Number of women and girls provided with access to/possession of more energy-efficient or health-friendly assets</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Women and girls are responsible for most energy intensive activities within the household, which include cooking, cleaning, and being a general caretaker for members of family which renders them the main victims of indoor air pollution (e.g., through the use of highly polluting indoor cook stoves).
<b>What the indicator measures</b>	Number of women and girls among the target population who have been provided with access to/possession of more energy-efficient or health-friendly assets for their households.
<b>Data sources</b>	Project documentation Target women and girls / households
<b>Methods of data collection</b>	Desk research Household survey
<b>Definition of key terms</b>	<b>Modern energy services</b> (MESs) can be derived using electricity, Liquefied Petroleum Gas (LPG), Renewable Energy Technologies (RETs), clean and improved cookstoves, etc. In general, MESs refer to services that can be accessed and used for cleaner and more efficient production, increased productivity, better quality of products, and less drudgery.
<b>Further resources</b>	Visser, M. et al. (2016). <i>Female microenterprise creation, gender and welfare impacts, and business models for low-cost off-grid renewable energy: Multiple randomised experiments. Scoping study report.</i> ( <a href="#">link</a> )

## GEO87: Number of women and girls benefitting from measures taken to improve access to safe drinking water

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GEO87: Number of women and girls benefitting from measures taken to improve access to safe drinking water</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Safe drinking water is vital for reducing the global burden of disease and improving the health, welfare and productivity of populations. Access to water and sanitation and the fulfillment of these fundamental human rights is experienced differently by men and women. A lack of these basic services affects women and girls disproportionately by impacting on their health and dignity, contributing to their vulnerability to rape and violence, and thereby frustrating efforts to empower women to live healthy and economically productive lives. When access to water is restrained, it is women and girls of the household who have to undertake long and often precarious journeys to obtain water on a daily basis, preventing them from attending school or engaging in economic activities.
<b>What the indicator measures</b>	Number of women and girls who benefitted from measures delivered with the intervention support to improve access to safe drinking water. The type of measures as well as basic characteristic of female beneficiaries should also be analyzed.
<b>Data sources</b>	Project/program documentation Site visits Female beneficiaries
<b>Methods of data collection</b>	Desk research Site visits Household survey
<b>Definition of key terms</b>	<b>Access to safe drinking water:</b> Access to safe water is measured by the proportion of population with access to an adequate amount of safe drinking water located within a convenient distance from the user's dwelling. Access is interpreted as <u>actual use</u> by the population.
<b>Further resources</b>	WaterAid. (n.d.). <i>Enhancing gender equality post-2015: The role of water and sanitation.</i> ( <a href="#">link</a> ) WaterAid. (n.d.). <i>Women and WASH. Water, sanitation and hygiene for women's rights and gender equality.</i> ( <a href="#">link</a> )



## GEO88: Number of women and girls benefitting from measures aimed at increasing food security

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GEO88: Number of women and girls benefitting from measures aimed at increasing food security</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Achieving food security is a central part of sustainable development. Ensuring an end to malnutrition and hunger requires a focus on agriculture and food production systems both in their relationship with natural resources on the one hand, and with global and national economic structures and policies, on the other. Approaching the food security challenge as a matter of imbalances between production and population obscures the complex gendered dynamics of local and global food markets, intra-household allocation of food and the production systems that are the root causes of hunger and malnutrition. Sustainable food security cannot be achieved without the agency and decision-making of women in the food system and without recognizing and overcoming the constraints that they face as producers and consumers.
<b>What the indicator measures</b>	Number of women and girls benefitting from measures aimed at increasing food security delivered with direct or indirect support of the intervention. The type of measures as well as basic characteristic of female beneficiaries should also be analyzed.
<b>Data sources</b>	Intervention documentation Project staff Beneficiaries
<b>Methods of data collection</b>	Document review Interviews, household survey Case studies
<b>Definition of key terms</b>	<b>Food security</b> exists when all people, at all times, have physical and economic access to sufficient safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life. The four components or pillars of food security include the availability of food; economic, physical and social access to food; food utilization; and the stability of these three dimensions over time.
<b>Further resources</b>	Asian Development Bank. (2013). <i>Gender Equality and Food Security. Women's Empowerment as a Tool against Hunger</i> . ( <a href="#">link</a> ) UN Women. (2014). <i>World Survey on the Role of Women in Development 2014. Gender Equality and Sustainable Development</i> . ( <a href="#">link</a> )

## GEO89: Number of women and girls benefitting from measures taken to improve housing situation of beneficiaries

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GEO89: Number of women and girls benefitting from measures taken to improve housing situation of beneficiaries</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Women face discrimination in many aspects of housing because they are women, or because of other factors such as poverty, age, class, sexual orientation or ethnicity. In many parts of the world, and especially in rural areas, women's enjoyment of the right to adequate housing often depends on their access to and control over land and property. For that reason, it is estimated that women worldwide represent a significant portion of those who are inadequately housed.
<b>What the indicator measures</b>	Evidence of measures delivered with direct or indirect support to improve housing situation/provide adequate housing for beneficiaries (disaggregated by sex). The type of measures as well as basic characteristic of female beneficiaries should also be analyzed.
<b>Data sources</b>	Intervention documentation Beneficiaries New or improved housing
<b>Methods of data collection</b>	Desk research Field visits Interviews, household survey
<b>Definition of key terms</b>	<b>Adequate housing</b> meets at the minimum the following criteria: Security of tenure (legal entitlement, protection against eviction); availability of safe drinking water, adequate sanitation, energy for cooking, heating, lighting, food storage; adequate cost, which does not threaten or compromises the occupants' enjoyment of other human rights; guarantees physical safety or provide adequate space, as well as protection against the cold, damp, heat, rain, wind, other threats to health and structural hazards; accessible taking into account specific needs of disadvantaged or marginalized groups; location, which facilitates access to employment opportunities, health-care services, schools, childcare centres and other social facilities, and is not located in polluted or dangerous areas; respects and takes into account the expression of cultural identity.
<b>Further resources</b>	OHCHR. (n.d.). <i>The Right to Adequate Housing</i> . ( <a href="#">link</a> )

## GEO90: Number of formal employment opportunities created that are occupied by women

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GEO90: Number of formal employment opportunities created that are occupied by women</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Jobs are important for women and girls because the income they earn garners them respect and the power to make decisions in their families and communities. The income is important for helping families out of poverty. Yet women often face difficulties in accessing the labour market due to a variety of reasons such as lack of education, poor economic condition, family and household responsibilities, and limited technical skills. Challenges also remain for women and girls to overcome the perceptions in many communities about women's roles and the kinds of work that are socially acceptable for women and girls.
<b>What the indicator measures</b>	Number of formal employment opportunities created with the intervention support that are occupied by women.
<b>Data sources</b>	Intervention documentation Project staff Beneficiaries
<b>Methods of data collection</b>	Document review Interviews Case studies Employment site visits
<b>Definition of key terms</b>	<p><b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.</p> <p><b>Decent work (employment)</b> involves opportunities for work that are productive and deliver a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men.</p> <p><b>Formal employment</b> is characterized by an employment relationship that is subject to national labour legislation, income taxation, social protection or entitlement to benefits such as paid leave. Casual workers and many temporary and part-time workers in the formal economy would be excluded from this definition as per ILO guidelines</p>
<b>Further resources</b>	<p>Corner, L. (2011). <i>Women and the formal economy</i>. (<a href="#">link</a>)</p> <p>Giannelli, G. C. (2015). <i>Policies to support women's paid work. Policies in developing countries to improve women's access to paid work should also consider child welfare</i>. IZA World of Labor 2015: 157. (<a href="#">link</a>)</p> <p>ILO. (2013). <i>Decent work indicators. Guidelines for procedures and users of statistical and legal framework indicators</i>. ILO Manual. (<a href="#">link</a>)</p> <p>ILO. (2016). <i>Women at Work. Trends 2016</i>. (<a href="#">link</a>)</p> <p>Verick, S. (2014). <i>Female labor force participation in developing countries</i>. IZA World of Labor 87. (<a href="#">link</a>)</p>

**GEO91: Number/proportion of women-owned businesses, including farms supported**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GEO91: Number/proportion of women-owned businesses, including farms supported</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Women own a lower proportion of firms globally—especially in less developed economies. Firms run by women are also usually smaller than those operated by men in terms of number of employees, asset value, and annual turnover, besides being less profitable and productive, probably due to other constraints such as difficulties obtaining financing.
<b>What the indicator measures</b>	Number of female-owned businesses, including farms supported from the intervention or alternatively a proportion of all supported businesses, including farms that are owned by women.
<b>Data sources</b>	Project documentation Supported/target businesses or business owners
<b>Methods of data collection</b>	Desk research Survey Interviews
<b>Definition of key terms</b>	<b>A women-owned business</b> is such where the woman is a sole or majority (more than 50 %) owner of the venture.
<b>Further resources</b>	International Finance Corporation. Chapter 9. Gender. ( <a href="#">link</a> ) International Finance Corporation. (2011). <i>Strengthening Access to Finance for Women-Owned SMEs in Developing Countries</i> . ( <a href="#">link</a> )

## GEO92: Number of women assisted in acquiring ownership of natural and/or economic assets

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GEO92: Number of women assisted in acquiring ownership of natural and/or economic assets</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Women may not share in the wealth of men, even within the same household or family. Women and men not only have significantly different access to wealth but also may use their assets and asset income differently, which may have consequences for household wellbeing as well as for the larger society. While the relationships are nuanced and complex, women's asset ownership is associated with their increased empowerment and individual wellbeing. To the extent that owning assets improves women's productivity and ability to earn a living, women's ownership of assets will contribute to economic growth and development. Nevertheless, women worldwide face greater constraints than men in accumulating and keeping assets.
<b>What the indicator measures</b>	Number of women to whom the intervention assisted (in any provable way) in acquiring their own natural and/or economic assets. Alternatively, the indicator may express the proportion of all targeted/assisted women that used the assistance to acquire assets.
<b>Data sources</b>	Project documentation Targeted women Acquired assets
<b>Methods of data collection</b>	Desk research Interviews, focus groups Case studies Survey Field visits
<b>Definition of key terms</b>	<b>Natural assets</b> are natural resource inputs and environmental services for economic production. <b>Economic assets</b> are assets (things, entities) from which economic benefits may be derived by their owners by holding them, or using them, over a period of time.
<b>Further resources</b>	Ballantyne, P. (2011). <i>Animal assets empower women in developing countries</i> . ( <a href="#">link</a> ) Deere, C. D. & Ross, C. R. (2006). <i>Gender and the Distribution of Wealth in Developing Countries</i> . Research Paper No. 2006/115. ( <a href="#">link</a> ) FAO. (2011). <i>Gender differences in assets</i> . ESA Working Paper No. 11-12. ( <a href="#">link</a> ) Doss, C. (2011). <i>Intrahousehold Bargaining and Resource Allocation in Developing Countries</i> . ( <a href="#">link</a> ) Harrison, A. (2006). <i>Definition of Economic Assets</i> . ( <a href="#">link</a> ) Johnson, N. L. et al. (2016). Gender, Assets, and Agricultural Development: Lessons from Eight Projects. <i>World Development</i> 83, 295–311. ( <a href="#">link</a> ) OECD. (2005). <i>Glossary of statistical terms. Natural Capital</i> . ( <a href="#">link</a> )

**GEO93: Number of women assisted in accessing basic financial services**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GEO93: Number of women assisted in accessing basic financial services</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Without a financial infrastructure that includes a place to save money securely, safe and efficient means of transferring money, and access to credit and insurance, people are often barred from making productive investments in their families and businesses. Besides personal finance, a lack of access to finance is a key constraint on the growth of small and medium enterprises, and thus also an important limitation on employment, economic growth and shared prosperity. In recent years, mobile financial services have attracted significant attention as a potential means of accelerating access to financial services for the poor. Supporting microfinance institutions, mobile financial services, micro-insurance, credit bureaus, collateral registries, securities markets, and financing to micro, small and medium entrepreneurs helps to strengthen the fight against poverty and to promote inclusive economic growth.
<b>What the indicator measures</b>	Number of women to whom the intervention assisted with accessing basic financial services. Alternatively, the indicator may express the proportion of all targeted/assisted women that used the assistance to actually acquire/start using basic financial services (e.g. an actual joining a microcredit group that also administers saving accounts rather than being informed about the possibility but not taking action).
<b>Data sources</b>	Project documentation Targeted women
<b>Methods of data collection</b>	Desk research Interviews, focus groups Case studies Survey
<b>Definition of key terms</b>	<b>Basic financial services</b> refer to facilities such as saving accounts, checking accounts, confirming, leasing, and money transfer, provided generally by banks, credit unions, and finance companies.
<b>Further resources</b>	Flaming, M. et al. (2013). <i>Partnerships in Mobile Financial Services: Factors for Success</i> . International Finance Corporation. ( <a href="#">link</a> ) International Finance Corporation. (2013). <i>Access to Finance Sub-Saharan Africa</i> . ( <a href="#">link</a> ) International Finance Corporation. (2013). <i>Annual Review 2013</i> . ( <a href="#">link</a> )

**GEO94: Volume of loans and investments taken/made by women with project support**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GEO94: Volume of loans and investments taken/made by women with project support</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	At some point in their lives, both women and men may have a need to borrow money—to purchase an asset such as a house or a cow, manage cash flow, cope with an emergency such as a hospital stay or pay for social expenses, for example, a wedding. When they lack sufficient funds, women and men frequently borrow from an individual or institution, be it a family member or friend, a bank, a non-governmental organization (NGO) or a moneylender. In all countries, credit is an important tool for rich and poor, individuals and households, to improve their welfare. It can help households meet their basic needs and cover daily expenses in good times and bad. Credit also contributes to economic growth by alleviating capital constraints for agricultural production or business development and enabling households and firms to invest in assets, inputs, technology and productivity-enhancing services.
<b>What the indicator measures</b>	Volume of loans and/or investments facilitated through the intervention that were taken/made by women (compared to those made/taken by men).
<b>Data sources</b>	Loan administrative data Representatives of supported financial institutions Target community
<b>Methods of data collection</b>	Desk research Interviews, focus groups, survey Case studies
<b>Definition of key terms</b>	<b>Credit</b> is a method of lending financial resources to an institution or an individual in the present with the expectation of reaping a future return. A <b>loan</b> is money or goods given to someone for a period of time accompanied by the recipient's promise that it will be paid back, usually with interest. <b>Debt</b> typically refers to one or more obligations or liabilities arising from borrowing money or taking goods or services 'on credit'—in other words, against an obligation to pay later—embodied in a contract or agreement between individuals or institutions.
<b>Further resources</b>	Grown, C. (2015). <i>Who Borrows? An Analysis of gender, debt and assets in Ecuador, Ghana and Karnataka, India.</i> ( <a href="#">link</a> )

### GEO95: Number of jobs created by women-owned businesses

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GEO95: Number of jobs created by women-owned businesses</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Gender of business owners matter because women business owners means higher female participation at all levels. Studies show that female-owned firms employ a higher share of women as compared to male-owned firms.
<b>What the indicator measures</b>	Number of jobs created by businesses owned by women that were established or otherwise supported from the intervention.
<b>Data sources</b>	Business owners (beneficiaries) Business records Businesses (sites)
<b>Methods of data collection</b>	Interviews, survey Document review Site visits
<b>Definition of key terms</b>	<b>A female-owned business</b> is such where the woman is a sole or majority (more than 50 %) owner of the venture.
<b>Further resources</b>	International Finance Corporation. Chapter 9. Gender. ( <a href="#">link</a> ) International Finance Corporation. (2011). <i>Strengthening Access to Finance for Women-Owned SMEs in Developing Countries</i> . ( <a href="#">link</a> )



## 2. GENDER EQUALITY OUTCOME INDICATORS – B.1 (QUAL)

**Note:** Unless specifically stated otherwise, all outcome indicators are assessed as **compared to baseline** (the state/condition before intervention).

### GERL1: Evidence of strengthened position of women and/or women’s organizations after project intervention

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b>GERL1: Evidence of strengthened position of women and/or women’s organizations after project intervention</b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Throughout the developing world, women are at a disadvantage at the household, community, and societal levels. Within the household, women have less access to and control over resources and limited influence over household decisions. Beyond the household, women have limited access to communal resources, are under-represented in public decision-making bodies; have limited bargaining power in markets (such as the labor market), and often lack opportunities to improve their socioeconomic position. Therefore, efforts to reduce gender inequality are required on multiple fronts. Women around the world are trained in gender advocacy and helped to get organized into groups or organizations to increase their voice and advocacy impact.
<b>What the indicator measures</b>	Evidence of strengthened position of women and/or women’s organizations linked to the intervention support that allows them to engage in advocacy for women’s rights and interests, improve their socioeconomic position, deliver better services to disadvantaged women etc.
<b>Data sources</b>	Target women, representatives of women’s organizations Clients (is applicable) Broader community, women’s families Other stakeholders as appropriate
<b>Methods of data collection</b>	Case studies Focus groups, interviews Survey
<b>Definition of key terms</b>	<b>Evidence-based advocacy</b> is a process based on data and information. Needs are assessed with a view to advocating for improving current efforts as well as identifying gaps. The process integrates otherwise independent data from different sectors: research, policy, action groups, clinicians, practitioners etc., into an analysis to inform advocacy.
<b>Further resources</b>	Bryan, E. & Varat, J. (Eds). <i>Strategies for Promoting Gender Equity in Developing Countries. Lessons, Challenges, and Opportunities.</i> ( <a href="#">link</a> ) Cornwall, A. (2016). Women’s Empowerment: What Works? <i>Journal of International Development</i> 28, 342–359. ( <a href="#">link</a> ) Jones, R., Rosenhek, S. & Turley, A. (2014). A ‘Movement Support’ Organization: The Experience of the Association for Women’s Rights in Development (AWID). <i>Sur International Journal on Human Rights</i> 11(20). ( <a href="#">link</a> ) OECD. (2016). <i>Donor support to southern women’s rights organisations.</i> ( <a href="#">link</a> ) UNGEI. (n.d.). <i>Evidence-based Advocacy for Gender in Education.</i> ( <a href="#">link</a> )

## GERL2: Incidences in which supported women or women's organizations used newly acquired knowledge and skills in their advocacy work

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GERL2: Incidences in which supported women or women's organizations used newly acquired knowledge and skills in their advocacy work</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Evidence shows that women's rights activism and movements are the key drivers of legal and policy change to address gender inequality. Yet, contemporary women's rights organizations and movements work in a challenging context of fewer resources, more risks, increasing violence and inequalities, and environmental uncertainty. In addition, valuable energy and resources are expended fighting regressive forces that seek to roll back hard-won rights. The support to women's groups and women's organizations to enhance advocacy is essential in advancing women's rights and equality.
<b>What the indicator measures</b>	Evidence of incidences in which women or women's organizations who received support from the intervention used newly acquired knowledge and skills in their advocacy work and the outcomes to which this advocacy effort led.
<b>Data sources</b>	Documentary evidence of advocacy work Supported women and women's organizations Women's organizations' clients and stakeholders Other stakeholders as appropriate
<b>Methods of data collection</b>	Desk research Case studies Interviews, focus groups
<b>Definition of key terms</b>	<b>Women's empowerment</b> is a multi-dimensional social process that helps women gain control over their own lives. It is a process that fosters power in women, for use in their own lives, their communities, and in their society, by acting on issues that they define as important.
<b>Further resources</b>	Bayeh, E. (2016). The role of empowering women and achieving gender equality to the sustainable development of Ethiopia. <i>Pacific Science Review B: Humanities and Social Sciences</i> 2, 37-42. ( <a href="#">link</a> ) Cornwall, A. (2016). Women's Empowerment: What Works? <i>Journal of International Development</i> 28, 342–359. ( <a href="#">link</a> ) Jones, R., Rosenhek, S. & Turley, A. (2014). A 'Movement Support' Organization: The Experience of the Association for Women's Rights in Development (AWID). <i>Sur International Journal on Human Rights</i> 11(20). ( <a href="#">link</a> ) OECD. (2016). <i>Donor support to southern women's rights organisations</i> . ( <a href="#">link</a> )

### GERL3: Evidence of supported women's organizations forming/engaging in coalitions, networks and other platforms

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GERL3: Evidence of supported women's organizations forming/engaging in coalitions, networks and other platforms</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	In recent years, civil society organizations, including those advocating on behalf of women, have grown in number and prominence. However, given the range of interests and actors, such organizations have not always received adequate support to come together to speak with one voice and be heard effectively in forums where decisions are made. Forming or joining regional, national or international coalitions, networks or other similar platforms allows these organizations to come together with common positions, strategies and messages, acting together through joint efforts to demand greater accountability and action. It also provides them with a greater exposure, learning and opportunities to interact with decision-makers.
<b>What the indicator measures</b>	Evidence of supported women's organizations forming and/or engaging in coalitions, networks and other platforms (compared to the situation prior to the intervention, i.e. any increase in such activity should be attributable to the intervention support).
<b>Data sources</b>	Supported women's organizations Coalition/network partners
<b>Methods of data collection</b>	Interviews, survey Case studies
<b>Definition of key terms</b>	A <b>coalition</b> is a group of organizations that come together for the purpose of gaining more influence and power than the individual organizations can achieve on their own.  An <b>alliance</b> is a union or association formed between organizations for mutual benefit.
<b>Further resources</b>	Developmental Leadership Program. (n.d.). <i>Coalitions for women's rights.</i> ( <a href="#">link</a> )  The Partnership for Maternal, Newborn & Child Health. (2013). <i>Strengthening National Advocacy Coalitions for Improved Women's and Children's Health.</i> ( <a href="#">link</a> )  Western Organization of Resource Councils. (2010). <i>How to Work in Coalitions.</i> ( <a href="#">link</a> )

## GERL4: Evidence of effectiveness and results achieved through gender-equality advocacy initiatives

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GERL4: Evidence of effectiveness and results achieved through gender-equality advocacy initiatives</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Policy influence and advocacy are increasingly regarded as a means of creating sustainable policy change in international development. Evidence shows that women's rights activism and movements are the key drivers of legal and policy change to address gender inequality. Yet, contemporary women's rights organizations and movements work in a challenging context of fewer resources, more risks, increasing violence and inequalities, and environmental uncertainty. Appropriate support and training are thus essential to achieving actual advocacy results.
<b>What the indicator measures</b>	Evidence of effectiveness and results achieved through gender-equality advocacy initiatives initiated or supported by the project. This indicator focuses on very concrete results such as policy or legal changes that can be attributed to the project
<b>Data sources</b>	Documentary evidence of advocacy work Documentary evidence of results achieved (legislation, adopted policies, strategies etc.) Supported women's rights/gender equality advocates Other stakeholders as appropriate
<b>Methods of data collection</b>	Desk research Case studies Interviews, focus groups
<b>Definition of key terms</b>	<b>Advocacy</b> is the act or process of supporting a cause or proposal. It seeks to ensure that people, particularly those who are most vulnerable in society, are able to have their voice heard on issues that are important to them, defend and safeguard their rights and have their views and wishes genuinely considered when decisions are being made about their lives. In other words, advocacy is a tool for real participation by citizens in decision-making by government and other powerful bodies.
<b>Further resources</b>	Cornwall, A. (2016). Women's Empowerment: What Works? <i>Journal of International Development</i> 28, 342–359. ( <a href="#">link</a> ) Jones, R., Rosenhek, S. & Turley, A. (2014). A 'Movement Support' Organization: The Experience of the Association for Women's Rights in Development (AWID). <i>Sur International Journal on Human Rights</i> 11(20). ( <a href="#">link</a> ) OECD. (2016). <i>Donor support to southern women's rights organisations</i> . ( <a href="#">link</a> ) Overseas Development Institute (ODI). (2014). <i>Monitoring and evaluation of policy influence and advocacy</i> . Working paper 395. ( <a href="#">link</a> ) - includes case studies. UN Women. (2012). <i>How is Advocacy Defined?</i> ( <a href="#">link</a> ) – includes a case study

### GERL5: Self-reported increase in women's knowledge of their rights

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GERL5: Self-reported increase in women's knowledge of their rights</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	In order to promote and protect human rights, key actors and/or the general public need to be equipped with knowledge and awareness of human rights. Education is the foundation for civic participation, and schools are formative in shaping how children and young people view themselves and others. Accordingly, it is essential that school environments foster gender equality and provide safe spaces in which all students can learn. However, Human rights education (HRE) does not need to take place only in formal schools. The objective of HRE is to achieve increased knowledge and understanding of the rights of individuals and groups as well as increased awareness of the roles and functions of human rights protection bodies and authorities, nationally and internationally.
<b>What the indicator measures</b>	Self-reported increase in women's knowledge of their rights compared to the situation prior to the intervention. Women's perception of increased knowledge should be clearly attributable to the intervention.
<b>Data sources</b>	Project documentation (tests, assessments etc.) Subjects educated on human rights
<b>Methods of data collection</b>	Desk research Basic statistical analysis (if knowledge assessed quantitatively by standardized tests) Interviews, focus groups
<b>Definition of key terms</b>	<b>Awareness</b> refers to having an idea or holding a concept in one's mind about something. <b>Knowledge</b> refers to facts, information, and skills acquired through experience, education or association; it also means the theoretical or practical understanding of a subject. Awareness is the basis for knowledge. Awareness is more of an intellectual quality while knowledge is experimental/linked to one's experience. <b>Human rights education (HRE)</b> is all learning that develops the knowledge, skills, and values of human rights. HRE includes the development of knowledge, strengthening of skills and promoting action around human rights themes.
<b>Further resources</b>	Alffram, H. & Dastgeer, A. (2014). <i>Evaluation of the Raoul Wallenberg Institute's project "Strengthening Human Rights in Myanmar"</i> . Final Evaluation Report, prepared for SIDA. ( <a href="#">link</a> ) Equitas – International Centre for Human Rights Education and the Office of the United Nations High Commissioner for Human Rights. (2011). <i>Evaluating Human Rights Training Activities. A Handbook for Human Rights Educators</i> . ( <a href="#">link</a> )

## GERL6: Change in perceived chances of women holding senior decision-making posts

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GERL6: Change in perceived chances of women holding senior decision-making posts</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Gender norms traditionally ascribe certain spaces to men and women in a given society. In a number of societies women are still perceived as unfit for office. Women’s political power differs between regions and countries and, within countries, between sectors and socioeconomic groups. Gendered barriers to political power are compounded for women who are disadvantaged by their class, ethnicity, religion, age or sexuality. Women from marginalised social groups are less likely than those from dominant social groups to have the social and economic assets to enable them to take advantage of new opportunities for political power.
<b>What the indicator measures</b>	Change in perceptions of women and men of the chances women stand to hold a senior decision-making positions compared to baseline (situation prior to the intervention).
<b>Data sources</b>	Survey
<b>Methods of data collection</b>	Target group(s)
<b>Definition of key terms</b>	<p><b>Political empowerment of women</b> occurs through women’s <i>substantive</i> representation in national parliaments, local governments and peace processes.</p> <p><b>Substantive representation</b> means acting in the interest of the represented, in a manner responsive to them.</p>
<b>Further resources</b>	<p>Celis, K. et al. (2014). Constituting Women’s Interests through Representative Claims. <i>Politics &amp; Gender</i> 10, 149–174. (<a href="#">link</a>)</p> <p>International Alert. (2012). <i>Women’s political participation and economic empowerment in post-conflict countries. Lessons from the Great Lakes region in Africa.</i> (<a href="#">link</a>)</p> <p>O’Neil, T. &amp; Domingo, P. (2015). <i>The power to decide. Women, decision-making and gender equality.</i> Overseas Development Institute. (<a href="#">link</a>).</p> <p>UNICEF. (2007). <i>The state of the World’s Children 2007. Women and Children: The Double Dividend of Gender Equality. Empowerment in Politics.</i> (<a href="#">link</a>)</p> <p>USAID. (2016). <i>Women in Power Project Summary Report.</i> (<a href="#">link</a>)</p>

### GERL7: Members of LGBT community have had equal benefits from project / equal access to project-generated goods and services

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GERL7: Members of LGBT community have had equal benefits from project / equal access to project-generated goods and services</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	In many places around the world, LGBT people face severe discrimination. Nearly 80 countries criminalise consensual, adult same-sex activity, or use other laws to marginalise and persecute LGBT people. In some countries, homosexual relationships are still punishable by death. Discrimination against members of the LGBT community does not just hurt people; it hurts families, companies and entire countries. When LGBT people are denied full participation in society because of their identities, their human rights are violated and those violations are likely to have a harmful effect on a country's level of economic development.
<b>What the indicator measures</b>	Evidence of members of the LGBT community having had the right and an equal opportunity to participate in the intervention and all related activities. Alternatively, the evidence of absence of discrimination based on sexual orientation may be used for this indicator.
<b>Data sources</b>	Project documentation Intervention staff Participants, beneficiaries Internal directives of participating organizations, relevant legislation
<b>Methods of data collection</b>	Interviews, focus groups Desk research
<b>Definition of key terms</b>	<b>LGBT community</b> includes lesbian, gay, bisexual and transgender people who may or may not be organized. In a broader sense, it the terms includes all organizations, groups and movements who represent and/or advocate on behalf of LGBT people. <b>Sexual orientation</b> refers to a person's physical, romantic and/or emotional attraction towards other people. <b>Gender identity</b> reflects a deeply felt and experienced sense of one's own gender.
<b>Further resources</b>	Badgett, M. V. L. et al. (2014). <i>The Relationship between LGBT Inclusion and Economic Development: An Analysis of Emerging Economies.</i> ( <a href="#">link</a> ) DFID Inclusive Societies. (2017). <i>Working for LGBT Rights Around the World.</i> ( <a href="#">link</a> ) Overseas Development Institute. (2014). <i>Can aid donors help support LGBT rights in developing countries?</i> ( <a href="#">link</a> ) United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions.</i> ( <a href="#">link</a> ) WEF. (2016). <i>The real cost of LGBT discrimination.</i> ( <a href="#">link</a> )

## GERL8: Evidence of a strengthened position/increased presence of LGBT people or organizations serving LGBT

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b>GERL8: Evidence of a strengthened position/increased presence of LGBT people or organizations serving LGBT</b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	In many places around the world, Lesbian, Gay, Bisexual and Transgender (LGBT) people face severe discrimination. Nearly 80 countries criminalise consensual, adult same-sex activity, or use other laws to marginalise and persecute LGBT people. These laws targeting LGBT people attack their dignity, undermine their safety, and violate their human rights. Rather than liberalisation, there has been recent discriminatory legislation and hardening attitudes towards LGBT people in countries in Africa and elsewhere. Even where LGBT discrimination is not based in law, some studies show that between half and two thirds of LGBT students are regularly bullied at school and up to a third skip school to escape harassment. Many LGBT youth also end up homeless and are more likely to contemplate committing a suicide than their heterosexual peers.
<b>What the indicator measures</b>	Evidence of a strengthened position of LGBT people or organizations providing services and/or advocating on behalf of LGBT people and their rights. Evidence may consist of stakeholders' reports and perceptions of a greater visibility and voice, documentary evidence of advocacy activities carried out and their impact, newly acquired participation of these groups in decision-making mechanisms, coalitions etc.
<b>Data sources</b>	LGBT community, LGBT organizations Other stakeholders as relevant Advocacy products (campaigns, change in legislation etc.)
<b>Methods of data collection</b>	Interviews, survey Focus groups Desk research Case studies
<b>Definition of key terms</b>	<b>LGBT community</b> includes lesbian, gay, bisexual and transgender people who may or may not be organized. In a broader sense, it the terms includes all organizations, groups and movements who represent and/or advocate on behalf of LGBT people. <b>LGBT advocacy</b> includes documenting and exposing abuses based on sexual orientation and gender identity worldwide, including torture, killing and executions, arrests under unjust laws, unequal treatment, censorship, medical abuses, discrimination in health and jobs and housing, domestic violence, abuses against children, and denial of family rights and recognition, as well as advocacy for laws and policies that will protect everyone's dignity.
<b>Further resources</b>	Badgett, M. V. L. et al. (2014). <i>The Relationship between LGBT Inclusion and Economic Development: An Analysis of Emerging Economies</i> . ( <a href="#">link</a> ) DFID Inclusive Societies. (2017). <i>Working for LGBT Rights Around the World</i> . ( <a href="#">link</a> ) Human Rights Watch. (2013). <i>LGBT Rights</i> . ( <a href="#">link</a> ) Overseas Development Institute. (2014). <i>Can aid donors help support LGBT rights in developing countries?</i> ( <a href="#">link</a> ) United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions</i> . ( <a href="#">link</a> )



## GERL9: Evidence of supported LGBT groups/organizations influencing decision-making

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GERL9: Evidence of supported LGBT groups/organizations influencing decision-making</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Nearly 80 countries criminalise consensual, adult same-sex activity, or use other laws to marginalise and persecute Lesbian, Gay, Bisexual and Transgender (LGBT) people. These laws targeting LGBT people attack their dignity, undermine their safety, and violate their human rights. Even in countries where no such legislation exists, LGBT people often face institutional discrimination and violations of their rights either directly incorporated in institutional structures or due to a failure to consider specific needs of this group.
<b>What the indicator measures</b>	Evidence of supported LGBT groups and/or organizations exercising influence on decision-making concerning the rights of LGBT people, their position in society, access to services, eliminating discrimination etc.
<b>Data sources</b>	LGBT groups/organizations Documentary evidence of their influence Other stakeholders as appropriate
<b>Methods of data collection</b>	Interviews, survey Focus groups Desk research Case studies
<b>Definition of key terms</b>	<b>LGBT community</b> includes lesbian, gay, bisexual and transgender people who may or may not be organized. In a broader sense, it the terms includes all organizations, groups and movements who represent and/or advocate on behalf of LGBT people. <b>LGBT advocacy</b> includes documenting and exposing abuses based on sexual orientation and gender identity worldwide, including torture, killing and executions, arrests under unjust laws, unequal treatment, censorship, medical abuses, discrimination in health and jobs and housing, domestic violence, abuses against children, and denial of family rights and recognition, as well as advocacy for laws and policies that will protect everyone's dignity.
<b>Further resources</b>	Badgett, M. V. L. et al. (2014). <i>The Relationship between LGBT Inclusion and Economic Development: An Analysis of Emerging Economies.</i> ( <a href="#">link</a> ) DFID Inclusive Societies. (2017). <i>Working for LGBT Rights Around the World.</i> ( <a href="#">link</a> ) Human Rights Watch. (2013). <i>LGBT Rights.</i> ( <a href="#">link</a> ) Overseas Development Institute. (2014). <i>Can aid donors help support LGBT rights in developing countries?</i> ( <a href="#">link</a> ) United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions.</i> ( <a href="#">link</a> )

## GERL20: Women have had equal benefits from project / equal access to project-generated goods and services

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERL20: Women have had equal benefits from project / equal access to project-generated goods and services</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Gender norms traditionally ascribe certain spaces to men and women in a given society. Current inequalities in male and female participation in development activities represent missed opportunities for achieving inclusive economic growth. In many parts of the world, women have unequal access to development resources and benefits, which may be controlled by men, be designed in a gender-insensitive manner or not reflect specific cultural and gender-related practices.
<b>What the indicator measures</b>	Evidence of women and men having an equal opportunity to participate in all components of the intervention. A meaningful participation of women or women's organizations, completion rates for male and female participants and a number of other measures may be used as evidence.
<b>Data sources</b>	Intervention management and staff, staff in partner organizations Female and male participants Other stakeholders as appropriate Project documentation
<b>Methods of data collection</b>	Interviews, survey Desk research
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
<b>Further resources</b>	Fatawu, A. A. (n.d.). <i>Promoting Gender Equity and Equality of Access to Quality Basic Education in Northern Ghana — The Wing School Mode</i> . ( <a href="#">link</a> ) Herath, S. M. K. (2011). <i>Enhancing Skills Training for Access to Decent Work</i> . United Nations Conference on the Status of Women 2011. ( <a href="#">link</a> ) SIDA. (2010). <i>Tool: Indicators for Measuring Results on Gender Equality</i> . ( <a href="#">link</a> ) Swiss Agency for Development and Cooperation. (n.d.). <i>Gender &amp; Water. Mainstreaming gender equality in water, hygiene and sanitation interventions</i> . ( <a href="#">link</a> ) Swiss Agency for Development and Cooperation. (n.d.). <i>Gender in Practice. A Tool-kit for SDC and its partners</i> . ( <a href="#">link</a> ) UNEG. (2011). <i>Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance</i> . ( <a href="#">link</a> ) Waterhouse, R a Neville, S. (2005). <i>Evaluation of DFID Development Assistance: Gender Equality and Women's Empowerment Phase II Thematic Evaluation: Voice and Accountability. Working Paper 7</i> . ( <a href="#">link</a> )

## GERL21: Instances in which women supported from a project exercised influence on decision-making and its final result

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERL21: Instances in which women supported from a project exercised influence on decision-making and its final result</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	By working politically, women have driven progressive changes in women's rights and gender relations in countries around the world. In most countries, urban, educated women working inside and outside the state, through a combination of long-term campaigning and seizing opportunities, have won constitutional recognition of women's equal status with men and legal and policy reform across a range of issues, including property and inheritance, reproductive health and violence against women. However, it should not have been assumed that all women have equal needs and that all women advocate for other women's rights and interests. By supporting marginalized and hard-to-reach women in advocating for the needs resulting from their specific situations, development initiatives contribute to an inclusive development.
<b>What the indicator measures</b>	Evidence of instances in which women supported from the intervention exercised influence on decision-making and the analysis of the results achieved.
<b>Data sources</b>	Target women Documentation of relevant decision-making processes, changes resulting from these decisions at a household, community or national level Decision-makers Other stakeholders as appropriate
<b>Methods of data collection</b>	Case studies Focus groups Interviews, surveys Desk research
<b>Definition of key terms</b>	<b>Women's interests</b> have been conceptualized along three lines: women's traditional roles within patriarchal societies, as shaped by their bodies, sexuality, and possibility of giving birth; women's participation in the labor market; and women's opportunities to transform their roles to attain greater gender equality.
<b>Further resources</b>	Celis, K. et al. (2014). Constituting Women's Interests through Representative Claims. <i>Politics &amp; Gender</i> 10, 149–174. ( <a href="#">link</a> ) O'Neil, T. & Domingo, P. (2015). <i>The power to decide. Women, decision-making and gender equality</i> . Overseas Development Institute. ( <a href="#">link</a> )

## GERL22: Evidence of women in public functions advocating on behalf of women's rights and interests

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERL22: Evidence of women in public functions advocating on behalf of women's rights and interests</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	By working politically, women have driven progressive changes in women's rights and gender relations in countries around the world. In most countries, urban, educated women working inside and outside the state, through a combination of long-term campaigning and seizing opportunities, have won constitutional recognition of women's equal status with men and legal and policy reform across a range of issues, including property and inheritance, reproductive health and violence against women. It would be a mistake, however, to assume women with influence, whether at national or grassroots levels, will always use it to advance women's interests or interests of all women. Women in society hold different views and a wide array of actors — self-appointed advocates of “women's interests” — make claims on behalf of “women” as a group. The simple presence of female elected representatives pursuing feminist goals within political institutions can no longer be taken as the standard test of women's substantive representation.
<b>What the indicator measures</b>	Evidence that women who were elected, named or otherwise appointed to public functions promote women's and girls' rights and interests and services aimed at girls and women.
<b>Data sources</b>	Policies, programs, projects and pieces of legislation proposed or supported by women holding public functions Women in public functions Women and girls in the target community
<b>Methods of data collection</b>	Desk research, content analysis Interviews Survey Case studies
<b>Definition of key terms</b>	<b>Women's interests</b> have been conceptualized along three lines: women's traditional roles within patriarchal societies, as shaped by their bodies, sexuality, and possibility of giving birth; women's participation in the labor market; and women's opportunities to transform their roles to attain greater gender equality.
<b>Further resources</b>	Celis, K. et al. (2014). Constituting Women's Interests through Representative Claims. <i>Politics &amp; Gender</i> 10, 149 –174. ( <a href="#">link</a> ) O'Neil, T. & Domingo, P. (2015). <i>The power to decide. Women, decision-making and gender equality</i> . Overseas Development Institute. ( <a href="#">link</a> )

### GERL23: Evidence of lingering factors that hinder women's public participation

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERL23: Evidence of lingering factors that hinder women's public participation</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	The process through which gender norms have evolved in individual societies is long and complex and while individual interventions may target certain aspects aimed at eliminating discrimination and encouraging women to take leadership roles in their communities, a number of untackled aspects may remain that diminish or even cancel out the effect of the well-intentioned interventions. Such issues may be remaining stereotypes about the role of women in the general society or among male counterparts, incompatibility of domestic duties that do not allow women to pursue the path for which they were trained through the intervention.
<b>What the indicator measures</b>	Evidence of lingering factors that hinder women's public participation and participation in decision-making, that are or may be diminishing or canceling the achievements attained by the intervention.
<b>Data sources</b>	Target community - men and women Women supported from the intervention Media, election campaigns Grassroots gender activists, NGOs
<b>Methods of data collection</b>	Focus groups, interviews Case studies Most significant change and/or related methods Media analysis Review of electoral campaign documentation
<b>Definition of key terms</b>	<b>Substantive representation</b> means acting in the interest of the represented, in a manner responsive to them.
<b>Further resources</b>	Celis, K. et al. (2014). Constituting Women's Interests through Representative Claims. <i>Politics &amp; Gender</i> 10, 149 –174. ( <a href="#">link</a> ) Celis, K. (2008). <i>Substantive Representation of Women (and improving it). What is and should it be about?</i> Paper for the 2008 Annual meeting of the American Political Science Association Panel 31-18 'The Construction of Gendered Interests'. ( <a href="#">link</a> ) USAID. (2016). <i>Women in Power Project Summary Report</i> . ( <a href="#">link</a> )

## GERL24: Incidences of positive feedback on decision-making roles of women supported from the intervention

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERL24: Incidences of positive feedback on decision-making roles of women supported the intervention</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Gender norms traditionally ascribe certain spaces to men and women in a given society. In a number of societies women are still perceived as unfit for office. Women's political power differs between regions and countries and, within countries, between sectors and socioeconomic groups. Gendered barriers to political power are compounded for women who are disadvantaged by their class, ethnicity, religion, age or sexuality. Women from marginalised social groups are less likely than those from dominant social groups to have the social and economic assets to enable them to take advantage of new opportunities for political power. For that, positive measures, such as electoral or party quotas, have been critical to reducing the representation gap in many countries, particularly within national legislatures.
<b>What the indicator measures</b>	Incidence of positive feedback on decision-making and overall performance of women in decision-making roles and/or public functions who have been supported from the intervention.
<b>Data sources</b>	Community Relevant stakeholders with emphasis on other women who may potentially benefit from having a female representative (Local) Media
<b>Methods of data collection</b>	Focus groups Case studies Household survey Media analysis
<b>Definition of key terms</b>	<b>Political empowerment of women</b> occurs through women's <i>substantive</i> representation in national parliaments, local governments and peace processes. <b>Substantive representation</b> means acting in the interest of the represented, in a manner responsive to them.
<b>Further resources</b>	Celis, K. et al. (2014). Constituting Women's Interests through Representative Claims. <i>Politics &amp; Gender</i> 10, 149 –174. ( <a href="#">link</a> ) International Alert. (2012). <i>Women's political participation and economic empowerment in post-conflict countries. Lessons from the Great Lakes region in Africa.</i> ( <a href="#">link</a> ) O'Neil, T. & Domingo, P. (2015). <i>The power to decide. Women, decision-making and gender equality.</i> Overseas Development Institute. ( <a href="#">link</a> ). UNICEF. (2007). <i>The state of the World's Children 2007. Women and Children: The Double Dividend of Gender Equality. Empowerment in Politics.</i> ( <a href="#">link</a> ) USAID. (2016). <i>Women in Power Project Summary Report.</i> ( <a href="#">link</a> )

## GERL25: Self-reported effectiveness/success of supported women in their decision-making roles

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERL25: Self-reported effectiveness/success of supported women in their decision-making roles</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Women's political power differs between regions and countries and, within countries, between sectors and socioeconomic groups. Gendered barriers to political power are compounded for women who are disadvantaged by their class, ethnicity, religion, age or sexuality. Women from marginalised social groups are less likely than those from dominant social groups to have the social and economic assets to enable them to take advantage of new opportunities for political power. Women often lack the skills, self-confidence and self-efficacy to effectively engage in political leadership.
<b>What the indicator measures</b>	Subjective reports of success and/or effectiveness in promoting their agenda by women supported from the intervention who have assumed a decision-making role. The extent to which the agenda is pro-women or gender-related may also be included into the analysis.
<b>Data sources</b>	Women supported from the intervention
<b>Methods of data collection</b>	Interviews, survey Focus groups Case studies
<b>Definition of key terms</b>	<b>Women's empowerment</b> is a multi-dimensional social process that helps women gain control over their own lives. It is a process that fosters power in women, for use in their own lives, their communities, and in their society, by acting on issues that they define as important.
<b>Further resources</b>	Bayeh, E. (2016). The role of empowering women and achieving gender equality to the sustainable development of Ethiopia. <i>Pacific Science Review B: Humanities and Social Sciences</i> 2, 37-42. ( <a href="#">link</a> ) O'Neil, T. & Domingo, P. (2015). <i>The power to decide. Women, decision-making and gender equality</i> . Overseas Development Institute. ( <a href="#">link</a> ). USAID. (2016). <i>Women in Power Project Summary Report</i> . ( <a href="#">link</a> )

## GERL26: Reported instances of men or men-led organizations' changing their opinions or attitudes towards women's public participation

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERL26: Reported instances of men or men-led organizations' changing their opinions or attitudes towards women's public participation</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	While the initial focus on the advancement of women was exclusively on women, many examples from work in development cooperation illustrated the need to increase the focus on men as well as women. The achievement of a number of women empowerment and development goals such as reproductive health goals or economic and political empowerment of women could only be accomplished if men were also made aware of the need for change and engaged in the process.
<b>What the indicator measures</b>	Reports of instances where men or male-led organizations changed their opinions, attitudes and/or behaviour towards women in different roles (e.g., employees, members, representatives, partners) following the empowerment of women supported from the intervention.
<b>Data sources</b>	Women supported from the intervention Community leaders (male and female) Senior representatives of lead organizations in the intervention area (e.g. a major employer or a union in the area) Representatives of CSOs with focus on gender equality Media Legislators, legislation adopted
<b>Methods of data collection</b>	Interviews, survey Focus groups Case studies Desk research, media analysis
<b>Definition of key terms</b>	<b>Women's empowerment</b> is a multi-dimensional social process that helps women gain control over their own lives. It is a process that fosters power in women, for use in their own lives, their communities, and in their society, by acting on issues that they define as important.
<b>Further resources</b>	Bayeh, E. (2016). The role of empowering women and achieving gender equality to the sustainable development of Ethiopia. <i>Pacific Science Review B: Humanities and Social Sciences</i> 2, 37-42. ( <a href="#">link</a> ) O'Neil, T. & Domingo, P. (2015). <i>The power to decide. Women, decision-making and gender equality</i> . Overseas Development Institute. ( <a href="#">link</a> ) UNESCO. (2004). <i>Role of Men and Boys in Promoting Gender Equality</i> . Advocacy Brief. ( <a href="#">link</a> ) UNFPA. (n.d.). <i>Adolescent Boys and Young Men. Engaging them as supporters of gender equality and health and understanding their vulnerabilities</i> . ( <a href="#">link</a> )



## GERL27: Reported change in tolerance of male household members towards women's activities outside the household

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERL27: Reported change in tolerance of male household members towards women's activities outside the household</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	While the initial focus on the advancement of women was exclusively on women, many examples from work in development cooperation illustrated the need to increase the focus on men as well as women. For instance, giving women access to income-generating activities and cash - led to backlash, including increased violence against women, since men were not brought along in the change process and felt that their role as "family provider" and "head of household" was being undermined and that they were losing their control over their wives. As well, while women in many countries could be trained on their reproductive health needs and provided access to clinics and contraceptives, full utilization of the information and services by women was only possible if men were also made aware of the need for change and engaged in the process.
<b>What the indicator measures</b>	Reports of changes in tolerance (and/or greater support) of male household members such as husbands, fathers or brothers towards women's activities outside the household following empowerment support that these women received from the intervention. Note that the change may be positive or negative (or a combination of both) and careful attention should be paid to the dynamics women empowerment initiatives generate in their households.
<b>Data sources</b>	Target women and their family members
<b>Methods of data collection</b>	Focus groups, interviews Household survey
<b>Definition of key terms</b>	<b>Women's empowerment</b> is a multi-dimensional social process that helps women gain control over their own lives. It is a process that fosters power in women, for use in their own lives, their communities, and in their society, by acting on issues that they define as important.
<b>Further resources</b>	<p>Bayeh, E. (2016). The role of empowering women and achieving gender equality to the sustainable development of Ethiopia. <i>Pacific Science Review B: Humanities and Social Sciences</i> 2, 37-42. (<a href="#">link</a>)</p> <p>O'Neil, T. &amp; Domingo, P. (2015). <i>The power to decide. Women, decision-making and gender equality</i>. Overseas Development Institute. (<a href="#">link</a>)</p> <p>OECD. (2011). <i>Women's Economic Empowerment</i>. Issue Paper. (<a href="#">link</a>)</p> <p>UNESCO. (2004). <i>Role of Men and Boys in Promoting Gender Equality</i>. Advocacy Brief. (<a href="#">link</a>)</p> <p>UNFPA. (n.d.). <i>Adolescent Boys and Young Men. Engaging them as supporters of gender equality and health and understanding their vulnerabilities</i>. (<a href="#">link</a>)</p>

## GERL28: Evidence of beneficiaries in public functions promoting LGBT's rights and services for LGBT people

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERL28: Evidence of beneficiaries in public functions promoting LGBT's rights and services for LGBT people</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Nearly 80 countries criminalise consensual, adult same-sex activity, or use other laws to marginalise and persecute Lesbian, Gay, Bisexual and Transgender (LGBT) people. These laws targeting LGBT people attack their dignity, undermine their safety, and violate their human rights. Rather than liberalisation, there has been recent discriminatory legislation and hardening attitudes towards LGBT people in countries in Africa and elsewhere. Even where LGBT discrimination is not based in law, some studies show that between half and two thirds of LGBT students are regularly bullied at school and up to a third skip school to escape harassment. Many LGBT youth also end up homeless and are more likely to contemplate committing a suicide than their heterosexual peers.
<b>What the indicator measures</b>	Evidence of beneficiaries – men or women supported from the intervention who may or may not be LGBT themselves – who were elected or appointed into public functions using their positions to promote LGBT people's rights and/or services for LGBT people.
<b>Data sources</b>	Policies, programs, projects and pieces of legislation proposed or supported by women holding public functions Beneficiaries in public functions LGBT people in the target community
<b>Methods of data collection</b>	Desk research, content analysis Interviews Survey Case studies
<b>Definition of key terms</b>	<b>Sexual orientation</b> refers to a person's physical, romantic and/or emotional attraction towards other people. <b>Gender identity</b> reflects a deeply felt and experienced sense of one's own gender. <b>Services for LGBT people</b> include basic services such as access to health care or housing without discrimination, as well as advocacy, counselling, sexual health programs (e.g. testing) etc.
<b>Further resources</b>	Badgett, M. V. L. et al. (2014). <i>The Relationship between LGBT Inclusion and Economic Development: An Analysis of Emerging Economies.</i> ( <a href="#">link</a> ) DFID Inclusive Societies. (2017). <i>Working for LGBT Rights Around the World.</i> ( <a href="#">link</a> ) Overseas Development Institute. (2014). <i>Can aid donors help support LGBT rights in developing countries?</i> ( <a href="#">link</a> ) United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions.</i> ( <a href="#">link</a> )

## GERL40: Local government has an explicit policy commitment on gender equality

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b>GERL40: Local government has an explicit policy commitment on gender equality</b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	<p>The local level of governance is the level closest to citizens. Decisions taken at that level have the most direct effect on their everyday lives, as any improvement to living, working and leisure conditions depends on good governance. The introduction and promotion of gender equality in local communities requires major changes in the governance that must be focused on people and the results.</p> <p>Women face several barriers in participating in urban life ranging from institutional barriers that prevent them from participating in local government and planning institutions; information barriers affect how they access opportunities and resources; absence of gender-disaggregated data, especially at the city level, negatively affects how policy, plans and programmes address the respective needs of women and men. Currently, fewer than 5% of the world's mayors are women and women make up an average of just 20% local councillors worldwide.</p> <p>There are also specific challenges that women face in the context of growing urbanisation, including personal safety; access and mobility; affordable housing; public toilets and local facilities such as shops, community facilities for children and the elderly, schools, meeting places, parks, leisure facilities and playgrounds. Low-income women in developing countries face additional issues, such as lack of access to water and sanitation as well as legal barriers to owning housing, land and property.</p>
<b>What the indicator measures</b>	Evidence of local government's commitment to gender equality. May be demonstrated as adopting gender-focused legislation, policies, carrying out studies, needs assessments, designing programming, organizing consultations, genuine support to women's groups, improving/re-designing public spaces etc.
<b>Data sources</b>	<p>Legislation, policies, strategies etc.</p> <p>Facilities, programs, public spaces etc.</p> <p>Representatives of local government (e.g., councillors)</p> <p>Local women's groups, women's rights activists etc.</p>
<b>Methods of data collection</b>	<p>Desk research</p> <p>Interviews, focus groups</p> <p>Case studies</p> <p>Site visits</p>
<b>Definition of key terms</b>	<p><b>Local:</b> Local refers to events at the subnational level.</p> <p><b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.</p>
<b>Further resources</b>	<p>Babovic, M. (2010). <i>Gender equality at the local level Jablanicki and Pcinjski Districts</i>. (<a href="#">link</a>)</p> <p>The Global Network of Cities, Local and Regional Governments. (2015). <i>UCLG highlights the role of local governments in promoting gender equality for sustainability</i>. (<a href="#">link</a>)</p> <p>OSCE. (2015). <i>Manual For Gender Equality At The Local Level</i>. (<a href="#">link</a>)</p> <p>UN Habitat. (2008). <i>Gender Mainstreaming in Local Authorities. Best Practices</i>. (<a href="#">link</a>)</p>

## GERL41: Gender analyses carried out by public authorities prior designing or adjusting policies and programs

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERL41: Gender analyses carried out by public authorities prior designing or adjusting policies and programs</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Gender analysis is the starting point for gender mainstreaming. Before designing cooperation interventions, local programs and policies and before making any decisions or outlining intervention plans, the gender equality situation in a given context must be analysed and expected results identified.
<b>What the indicator measures</b>	Evidence of gender analyses being carried out by public authorities prior to designing or adjusting laws, policies and programs. Alternatively, other partner organizations and their internal/community processes and programming may become the focus of this indicator. The quality of gender analysis as well as the actual use of the analysis in the final policy product should also be considered where possible.
<b>Data sources</b>	Gender analyses conducted Final policies, laws, programs etc. Policy makers, legislators Relevant civil society groups
<b>Methods of data collection</b>	Desk research Interviews, focus groups Case studies
<b>Definition of key terms</b>	<b>Gender Analysis</b> highlights the differences between and among women, men, girls and boys in terms of their relative distribution of resources, opportunities, constraints and power in a given context. Performing a gender analysis allows us to develop responses that are better suited to remedy gender-based inequalities and meet the needs of different population groups.
<b>Further resources</b>	ADA. (n.d.). EU Gender Action Plan II (2016-2020). <i>Gender Analysis on Sector Level</i> . ( <a href="#">link</a> ) Jafar, N. (2009). <i>Gender Indicators in Evidence-based Policymaking</i> . ( <a href="#">link</a> ) SIDA. (2015). <i>Gender Analysis – Principles &amp; Elements</i> . [Tool]. ( <a href="#">link</a> ) Status of Women in Canada. (1998). <i>Gender-Based Analysis. A Guide for Policy-Making</i> . ( <a href="#">link</a> ) Sutcliffe, S. & Court, J. (2005). <i>Evidence-Based Policymaking: What is it? How does it work? What relevance for developing countries?</i> ( <a href="#">link</a> ) UNFPA. (2014). <i>Methodological Guidelines for the Gender Analysis of National Population and Housing Census Data</i> . ( <a href="#">link</a> )

## GERL42: Gender-sensitive reporting on progress and results of major lines of public programming

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERL42: Gender-sensitive reporting on progress and results of major lines of public programming</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	In evaluating and reporting on the achievements of development interventions, there has been very little attention to the role of programs and projects in tackling gendered experiences of poverty and vulnerability. There is a clear need for integrating a gender perspective into development interventions from the first steps of designing a programme to programme implementation, monitoring and evaluation. Without proper data collection, monitoring, evaluation and reporting, progress against gender-equality indicators cannot be judged.
<b>What the indicator measures</b>	Evidence of gender-sensitive reporting on progress and results of major lines of public programming. This reporting may fall under the responsibility of public authorities, supported partner organizations, independent evaluators or other stakeholders.
<b>Data sources</b>	Reports, evaluations Statistics and other data collected, audits
<b>Methods of data collection</b>	Desk research Content analyses, synthesis
<b>Definition of key terms</b>	<p><b>Gender Analysis</b> highlights the differences between and among women, men, girls and boys in terms of their relative distribution of resources, opportunities, constraints and power in a given context. Performing a gender analysis allows us to develop responses that are better suited to remedy gender-based inequalities and meet the needs of different population groups.</p> <p><b>Gender sensitivity</b> refers to the aim of understanding and taking account of the societal and cultural factors involved in gender-based exclusion and discrimination in the most diverse spheres of public and private life. It focuses mainly on instances of structural disadvantage in the positions and roles of women.</p> <p><b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.</p>
<b>Further resources</b>	<p>Enarson, E. (2005). <i>Sectoral Guidelines for Gender-Sensitive Outreach</i>. (<a href="#">link</a>)</p> <p>Holmes, R. &amp; Jones, N. (2010). <i>How to design and implement gender-sensitive social protection programmes. A toolkit</i>. Overseas Development Institute. (<a href="#">link</a>)</p> <p>UNDP. (2013). <i>Gender Mainstreaming Made Easy. Handbook for Programme Staff</i>. (<a href="#">link</a>)</p>

### GERL43: Sectoral gender equality objectives clearly defined and pursued

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERL43: Sectoral gender equality objectives clearly defined and pursued</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Sector wide approaches involve shaping an entire sector with the objective of enhancing long-term development, therefore, attention to gender equality is critical if the sectoral support and initiatives are to be successful in meeting the goal of equitable and sustainable development. It is essential to apply a gender mainstreaming approach to development co-operation, in which underlying differences in women's and men's resources, power, constraints, needs and interests are explicitly recognised and acted on in all situations, so as to reduce gender inequality.
<b>What the indicator measures</b>	Evidence of clear definition of gender equality objectives (and strategies to achieve them) in concerned sector(s) where development cooperation is targeted.
<b>Data sources</b>	Country programs, sectoral strategies Country-level Agenda 2030 strategies Development / sectoral stakeholders
<b>Methods of data collection</b>	Desk research Interviews
<b>Definition of key terms</b>	<b>Sector wide approaches</b> to development co-operation involve donor support to the development of an entire sector in a given country. The sector wide approach is contrasted with a project-based approach in which individual donors each support a particular set of activities within the sector (for example, building schools or roads). Budget support, programme aid, sector investment programme are other terms that can be used to mean a sector wide approach.
<b>Further resources</b>	OECD DAC. (2002). <i>Gender Equality in Sector Wide Approaches. A Reference Guide.</i> ( <a href="#">link</a> ) WHO. (2011). <i>Human Rights and Gender Equality in Health Sector Strategies. How to Assess Policy Coherence.</i> ( <a href="#">link</a> )

## GERL44: Evidence of effective gender mainstreaming in supported sectors/institutions

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b>GERL44: Evidence of effective gender mainstreaming in supported sectors/institutions</b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Understanding gender issues in governance requires examining the participation and decision-making of women and men in different institutions. Addressing gender gaps in governance entails the adoption of reforms to engender different governing institutions. The goal of implementing gender mainstreaming is to ensure an output and outcome that contributes to gender equality. To achieve this, the internal mechanisms of an institution will have to be adjusted within a process of organisational development. This means there is an internal dimension of gender mainstreaming (organisational and personnel development) as well an external dimension (service provision).
<b>What the indicator measures</b>	Evidence of effective gender mainstreaming in supported sectors and/or institutions. While “effective” may take different forms, the act of mainstreaming should be completed and some positive results should be identifiable to conclude that mainstreaming has been effective. The collection and use of sex-disaggregated data where no such data were previously available may be counted towards effective gender mainstreaming.
<b>Data sources</b>	Gender mainstreaming products (strategies, whole-of-organizations trainings, regular reflection of gender and gender-equality into programming through gender analyses, gender-sensitive indicators etc.) Sector/organizational stakeholders Other stakeholders as appropriate
<b>Methods of data collection</b>	Desk research Interviews
<b>Definition of key terms</b>	<b>Gender mainstreaming</b> is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.
<b>Further resources</b>	African Development Bank. (2009). <i>Checklist for Gender Mainstreaming in Governance Programmes</i> . ( <a href="#">link</a> ) European Institute for Gender Equality. (2016). <i>Institutional Transformation. Gender Mainstreaming toolkit</i> . ( <a href="#">link</a> ) European Institute for Gender Equality. (2011). <i>Good Practices in Gender Mainstreaming. Mainstreaming Gender into the Policies and the Programmes of the Institutions of European Union and EU Member States</i> . ( <a href="#">link</a> ) Swiss Agency for Development and Cooperation. (n.d.). <i>Gender &amp; Water. Mainstreaming gender equality in water, hygiene and sanitation interventions</i> . ( <a href="#">link</a> )

### GERL45: Perceptions of marginalized women of institutional support to women's issues

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERL45: Perceptions of marginalized women of institutional support to women's issues</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	The poorest and most marginalized women continue to face the highest risks related to their security, health, resilience to climate change and natural disasters. They are also the ones who experience the least access to resources and decision-making. While public institutions, legislators and decision-makers may tackle gender-related challenges, pass relevant legislation and enable community processes, these may not have any results of the most marginalized women whose position is influenced by structural inequalities and poverty.
<b>What the indicator measures</b>	Perceptions of poor and marginalized women of the institutional support to their issues, i.e. whether/to what extent institutions apply gender lens and manage to reach through their actions these poor and marginalized women.
<b>Data sources</b>	Marginalized and poor women from target community
<b>Methods of data collection</b>	Interviews, focus groups Household survey Case studies
<b>Definition of key terms</b>	<b>Marginalized women</b> are women within a given culture, context and history at risk of being subjected to multiple discrimination due to the interplay of different personal characteristics or grounds, such as sex, age, ethnicity, religion or belief, health status, disability, education, income (poverty), or living in various geographic localities. Belonging to such groups or even being perceived to belong to them heightens the risk of inequalities in terms of access to rights and use of services and goods in a variety of domains, such as access to education, employment, health, social and housing assistance, protection against domestic or institutional violence, and justice.
<b>Further resources</b>	Eneyew, A. & Mengistu, S. (2013). Double Marginalized Livelihoods: Invisible Gender Inequality in Pastoral Societies. <i>Societies</i> 3(1), 104-116. ( <a href="#">link</a> ) European Institute for Gender Equality. (n.d.). <i>Marginalized groups</i> . ( <a href="#">link</a> ) WHO. (2017). <i>Poorest and most marginalized women continue to be most at risk of maternal death</i> . ( <a href="#">link</a> )



## GERL46: Increased knowledge and analytical skills related to gender issues reported by public officials

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b>GERL46: Increased knowledge and analytical skills related to gender issues reported by public officials</b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Understanding gender issues in governance requires examining the participation and decision-making of women and men in different institutions. Addressing gender gaps in governance entails the adoption of reforms to engender different governing institutions. Many institutions have been operating in a gender-blind manner, enhancing or facilitating the status quo and further perpetuating gender inequalities. Public officials who become more aware of gender inequalities, acquire skills in gender analysis and understand the process of gender mainstreaming should be capable of engaging in a more gender-sensitive planning and programming and deliver services that effectively contribute to achieving gender equality.
<b>What the indicator measures</b>	Evidence of increased knowledge and analytical skills related to gender issues among target public officials. Change in knowledge and skills may be self-reported or observed by other stakeholders.
<b>Data sources</b>	Target public officials Other stakeholders as appropriate
<b>Methods of data collection</b>	Interviews, survey Focus groups Case studies
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.  A <b>public official</b> is anyone in a position of official authority that is conferred by a state, i.e. someone who holds a legislative, administrative, or judicial position of any kind, whether appointed or elected.
<b>Further resources</b>	ADA. (n.d.). EU Gender Action Plan II (2016-2020). <i>Gender Analysis on Sector Level</i> . ( <a href="#">link</a> ) European Institute for Gender Equality. (2016). <i>Institutional Transformation. Gender Mainstreaming toolkit</i> . ( <a href="#">link</a> ) Holmes, R. & Jones, N. (2010). <i>How to design and implement gender-sensitive social protection programmes. A toolkit</i> . Overseas Development Institute. ( <a href="#">link</a> ) ILO. (n.d.). <i>Gender Equality Tool. Definition of Gender Mainstreaming</i> . ( <a href="#">link</a> ) Jorge, S. N. (2001). <i>Gender-Aware Guidelines for Policy-making and Regulatory Agencies</i> . ( <a href="#">link</a> ) SIDA. (2015). <i>Gender Analysis – Principles &amp; Elements</i> . [Tool]. ( <a href="#">link</a> ) UNDP. (2013). <i>Gender Mainstreaming Made Easy. Handbook for Programme Staff</i> . ( <a href="#">link</a> )

## GERL47: Target public officials use acquired gender-specific skills and knowledge in an everyday practice

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERL47: Target public officials use acquired gender-specific skills and knowledge in an everyday practice</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Understanding gender issues in governance requires examining the participation and decision-making of women and men in different institutions. Addressing gender gaps in governance entails the adoption of reforms to engender different governing institutions. Many institutions have been operating in a gender-blind manner, enhancing or facilitating the status quo and further perpetuating gender inequalities. Public officials who become more aware of gender inequalities, acquire skills in gender analysis and understand the process of gender mainstreaming should be capable of engaging in a more gender-sensitive planning and programming and deliver services that effectively contribute to achieving gender equality.
<b>What the indicator measures</b>	Evidence of target public officials using gender-specific skills and knowledge acquired through the intervention (or with the intervention support) in their everyday practice.
<b>Data sources</b>	Law proposals, policies, programming, administrative and procedural changes within resorts etc. Target public officials Other stakeholders as relevant
<b>Methods of data collection</b>	Desk research, content analysis Interviews, survey Case studies
<b>Definition of key terms</b>	A <b>public official</b> is anyone in a position of official authority that is conferred by a state, i.e. someone who holds a legislative, administrative, or judicial position of any kind, whether appointed or elected.
<b>Further resources</b>	ADA. (n.d.). EU Gender Action Plan II (2016-2020). <i>Gender Analysis on Sector Level</i> . ( <a href="#">link</a> ) European Institute for Gender Equality. (2016). <i>Institutional Transformation. Gender Mainstreaming toolkit</i> . ( <a href="#">link</a> ) Holmes, R. & Jones, N. (2010). <i>How to design and implement gender-sensitive social protection programmes. A toolkit</i> . Overseas Development Institute. ( <a href="#">link</a> ) ILO. (n.d.). <i>Gender Equality Tool. Definition of Gender Mainstreaming</i> . ( <a href="#">link</a> ) Jorge, S. N. (2001). <i>Gender-Aware Guidelines for Policy-making and Regulatory Agencies</i> . ( <a href="#">link</a> ) SIDA. (2015). <i>Gender Analysis – Principles &amp; Elements</i> . [Tool]. ( <a href="#">link</a> ) UNDP. (2013). <i>Gender Mainstreaming Made Easy. Handbook for Programme Staff</i> . ( <a href="#">link</a> )

**GERL48: Evidence of improved gender-responsive consultation processes**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERL48: Evidence of improved gender-responsive consultation processes</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	In many contexts gender inequalities constrain the influence and control of women and girls over decisions governing their lives as well as their access to resources such as finance, food, agricultural inputs, land and property, technologies, education, health, secure housing and employment. They are more likely to be disproportionately affected and exposed to risks, increased loss of livelihoods, gender-based violence, and even lives during and in the aftermath of disasters, abrupt change in economic or climatic conditions. Lack of research, sex and age disaggregated data and gender analysis regarding the impact of such events on gender equality continues to impede proper understanding and accurate analysis of the gendered aspects of development, social programs, addressing disasters etc.
<b>What the indicator measures</b>	Evidence of improved gender-responsive consultation processes carried out by supported/target institutions.
<b>Data sources</b>	Documentation of consultation processes before and after the intervention Stakeholders who participated in consultations Other stakeholders as appropriate
<b>Methods of data collection</b>	Desk research Interviews, survey Gender analysis of consultation processes conducted
<b>Definition of key terms</b>	<b>Gender-responsive</b> refers to the articulate policies and initiatives addressing the different needs, aspirations, capacities and contributions of women and men. This is the translation of awareness into change in perception and desired actions that ensure equality and equity, which is often achieved through gender mainstreaming. Gender-responsive policies respond to the needs, requests and requirements articulated by men and women for policies that benefit one or both genders.
<b>Further resources</b>	Kusambiza, M. (2013). <i>A Case Study of Gender Responsive Budgeting in Uganda</i> . ( <a href="#">link</a> ) Men, C. R. (2011). <i>Gender as a social determinant of health: Gender analysis of the health sector in Cambodia</i> . ( <a href="#">link</a> ) United Nations. (2014). <i>Gender Responsive Disaster Risk Reduction</i> . ( <a href="#">link</a> ) WHO. (2017). <i>Gender</i> . ( <a href="#">link</a> )

## GERL49: Evidence of lingering factors marginalizing (poor) women despite adopted policies or legislation

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b>GERL49: Evidence of lingering factors marginalizing (poor) women despite adopted policies or legislation</b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	The process through which gender norms have evolved in individual societies is long and complex and while individual interventions may target certain aspects aimed at eliminating discrimination against women, a number of untackled aspects, particularly related to structural and institutional discrimination, may remain that diminish or even cancel out the effect of the well-intentioned interventions. Such issues may be remaining stereotypes and prejudice towards women, their role and abilities and toward women belonging to ethnic minorities, pertaining to low socioeconomic groups etc., which cause people act in a discriminatory manner, systemic issues that have not been addressed by the intervention etc.
<b>What the indicator measures</b>	Evidence of lingering factors marginalizing women, particularly those poor and already marginalized, despite policies, legislation or other positive actions adopted/implemented with intervention support.
<b>Data sources</b>	Institutional policies and practices Legal framework Women in target community Other stakeholders as appropriate
<b>Methods of data collection</b>	Institutional analysis Analysis of the legal framework Interviews, survey Focus groups Case studies
<b>Definition of key terms</b>	<b>Equality mainstreaming</b> is the systematic incorporation of non-discrimination and equality concerns into all stages of the policy process. It is based on the idea that equality is an aim to achieve in decision-making. In order to achieve equality, the impact of decisions on all groups should be considered. Therefore, concern for groups which have been traditionally discriminated against is brought to the core of policy making. <b>Institutional discrimination</b> is concerned with discrimination that has been incorporated into the structures, processes and procedures of organisations, either because of prejudice or because of failure to take into account the particular needs of different social identities.
<b>Further resources</b>	Eneyew, A. & Mengistu, S. (2013). Double Marginalized Livelihoods: Invisible Gender Inequality in Pastoral Societies. <i>Societies</i> 3(1), 104-116. ( <a href="#">link</a> ) European Commission. (2011). <i>Compendium of practice on Non-Discrimination/Equality Mainstreaming</i> . ( <a href="#">link</a> ) National Health Services. (2012). <i>Institutional Discrimination</i> . ( <a href="#">link</a> ) WHO. (2017). <i>Poorest and most marginalized women continue to be most at risk of maternal death</i> . ( <a href="#">link</a> )

## GERL50: Perceptions of LGBT community of changes of institutional support to LGBT issues

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERL50: Perceptions of LGBT community of changes in institutional support to LGBT issues</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Nearly 80 countries criminalise consensual, adult same-sex activity, or use other laws to marginalise and persecute Lesbian, Gay, Bisexual and Transgender (LGBT) people. These laws targeting LGBT people attack their dignity, undermine their safety, and violate their human rights. Even in countries where no such legislation exists, LGBT people often face institutional discrimination and violations of their rights either directly incorporated in institutional structures or due to a failure to consider specific needs of this group.
<b>What the indicator measures</b>	Perceptions of LGBT community of the evolution of institutional support to LGBT issues in a period that would typically compared the situation before and after the intervention, although another time period may be selected for the comparison as appropriate.
<b>Data sources</b>	LGBT community Other stakeholders as appropriate
<b>Methods of data collection</b>	Interviews, survey Focus groups Case studies
<b>Definition of key terms</b>	<b>Equality mainstreaming</b> is the systematic incorporation of non-discrimination and equality concerns into all stages of the policy process. It is based on the idea that equality is an aim to achieve in decision-making. In order to achieve equality, the impact of decisions on all groups should be considered. Therefore, concern for groups which have been traditionally discriminated against is brought to the core of policy making. <b>Institutional discrimination</b> is concerned with discrimination that has been incorporated into the structures, processes and procedures of organisations, either because of prejudice or because of failure to take into account the particular needs of different social identities.
<b>Further resources</b>	DFID Inclusive Societies. (2017). <i>Working for LGBT Rights Around the World</i> . ( <a href="#">link</a> ) European Commission. (2011). <i>Compendium of practice on Non-Discrimination/Equality Mainstreaming</i> . ( <a href="#">link</a> ) National Health Services. (2012). <i>Institutional Discrimination</i> . ( <a href="#">link</a> ) Overseas Development Institute. (2014). <i>Can aid donors help support LGBT rights in developing countries?</i> ( <a href="#">link</a> ) United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions</i> . ( <a href="#">link</a> )

## GERL51: Evidence of lingering factors that limit access of LGBT people to basic services despite legislative or other systemic changes

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERL51: Evidence of lingering factors that limit access of LGBT people to basic services despite legislative or other systemic changes</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	The process through which gender norms have evolved in individual societies is long and complex and while individual interventions may target certain aspects aimed at eliminating discrimination against the LGBT community, a number of untackled aspects may remain that diminish or even cancel out the effect of the well-intentioned interventions. Such issues may be remaining stereotypes and prejudice about characteristics and behaviour associated with LGBT people, religious objections that override the law in the everyday behaviour of people, including health professional, systemic issues that have not been addressed by the intervention etc.
<b>What the indicator measures</b>	Evidence of lingering factors that, despite adopted legislative or systemic measures, hinder or limit access of LGBT people to basic services, allow for continuous discrimination of LGBT people or otherwise aggravate the situation of LGBT people and achieving their complete equality.
<b>Data sources</b>	Institutional policies and practices Legal framework LGBT community Other stakeholders as appropriate
<b>Methods of data collection</b>	Institutional analysis Analysis of the legal framework Interviews, survey Focus groups Case studies
<b>Definition of key terms</b>	<p><b>Equality mainstreaming</b> is the systematic incorporation of non-discrimination and equality concerns into all stages of the policy process. It is based on the idea that equality is an aim to achieve in decision-making. In order to achieve equality, the impact of decisions on all groups should be considered. Therefore, concern for groups which have been traditionally discriminated against is brought to the core of policy making.</p> <p><b>Institutional discrimination</b> is concerned with discrimination that has been incorporated into the structures, processes and procedures of organisations, either because of prejudice or because of failure to take into account the particular needs of different social identities.</p>
<b>Further resources</b>	<p>DFID Inclusive Societies. (2017). <i>Working for LGBT Rights Around the World</i>. (<a href="#">link</a>)</p> <p>European Commission. (2011). <i>Compendium of practice on Non-Discrimination/Equality Mainstreaming</i>. (<a href="#">link</a>)</p> <p>National Health Services. (2012). <i>Institutional Discrimination</i>. (<a href="#">link</a>)</p> <p>Overseas Development Institute. (2014). <i>Can aid donors help support LGBT rights in developing countries?</i> (<a href="#">link</a>)</p> <p>United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions</i>. (<a href="#">link</a>)</p>

## GERL52: Evidence of eliminating gender inequality from the country's laws

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERL52: Evidence of eliminating gender inequality from the country's laws</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Legal gender differences are widespread: 155 of the 173 economies covered have at least one law impeding women's economic opportunities. In 100 economies, women face gender-based job restrictions. Forty-six of the economies covered have no laws specifically protecting women from domestic violence. In 18 economies, husbands can legally prevent their wives from working. Lower legal gender equality is associated with fewer girls attending secondary school relative to boys, fewer women working or running businesses and a wider gender wage gap.
<b>What the indicator measures</b>	Evidence of eliminating gender inequality from the country's laws, most commonly carried out in the form of a legal reform ending gender discrimination.
<b>Data sources</b>	Legislation adopted since the intervention
<b>Methods of data collection</b>	Desk research, legal analysis Expert review
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
<b>Further resources</b>	World Bank. (2015). <i>Women, Business and the Law. Getting to Equal</i> . ( <a href="#">link</a> ).

**GERL60: Men and women report better understanding of gender equality issues**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GERL60: Men and women report better understanding of gender equality issues</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Violence against women is rooted in discrimination and inequality, making it challenging to address. Men and women who have not had opportunities to question gender roles, attitudes and beliefs, cannot change them. Women who are unaware of their rights cannot claim them. Governments and organizations without access to standards, guidelines and tools cannot adequately address these issues. Once evidence accumulates and awareness grows, the potential for stopping all forms of discrimination and violence does too. Education, training and advocacy skills development activities all contribute to achieving important changes in people's social values, norms and attitudes.
<b>What the indicator measures</b>	Reports of better understanding of gender equality issues by men and women in target community compared to baseline (situation prior to intervention). If no baseline is available, self-reported improvements may be used although their methodological limitations should be considered.
<b>Data sources</b>	Men and women from target community
<b>Methods of data collection</b>	Interviews, surveys Focus groups Case studies
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
<b>Further resources</b>	The global human rights education and training centre. (n.d.). <i>Gender Equality and Women's Empowerment</i> . ( <a href="#">link</a> ) OHCHR. (2014). <i>Women's Rights are Human Rights</i> . ( <a href="#">link</a> ) Teleki, K. (2007). <i>Human Rights Training for Adults: What twenty-six evaluation studies say about design, implementation and follow-up</i> . Research in Human Rights Education Papers, Human Rights Education Associates Inc. ( <a href="#">link</a> ) UN Women. (n.d.). <i>Increasing knowledge and awareness</i> . ( <a href="#">link</a> ) Vietnam News. (2017). <i>Campaign helps raise public awareness of gender equality</i> . ( <a href="#">link</a> ) WHO. (2009). <i>Promoting gender equality to prevent violence against women</i> . ( <a href="#">link</a> )



### GERL61: Examples of more equal treatment of women in organizations and areas related to the project

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GERL61: Examples of more equal treatment of women in organizations and areas related to the project</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Equality between women and men is of vital importance, all over the world. But in practice, women and men are not always treated equally. While women are achieving more educationally and participating more in the labour force than ever before, there is a widespread perception that full equality between men and women remains an elusive goal. Globally, unequal treatment is perceived to be most prevalent in the labour market (e.g., an unequal pay, underrepresentation of women in top executive ranks). In developing countries, women are also discriminated in areas such as land ownerships, inheritance and family laws and customs.
<b>What the indicator measures</b>	Examples of more equal treatment of women in organizations and areas related to the project compared to baseline (situation prior to the intervention).
<b>Data sources</b>	Female stakeholders of supported organizations/sectors Representatives of supported organizations/sectors Relevant documentary evidence of treatment of men and women as clients, employees, partners etc.
<b>Methods of data collection</b>	Interviews, survey Desk research
<b>Definition of key terms</b>	The principle of <b>equal treatment</b> means that there shall be no direct or indirect discrimination based on sex and gender, including less favourable treatment of women for reasons of pregnancy and maternity. More favourable provisions concerning the protection of women as regards pregnancy and maternity, and positive measures that aim to achieve substantive gender equality, are not contrary to the principle of equal treatment.
<b>Further resources</b>	Babic-Svetlin, K. (2009). <i>Situation Analysis Report on the Status of Gender Equality in Bosnia and Herzegovina</i> . ( <a href="#">link</a> ) European Union (2014). <i>EU Gender Equality Law: Update 2013. European Network of Legal Experts in the Field of Gender Equality</i> . ( <a href="#">link</a> )

## GERL62: Evidence of change in attitudes of public officials / decision-makers

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GERL62: Evidence of change in attitudes of public officials / decision-makers</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Rules or expectations of behaviour (norms) within a cultural or social group determine the opportunities of members of group and can also encourage violence against members perceived as weaker or lesser value etc. Traditional norms about the role of men and women in society have not adapted to keep pace with rapid economic growth and rise in opportunities for women in many parts of the world. These norms and expectations are projected to and impact everyday activities, as well as political decision-making.
<b>What the indicator measures</b>	Evidence of change in attitudes of target public officials / decision-makers compared to baseline (situation prior to the intervention). While public sector will likely be a primary focus of development interventions, decision-makers may also represent private sector or civil society.
<b>Data sources</b>	Target public officials / decision-makers Documentary evidence of actions/decisions by these public officials / decision-makers
<b>Methods of data collection</b>	Surveys Desk research
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.  The principle of <b>equal treatment</b> means that there shall be no direct or indirect discrimination based on sex and gender, including less favourable treatment of women for reasons of pregnancy and maternity. More favourable provisions concerning the protection of women as regards pregnancy and maternity, and positive measures that aim to achieve substantive gender equality, are not contrary to the principle of equal treatment.
<b>Further resources</b>	European Union (2014). <i>EU Gender Equality Law: Update 2013. European Network of Legal Experts in the Field of Gender Equality.</i> ( <a href="#">link</a> ) International Center for Research on Women. (2011). <i>Gender equality: Indian Men's Attitudes Complex.</i> ( <a href="#">link</a> ) Ministry of Women's Affairs. (2014). <i>Gender Relations and Attitudes. Cambodia Gender Assessment.</i> ( <a href="#">link</a> ) WHO. (2009). <i>Changing cultural and social norms that support violence.</i> ( <a href="#">link</a> )

### GERL63: Evidence of the project challenging gender stereotypes and gender-relations status quo

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GERL63: Evidence of the project challenging gender stereotypes and gender-relations status quo</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Rules or expectations of behaviour (norms) within a cultural or social group determine the opportunities of members of group and can also encourage violence against members perceived as weaker of lesser value etc. Traditional norms about the role of men and women in society have not adapted to keep pace with rapid economic growth and rise in opportunities for women in many parts of the world. These norms and expectations are projected to and impact everyday activities, as well as political decision-making.
<b>What the indicator measures</b>	Evidence of the project challenging common gender stereotypes and the status quo surrounding gender relations in target location.
<b>Data sources</b>	Project stakeholders Community representatives Women's organizations and women's rights advocates
<b>Methods of data collection</b>	Interviews, focus groups Case studies
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.  The principle of <b>equal treatment</b> means that there shall be no direct or indirect discrimination based on sex and gender, including less favourable treatment of women for reasons of pregnancy and maternity. More favourable provisions concerning the protection of women as regards pregnancy and maternity, and positive measures that aim to achieve substantive gender equality, are not contrary to the principle of equal treatment.
<b>Further resources</b>	European Union (2014). <i>EU Gender Equality Law: Update 2013. European Network of Legal Experts in the Field of Gender Equality.</i> ( <a href="#">link</a> ) International Center for Research on Women. (2011). <i>Gender equality: Indian Men's Attitudes Complex.</i> ( <a href="#">link</a> ) Ministry of Women's Affairs. (2014). <i>Gender Relations and Attitudes. Cambodia Gender Assessment.</i> ( <a href="#">link</a> ) WHO. (2009). <i>Changing cultural and social norms that support violence.</i> ( <a href="#">link</a> )

**GERL64: Evidence of the project stimulating action on gender equality on local level**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GERL64: Evidence of the project stimulating action on gender equality on local level</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	<p>The local level of governance is the level closest to citizens. Decisions taken at that level have the most direct effect on their everyday lives, as any improvement to living, working and leisure conditions depends on good governance. The introduction and promotion of gender equality in local communities requires major changes in the governance that must be focused on people and the results. Local representatives are also the closest role model in terms of gender norms and can promote changes in gender relations at the level of community.</p> <p>Alternatively, the movement for change may be grassroots and be generated by female changemakers in the community organizing themselves to advocate for their and their peer's rights.</p>
<b>What the indicator measures</b>	Evidence of the project stimulating action on gender equality on local level
<b>Data sources</b>	<p>Local legislations, policies, strategies, consultations, programming etc.</p> <p>Civil society initiatives at the local/community level</p> <p>Citizen initiatives</p>
<b>Methods of data collection</b>	<p>Desk research</p> <p>Interviews</p> <p>Community walk</p>
<b>Definition of key terms</b>	<p><b>Local:</b> Local refers to events at the subnational level.</p> <p><b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.</p>
<b>Further resources</b>	<p>Babovic, M. (2010). <i>Gender equality at the local level Jablanicki and Pcinjski Districts</i>. (<a href="#">link</a>)</p> <p>The Global Network of Cities, Local and Regional Governments. (2015). <i>UCLG highlights the role of local governments in promoting gender equality for sustainability</i>. (<a href="#">link</a>)</p> <p>OSCE. (2015). <i>Manual For Gender Equality At The Local Level</i>. (<a href="#">link</a>)</p> <p>UN Habitat. (2008). <i>Gender Mainstreaming in Local Authorities. Best Practices</i>. (<a href="#">link</a>)</p>

## GERL65: Evidence of the project contributing to changes in media reporting on gender roles and gender equality issues

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GERL65: Evidence of the project contributing to changes in media reporting on gender roles and gender equality issues</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	<p>Media plays a very important role in a daily life as it helps form social values of people. All forms of media communicate images of the sexes, many of which perpetuate unrealistic, stereotypical, and limiting perceptions, such as: underrepresentation of women, which falsely implies that men are the cultural standard and women are unimportant or invisible; portraying men and women in stereotypical ways that reflect and sustain socially endorsed views of gender; depicting relationships between men and women in ways that emphasize traditional roles and normalize violence against women.</p> <p>On the other hand, media can serve as a powerful campaigning and advocacy tool. Public awareness campaigns and other interventions delivered via television, radio, newspapers and other mass media can be effective for altering attitudes towards gender norms. The most successful are those that seek to understand their target audience and engage with its members to develop content.</p>
<b>What the indicator measures</b>	Evidence of the project contributing to changes in media reporting on gender roles and gender equality issues
<b>Data sources</b>	National mainstream media Local media Social media
<b>Methods of data collection</b>	Media content analysis
<b>Definition of key terms</b>	<p><b>Advocacy:</b> Generally, advocacy refers to the process of trying to persuade others to support one's position or point of view. It can take the form of campaigns, workshops, roundtables, media campaigns, public outreach intended to influence decision makers, including policy makers and service delivery agents.</p> <p>The term <b>media</b> most commonly refer to newspapers, news agencies, television, radio, internet and graphic publications. Yet, in terms of advocacy, there is an ever increasing role of social media such as Facebook or Twitter.</p>
<b>Further resources</b>	<p>Davidson, C. (2016). <i>Five strategies for creating gender equality in the media.</i> (<a href="#">link</a>)</p> <p>UN Women. (n.d.). <i>Using Media to Promote Gender Equality.</i> (<a href="#">link</a>)</p> <p>WHO. (2009). <i>Promoting gender equality to prevent violence against women.</i> (<a href="#">link</a>)</p> <p>Wood, J. (1994). <i>Gendered Media: The Influence of Media on Views of Gender.</i> (<a href="#">link</a>)</p>

### GERL66: The general public report greater tolerance towards LGBT people/support for their rights

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GERL66: The general public report greater tolerance towards LGBT people/support for their rights</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Homophobia and homophobic violence are still a commonplace around the world. Governments around the world are failing to live up to their obligations to protect the rights of lesbian, gay, bisexual, transgender and intersex (LGBTI) people. Pride parades are banned or violently disrupted by counter-protesters, LGBT activists continue to be targets of physical attacks while governments refuse to legislate against discriminating towards LGBT people.
<b>What the indicator measures</b>	Evidence of change in attitudes of the general public towards LGBT people in terms of openness/tolerance towards their differences and/or in terms of supporting their equality and non-discrimination, compared to baseline (situation prior to the intervention)
<b>Data sources</b>	Representative sample of the general public in intervention area National/international opinion surveys conducted by third parties
<b>Methods of data collection</b>	Survey, structured interviews Desk research
<b>Definition of key terms</b>	<b>Homophobia</b> is an irrational fear of, hatred or aversion towards lesbian, gay or bisexual people; transphobia denotes an irrational fear, hatred or aversion towards transgender people. Because the term homophobia is widely understood, it is often used in an all-encompassing way to refer to fear, hatred and aversion towards LGBT people in general.
<b>Further resources</b>	Amnesty International. (2014). <i>Homophobia still tolerated by governments around the world.</i> ( <a href="#">link</a> ) Badgett, M. V. L. et al. (2014). <i>The Relationship between LGBT Inclusion and Economic Development: An Analysis of Emerging Economies.</i> ( <a href="#">link</a> ) United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions.</i> ( <a href="#">link</a> )

## GERL70: Reported increased access of victims of gender-based violence to social services

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GERL70: Reported increased access of victims of gender-based violence to social services</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Despite the extensive work done by women’s organizations, governments and other partners, many women and girls who are subjected to violence still lack access to essential services that support their safety, health and access to justice. This outcome indicator provides a crude utilization measure of GBV social welfare-based services. It measures the increase of the access to services over a certain period of time. Moreover, it reports whether the services were well implemented, are functioning, as well as whether the victims have enough information about their existence.
<b>What the indicator measures</b>	This indicator tracks the increased number of victims of GBV who have access to social services over the time of implementation of the project. It compares the status of utilisation of services at the beginning of the project and at the end of the implementation phase.
<b>Data sources</b>	Project data, data of other related organisations (social service providers), project staff, beneficiaries
<b>Methods of data collection</b>	Interview Focus group discussion Survey Desk research
<b>Definition of key terms</b>	<b>Gender-based violence training:</b> Training can include classroom learning, workshops, established mentoring and internship programs, and on-the-job training. The overall purpose of the training programmes is to increase participant’s knowledge and understanding of the concept of gender, and gender-based violence, sexuality, and rights. It takes a look also various forms of gender-based violence and the core principles for a code of conduct, reporting mechanisms and developing a programmatic response. <b>The social-welfare based services:</b> the social-welfare based services include but are not limited to: safe space, or shelters, for women and children, case management services including counselling, support groups, safety planning, legal aid/support, child welfare, recreational programs for abused girls, crisis intervention skills including training, income generation, and self-defence, crisis hotlines for intimate partner and sexual violence.
<b>Further resources</b>	Bloom, S. S. (2008). <i>Violence against women and girls. A compendium of monitoring and evaluation indicators</i> . USAID. ( <a href="#">link</a> )

**GERL71: Evidence of increasingly safer access of women to basic services**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GERL71: Evidence of increasingly safer access of women to basic services</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Facilitating access and making better and more efficient use of services (including health, education, water sources, sanitation services, and employment facilities) may help women to lead more independent lives. It is important that services are accessible to all, and that women are not excluded by new means of delivering services. Women must be able to access fully the services they are entitled to, and it is important to ensure that everyone knows who to contact and what services are available to them.
<b>What the indicator measures</b>	The indicator should ascertain any kind of evidence (written or reported by at least several representatives of different stakeholder groups) of increasingly safer access of women to basic services
<b>Data sources</b>	Stakeholders (project formulation team, project managers and staff, members of minority groups concerned, representatives from local authorities) Project documentation
<b>Methods of data collection</b>	Interview Focus group discussion Survey Desk research
<b>Definition of key terms</b>	<b>Service</b> is the action of helping or doing work for someone; an act of assistance
<b>Further resources</b>	Bloom, S. S. (2008). <i>Violence against women and girls. A compendium of monitoring and evaluation indicators</i> . USAID. ( <a href="#">link</a> )



## GERL72: Evidence of attitudinal change among police and other government bodies vis-à-vis cases of gender-based violence

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GERL72: Evidence of attitudinal change among police and other government bodies vis-à-vis cases of gender-based violence</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	It is a relatively straightforward challenge to bring about change in gender norms and attitudes towards girls and women in society. Without shifts in the wider community that change won't be sustained. The aim of this indicator is to shift the mindset that make GBV possible among police and other government body representatives in order to enable the elimination of GBV, proper investigation and by doing so punishing the perpetrators.
<b>What the indicator measures</b>	This indicator should ascertain evidence (written or reported by at least several representatives of different stakeholder groups) of attitudinal change of police staff and other governmental body representatives towards better understanding of GBV, gender equality and women human rights.
<b>Data sources</b>	Project reports and documentation Stakeholders (project staff, beneficiaries, representatives of local authorities)
<b>Methods of data collection</b>	Interview Focus group discussion Survey Desk research Direct observation
<b>Definition of key terms</b>	<b>Gender-based violence training:</b> Training can include classroom learning, workshops, established mentoring and internship programs, and on-the-job training. The overall purpose of the training programmes is to increase participant's knowledge and understanding of the concept of gender, and gender-based violence, sexuality, and rights. It takes a look also various forms of gender-based violence and the core principles for a code of conduct, reporting mechanisms and developing a programmatic response.
<b>Further resources</b>	UNFPA (2005). Combating gender based violence: A key to achieving MDGs ( <a href="#">link</a> )

### GERL73: Evidence of project contribution to new policy commitments to eliminate gender-based violence

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GERL73: Evidence of project contribution to new policy commitments to eliminate gender-based violence</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Laws and policies relating to gender-based violence play an important role in preventing and responding to GBV. The advocating for public policies to end GBV could be a part of project strategies. The purpose of this indicator is to look how implementation of the project has contributed to set new policy commitments to eliminate gender based violence. The focus could be both on advocating for new policies and laws and ensuring that they are effectively resourced and implemented, involving awareness-raising, public mobilization, lobbying and following up on individual survivor cases – all of which help to transform policies, as well as cultural and social attitudes and norms, leading to a more favorable climate for GBV prevention.
<b>What the indicator measures</b>	The indicator should ascertain evidence (written or reported by at least several representatives of different stakeholder groups) of project contribution to new policy commitments formed in order to eliminate gender based violence
<b>Data sources</b>	Project reports and documentation Stakeholders (project staff, beneficiaries, representatives of local authorities)
<b>Methods of data collection</b>	Interview Focus group discussion Survey Desk research Direct observation
<b>Definition of key terms</b>	<b>Gender-based violence training:</b> Training can include classroom learning, workshops, established mentoring and internship programs, and on-the-job training. The overall purpose of the training programmes is to increase participant’s knowledge and understanding of the concept of gender, and gender-based violence, sexuality, and rights. It takes a look also various forms of gender-based violence and the core principles for a code of conduct, reporting mechanisms and developing a programmatic response.
<b>Further resources</b>	UNFPA (2005). Combating gender based violence: A key to achieving MDGs ( <a href="#">link</a> )

### GERL74: Evidence of project contribution to new policy commitments to care for victims of gender-based violence

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GERL74: Evidence of project contribution to new policy commitments to care for victims of gender-based violence</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	<p>Laws and policies relating to gender-based violence play an important role in preventing and responding to GBV. The advocating for public policies to end GBV could be a part of project strategies. The purpose of this indicator is to look how implementation of the project has contributed to set new policy commitments to care for victims of GBV.</p> <p>There must be developed formal mechanisms, together with local communities to improve delivery of services to GBV survivors, to promote society-based “ownership” and to ensure that grassroots experiences are taken into account when designing appropriate interventions.</p>
<b>What the indicator measures</b>	The indicator should ascertain evidence (written or reported by at least several representatives of different stakeholder groups) of project contribution to new policy commitments formed in order to improve delivery of comprehensive services to GBV survivors, including medical care, psychosocial and legal support and socioeconomic reintegration.
<b>Data sources</b>	Project documentation, project staff, beneficiaries, representatives of local authorities
<b>Methods of data collection</b>	<p>Interview</p> <p>Focus group discussion</p> <p>Survey</p> <p>Desk research</p> <p>Direct observation</p>
<b>Definition of key terms</b>	<b>Gender-based violence training:</b> Training can include classroom learning, workshops, established mentoring and internship programs, and on-the-job training. The overall purpose of the training programmes is to increase participant’s knowledge and understanding of the concept of gender, and gender-based violence, sexuality, and rights. It takes a look also various forms of gender-based violence and the core principles for a code of conduct, reporting mechanisms and developing a programmatic response.
<b>Further resources</b>	<p>Bott, S., Morrison, A., &amp; Ellsberg, M. (2005). Preventing and responding to gender-based violence in middle and low-income countries: a global review and analysis (Vol. 3618). World Bank Publications. (<a href="#">link</a>)</p> <p>Krug, E. G., Mercy, J. A., Dahlberg, L. L., &amp; Zwi, A. B. (2002). The world report on violence and health. The lancet, 360(9339), 1083-1088.</p>

### GERL75: Evidence of reflecting experience of gender-based violence victims into new policy commitments or programming

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GERL75: Evidence of reflecting experience of gender-based violence victims into new policy commitments or programming</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Changing laws, policies, and policy commitments that discriminate against women and girls can help create shifts in social attitudes through establishing a climate of non-tolerance for GBV. It is necessary to work with governments at all levels to strengthen policies against GBV and their effective implementation. One of the important ways to approach this is to lobby and follow up the individual survivor cases (reflect the experience of victims) and transform the policies, as well as cultural and social attitudes and norms, leading to a more favorable climate for GBV prevention.
<b>What the indicator measures</b>	The indicators should assess whether the experience of GBV victims has been included into the new policy commitments or programming
<b>Data sources</b>	Project documentation, members of concerned ethnic and religious groups, project staff, representatives of local authorities, beneficiaries
<b>Methods of data collection</b>	Desk research Interviews Focus group discussion Surveys
<b>Definition of key terms</b>	<b>Gender-based violence training:</b> Training can include classroom learning, workshops, established mentoring and internship programs, and on-the-job training. The overall purpose of the training programmes is to increase participant's knowledge and understanding of the concept of gender, and gender-based violence, sexuality, and rights. It takes a look also various forms of gender-based violence and the core principles for a code of conduct, reporting mechanisms and developing a programmatic response.
<b>Further resources</b>	Care (2013). Challenging gender-based violence Worldwide: CARE's Program evidence. ( <a href="#">link</a> )

**GERL76: Reported attitudinal change of rehabilitated violators/aggressors**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GERL76: Reported attitudinal change of rehabilitated violators/aggressors</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Causes of GBV violence are rooted in socio-cultural norms of gender inequality and discrimination. Preventing GBV thus requires changes in gender relations within the community - that is, the socially prescribed roles, responsibilities, expectations, limitations, opportunities and privileges assigned to persons in the community based on their sex. Prevention activities targeting socio-cultural norms seek to influence changes in knowledge, attitudes, and behaviour. Thus the attitudinal change is a way how to prevent rehabilitated violators from another GBV attack.
<b>What the indicator measures</b>	The indicator should follow possible behavioral and attitudinal change of rehabilitated violators towards women and perpetrators of GBV.
<b>Data sources</b>	Stakeholders (project staff, violators/beneficiaries, etc.) Project records and documents
<b>Methods of data collection</b>	Interviews Focus group discussion Survey
<b>Definition of key terms</b>	<b>Attitude</b> is a settled way of thinking or feeling about something. <b>Behaviour change</b> refers to any transformation or modification of human behaviour.
<b>Further resources</b>	Bloom, S. S. (2008). <i>Violence against women and girls. A compendium of monitoring and evaluation indicators</i> . USAID. ( <a href="#">link</a> ) IJC. (2016). <i>Women's Access to Justice for Gender-Based Violence A Practitioners' Guide</i> ( <a href="#">link</a> )

**GERL77: Women reporting feeling overall safer (compared to baseline)**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GERL77: Women reporting feeling overall safer (compared to baseline)</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	The feeling emotionally safe is as important as being physically safe. Threats to feelings of wellbeing indicate a diminishment in the quality of a girl's life. Moreover, physical security is a fundamental prerequisite for women's empowerment, and it is too often lacking even in the world's most highly developed regions. Devoting more resources to investigating and prosecuting violence against women may have widespread social benefits.
<b>What the indicator measures</b>	The indicator tracks perception of women feeling safe compared to baseline (situation prior intervention).
<b>Data sources</b>	Project staff Beneficiaries Women targeted by project
<b>Methods of data collection</b>	Interviews Focus group discussions Survey
<b>Definition of key terms</b>	<b>Feeling safe</b> can be defined as feeling free from harm or hurt. So, feeling safe means you do not anticipate either harm or hurt, emotionally or physically.
<b>Further resources</b>	Crabtree, S., Nsubuga, F. (2012). Women feel less safe than men in many developer countries. Gallup. ( <a href="#">link</a> )

**GERL78: Evidence of project contributing to GBV prevention.**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GERL78: Evidence of project contributing to GBV prevention.</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Preventing and responding to GBV is a cornerstone to advancing gender equality. The perpetuation of GBV significantly hinders individuals' ability to participate and contribute fully in economic, political, and social dimensions that affect their lives. Approaches to preventing and responding to GBV should be holistic, multi-sectoral (e.g., police, clinics, communities), cross-sectoral (e.g., health, democracy and governance), and engage various stakeholders in order to achieve sustained and effective development results.
<b>What the indicator measures</b>	This indicator should ascertain any kind of evidence (written or reported by at least several representatives of different stakeholder groups) of project contributing to GBV prevention
<b>Data sources</b>	Project documentation Stakeholders (project staff, beneficiaries, representatives of local authorities)
<b>Methods of data collection</b>	Desk research Interviews Focus group discussion Surveys
<b>Definition of key terms</b>	Gender-based violence is directed at an individual based on his or her biological sex, gender identity, or perceived adherence to socially defined norms of masculinity and femininity. It includes physical, sexual, and psychological abuse; threats; coercion; arbitrary deprivation of liberty; and economic deprivation, whether occurring in public or private life.
<b>Further resources</b>	USAID. (2015). Beyond access: toolkit for integrating gender-based violence prevention and response into education projects. ( <a href="#">link</a> )

## GERL80: Reported improvements and increased safety of access of women and girls to health services

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERL80: Reported improvements and increased safety of access of women and girls to health services</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	People in poor countries tend to have less access to health services than those in better-off countries, and within countries, the poor have less access to health services. Gender inequities in health services are also common, particularly for poor women, and manifest as health services that are not available or acceptable to women. Women also suffer higher prevalence of certain health conditions; for example, blindness prevalence is two to three times higher in women than men in areas where trachoma infection is common.
<b>What the indicator measures</b>	Reported improvements and increased perceived safety of access of women and girls to health services compared to baseline (situation prior to the intervention). Improvements may be reflected in health facilities being available at a shorter distance from beneficiaries, extended health services in previous locations, health staff better trained etc. Safe access refers to the choice of location and roads travelled to reach health services.
<b>Data sources</b>	Women and girls
<b>Methods of data collection</b>	Interviews, focus groups Participatory methods (storytelling, photovoice) Case studies
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. <b>Health services</b> include all services dealing with the diagnosis and treatment of disease, or the promotion, maintenance and restoration of health. They include personal and non-personal health services. Service provision refers to the way inputs such as money, staff, equipment and drugs are combined to allow the delivery of health interventions.
<b>Further resources</b>	Peters, D. H. et al. (2008). Poverty and Access to Health Care in Developing Countries. <i>Annals of the New York Academy of Sciences</i> 1136, 161–171. ( <a href="#">link</a> ) WHO. (2015). <i>Integrating equity, gender, human rights and social determinants into the work of WHO. Roadmap for Action (2014-2019)</i> . ( <a href="#">link</a> )



### GERL81: Perceived improvement in gender-responsiveness of health services

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERL81: Perceived improvement in gender-responsiveness of health services</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Gender roles, norms and behaviour have an influence on how women, men, girls and boys access health services and how health systems respond to their different needs. Women, men, girls and boys frequently have different and often unequal abilities to protect and promote their health. Gender inequality limits access to quality health services and contributes to avoidable morbidity and mortality rates in women and men throughout the life-course.
<b>What the indicator measures</b>	Perceived increased appropriateness of health services for women and girls compared to baseline (situation prior to the intervention). Beside gender-sensitive services and facilities, appropriateness should also be judged against local cultural practices and traditional gender roles.
<b>Data sources</b>	Women and girls
<b>Methods of data collection</b>	Interviews, focus groups Participatory methods (storytelling, photovoice) Case studies Field observation
<b>Definition of key terms</b>	<p><b>Gender equality in health</b> means that women and men, across the life-course and in all their diversity, have the same conditions and opportunities to realize their full rights and potential to be healthy, contribute to health development and benefit from the results. Achieving gender equality in health often requires specific measures to mitigate barriers.</p> <p><b>Gender-responsive</b> refers to the articulate policies and initiatives addressing the different needs, aspirations, capacities and contributions of women and men. This is the translation of awareness into change in perception and desired actions that ensure equality and equity, which is often achieved through gender mainstreaming. Gender-responsive policies respond to the needs, requests and requirements articulated by men and women for policies that benefit one or both genders.</p>
<b>Further resources</b>	Men, C. R. (2011). <i>Gender as a social determinant of health: Gender analysis of the health sector in Cambodia</i> . ( <a href="#">link</a> ) WHO. (2017). <i>Gender</i> . ( <a href="#">link</a> )

**GERL82: Reported improvements and increased safety of access of girls to education**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERL82: Reported improvements and increased safety of access of girls to education</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Ensuring girls have safe and continued access to education is critical, not only on an individual basis but also on a global scale. Educating girls produces many additional socio-economic gains that benefit entire societies. These benefits include increased economic productivity, higher family incomes, delayed marriages, reduced fertility rates, and improved health and survival rates for infants and children.
<b>What the indicator measures</b>	Reported improvements and increased safety of access of girls to education compared to baseline (situation prior to the intervention).
<b>Data sources</b>	Girls
<b>Methods of data collection</b>	Interviews, focus groups Participatory methods (storytelling, photovoice) Case studies
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
<b>Further resources</b>	Fatawu, A. A. (n.d.). <i>Promoting Gender Equity and Equality of Access to Quality Basic Education in Northern Ghana — The Wing School Mode.</i> ( <a href="#">link</a> ) UNEG. (2011). <i>Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance.</i> ( <a href="#">link</a> ) USAID. (2008). <i>Education from a Gender Equality Perspective.</i> ( <a href="#">link</a> )

### GERL83: Reported improvements and increased safety of access of women to employment opportunities

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERL83: Reported improvements and increased safety of access of women to employment opportunities</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Jobs are important for women and girls because the income they earn garners them respect and the power to make decisions in their families and communities. The income is important for helping families out of poverty. Yet women often face difficulties in accessing the labour market due to a variety of reasons such as lack of education, poor economic condition, family and household responsibilities, and limited technical skills. Challenges also remain for women and girls to overcome the perceptions in many communities about women's roles and the kinds of work that are socially acceptable for women and girls.
<b>What the indicator measures</b>	Reported improvements and increased safety of access of women to employment opportunities compared to baseline (situation prior to the intervention). Improvements may be measured as an increased number of employment opportunities or increased quality in terms of employment security, benefits, working conditions etc. Safety of access refers to specific characteristics of employment location, conditions of employment (avoiding or minimizing hazardous conditions etc.).
<b>Data sources</b>	Women (beneficiaries)
<b>Methods of data collection</b>	Interviews, focus groups Participatory methods (e.g., storytelling, most significant change) Case studies
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. <b>Decent work (employment)</b> involves opportunities for work that are productive and deliver a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men.
<b>Further resources</b>	Giannelli, G. C. (2015). <i>Policies to support women's paid work. Policies in developing countries to improve women's access to paid work should also consider child welfare</i> . IZA World of Labor 2015: 157. ( <a href="#">link</a> ) Herath, S. M. K. (2011). <i>Enhancing Skills Training for Access to Decent Work</i> . United Nations Conference on the Status of Women 2011. ( <a href="#">link</a> ) ILO. (2013). <i>Decent work indicators. Guidelines for procedures and users of statistical and legal framework indicators</i> . ILO Manual. ( <a href="#">link</a> )

### GERL84: Reported improvements and increased access of women to job-related training

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERL84: Reported improvements and increased access of women to job-related training</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Deficiencies in skills training for women represents one of the major impediments for women being able to secure
<b>What the indicator measures</b>	Reported improvements and/or increased access of women to job-related training compared to baseline (situation prior to the intervention). Improvements may be quantitative as in the number of opportunities open to women to enhance their job-related skills or qualitative as in the quality and focus of trainings available. Increased access may be assessed as the perceived easiness to enter such training opportunities.
<b>Data sources</b>	Women (beneficiaries)
<b>Methods of data collection</b>	Interviews, focus groups Participatory methods (e.g., storytelling) Case studies
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. <b>Job-related (occupational) skills training</b> includes both vocational education which is designed to provide individuals with the technical skills and information required to perform a specific job or group of jobs, and on-the-job training.
<b>Further resources</b>	<p>Helvetas. (n.d.). <i>How to Increase Access of Women to Employment Opportunities. An Implementation Guide.</i> (<a href="#">link</a>)</p> <p>Herath, S. M. K. (2011). <i>Enhancing Skills Training for Access to Decent Work.</i> United Nations Conference on the Status of Women 2011. (<a href="#">link</a>)</p> <p>Hussain, A., Abbas, A. &amp; Steiner, J. (2010). <i>Evaluation of Skills Training Impact on Women Empowerment in AJK.</i> (<a href="#">link</a>)</p> <p>UNESCO. (2008). <i>Technology-based Vocational Skills Training for Marginalized Girls and Young Women.</i> (<a href="#">link</a>)</p> <p>Wagner, D. &amp; Panda, M. (2014). <i>Empowerment of Women in India through Innovative Vocational Education and Training.</i> (<a href="#">link</a>)</p>

### GERL85: Reported improvements and increased safety of access of women and girls to safe drinking water/water sources

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERL85: Reported improvements and increased safety of access of women and girls to safe drinking water/water sources</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Safe drinking water is vital for reducing the global burden of disease and improving the health, welfare and productivity of populations. While a significant progress in improving water sources as been achieved in the last decade, severe inequalities in access to clean drinking water remain. When access to water is restrained, it is women and girls of the household who have to undertake long and often precarious journeys to obtain water on a daily basis, preventing them from attending schools or engaging in economic activities.
<b>What the indicator measures</b>	Reported improvements and/or increased safety of access of women and girls to safe drinking water and/or water sources compared to baseline (situation prior to the intervention). Improvements may be noted in proximity, easier access to wells and extracting water etc.
<b>Data sources</b>	Women and girls (beneficiaries) New or improved water sources
<b>Methods of data collection</b>	Interviews, focus groups Case studies Field visits
<b>Definition of key terms</b>	<b>Access to safe drinking water:</b> Access to safe water is measured by the proportion of population with access to an adequate amount of safe drinking water located within a convenient distance from the user's dwelling. Access is interpreted as <u>actual use</u> by the population.
<b>Further resources</b>	Sobsey, M.D., Stauber, C.E., Casanova, L.M., Brown, J.M. & Elliott, M.A. (2008). Point of Use Household Drinking Water Filtration: A Practical, Effective Solution for Providing Sustained Access to Safe Drinking Water in the Developing World. <i>Environmental Science &amp; Technology</i> , 42, 4261–4267. ( <a href="#">link</a> )  Swiss Agency for Development and Cooperation. (n.d.). <i>Gender &amp; Water. Mainstreaming gender equality in water, hygiene and sanitation interventions</i> . ( <a href="#">link</a> )  United Nations Department of Economic and Social Affairs, Population Division. (2008, rev.). <i>Charting the Progress of Populations</i> , Chapter X. Access to Safe Water, pp. 67-71. ( <a href="#">link</a> )

### GERL86: Reported improvements and increased safety of access of women to assets and/or benefits provided by the intervention

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERL86: Reported improvements and increased safety of access of women to assets and/or benefits provided by the intervention</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Women's equal access to and control over economic, financial, community, natural and other resources is critical for the achievement of gender equality and empowerment of women and for equitable and sustainable economic growth and development. Gender equality in the distribution of these resources has positive multiplier effects for a range of key development goals, including poverty reduction and the welfare of children.
<b>What the indicator measures</b>	Reported improvements and increased safety of access of women to other assets and/or benefits provided by the intervention compared to baseline (situation prior to the intervention). This indicator should be used for all other services or benefits provided that do not fall under the previous indicators.
<b>Data sources</b>	Women (beneficiaries)
<b>Methods of data collection</b>	Interviews, focus groups Participatory methods (e.g., storytelling) Case studies
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
<b>Further resources</b>	<p>Kabeer, N. a Natali, L. (2013). <i>Gender Equality and Economic Growth: Is there a Win-Win?</i> IDS Working Paper, No. 417. (<a href="#">link</a>)</p> <p>OECD. (2009b). <i>Gender Equality, Women's Empowerment and the Paris Declaration on Aid Effectiveness: Issues Brief 5. Managing for Gender Equality Results in Partner Countries.</i> (<a href="#">link</a>)</p> <p>O'Sullivan, M. a Kubáľková P. (2010). <i>Gender Mainstreaming v rozvojové spolupráci. Praktická příručka.</i> Otevřená společnost, o.p.s. – Centrum ProEquality. (in Czech) (<a href="#">link</a>)</p> <p>Pinder, C. (2005). <i>Evaluation of DFID Development Assistance: Gender Equality and Women's Empowerment Phase II Thematic Evaluation: Enabling Environment for Growth and Investment.</i> Working Paper 10. Glasgow, UK: DFID. (<a href="#">link</a>)</p> <p>SIDA. (2010). <i>Tool: Indicators for Measuring Results on Gender Equality.</i> (<a href="#">link</a>)</p> <p>UNDESA. (2009). <i>2009 World Survey on the Role of Women in Development Women's Control over Economic Resources and Access to Financial Resources, including Microfinance.</i> (<a href="#">link</a>)</p>

### GERL87: Evidence of regular inclusion of women's and men's interests, suggestions and concerns to the final design of programs/services and ways these are being delivered

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERL87: Evidence of regular inclusion of women's and men's interests, suggestions and concerns to the final design of programs/services and ways these are being delivered</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	While the intervention may have achieved an equal inclusion and treatment of all participating groups, including men and women, boys and girls, it may not be the regular practice (or focus) of the intervention recipient or other key actors. This indicator serves to verify whether efforts to achieve gender equality, equal representation of both women and men (girls and boys) and inclusion of gender-specific views, preferences and needs when planning projects, programs, policies and other interventions have become more common since the intervention, i.e. whether these actors have started to lay more emphasis on women participation, gender mainstreaming, gender analysis etc.
<b>What the indicator measures</b>	Evidence of regular inclusion of women's and men's interests, suggestions and concerns to the final design of programs/services and ways these are being delivered. Evidence may include documentation of consultation and final policy/programming outputs, subjective reports of female and male participants etc.
<b>Data sources</b>	Relevant documentation (consultation, strategies, programs, policies etc.) Women and men (girls and boys) participating or targeted by interventions
<b>Methods of data collection</b>	Desk research Interviews, focus groups Survey Case studies
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. <b>Citizen voice</b> indicates the ability to express opinions, interests, preferences, and views, and at the same time to exercise that ability, usually in an attempt to influence governmental priorities or public administration processes.
<b>Further resources</b>	Swiss Agency for Development and Cooperation. (n.d.). <i>Gender in Practice. A Tool-kit for SDC and its partners.</i> ( <a href="#">link</a> ) Waterhouse, R a Neville, S. (2005). <i>Evaluation of DFID Development Assistance: Gender Equality and Women's Empowerment Phase II Thematic Evaluation: Voice and Accountability. Working Paper 7.</i> ( <a href="#">link</a> )

## GERL90: Reported change in women's access to decent work following a project training/support

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERL90: Reported change in women's access to decent work following a project training/support</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Throughout their working lives, women continue to face significant obstacles in gaining access to decent work. Inequality between women and men persists in global labour markets, in respect of opportunities, treatment and outcomes. Over the last two decades, women's significant progress in educational achievements has not translated into a comparable improvement in their position at work. In many regions in the world, in comparison to men, women are more likely to become and remain unemployed, have fewer chances to participate in the labour force and – when they do – often have to accept lower quality jobs.
<b>What the indicator measures</b>	Reported change (improvements) in women's access to decent work that can be linked to training or other type of support provided by the intervention.
<b>Data sources</b>	Beneficiaries (target women)
<b>Methods of data collection</b>	Interviews, focus groups Case studies
<b>Definition of key terms</b>	<p><b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.</p> <p><b>Decent work (employment)</b> involves opportunities for work that are productive and deliver a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men.</p>
<b>Further resources</b>	<p>Giannelli, G. C. (2015). <i>Policies to support women's paid work. Policies in developing countries to improve women's access to paid work should also consider child welfare</i>. IZA World of Labor 2015: 157. (<a href="#">link</a>)</p> <p>ILO. (2016). <i>Women at Work. 2016 Trends</i>. (<a href="#">link</a>)</p> <p>Verick, S. (2014). <i>Female labor force participation in developing countries</i>. IZA World of Labor 87. (<a href="#">link</a>)</p>



## GERL91: Proportional change in representation of women in professional technical fields

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERL91: Proportional change in representation of women in professional technical fields</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	As the world transitions to an increasingly digital economy, many low- and middle-income countries face an obstacle: most emerging economies lack qualified people to fill critical information and communication technology (ICT) jobs, a shortage that is exacerbated by the low representation of women in these industries. Expanding women's access to ICT jobs would not only advance economic opportunities for women, their families, and their communities, but it would also help address the shortage of skilled workers for these jobs and grow the digital economy.
<b>What the indicator measures</b>	Proportional change in representation of women in professional technical fields in the intervention area compared to baseline (situation prior to the intervention).
<b>Data sources</b>	Census or other statistical datasets Major tech companies in the intervention area Technical programs at universities (numbers of graduates by sex)
<b>Methods of data collection</b>	Desk research Basic statistics, trends Interviews, survey
<b>Definition of key terms</b>	<b>Technology sector</b> contains businesses revolving around the manufacturing of electronics, creation of software, computers or products and services relating to information technology.
<b>Further resources</b>	Powell, C. & Mei Chang, A. (2016). <i>Women in Tech as a Driver for Growth in Emerging Economies</i> . ( <a href="#">link</a> )

## GERL92: Increased number or competitiveness or sustainability of women-owned businesses

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERL92: Increased number or competitiveness or sustainability of women-owned businesses</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Women own a lower proportion of firms globally—especially in less developed economies. Firms run by women are also usually smaller than those operated by men in terms of number of employees, asset value, and annual turnover, besides being less profitable and productive, probably due to other constraints such as difficulties obtaining financing.
<b>What the indicator measures</b>	This indicator looks at evidence of the intervention supporting businesses owned by women. This support may be expressed as a number of new businesses created with the support, businesses strengthened in terms of skills and capacity, reported increased competitiveness, sustainability or other relevant business characteristics, compared to baseline (situation prior to the intervention).
<b>Data sources</b>	Target women / businesses Businesses' financial performance Clients of supported businesses
<b>Methods of data collection</b>	Interviews, focus groups, survey Records reviews Case studies
<b>Definition of key terms</b>	<b>Business competitiveness</b> refers to the ability of a business to offer products and services that meet the quality standards of the local/national/world markets at prices that are competitive and provide adequate returns on the resources employed or consumed in producing them. <b>Business sustainability</b> is defined as managing the triple bottom line – a process by which firms manage their financial, social, and environmental risks, obligations and opportunities (a.k.a. profits, people and planet). In a broader sense, sustainable businesses are resilient and they create economic value, healthy ecosystems and strong communities.
<b>Further resources</b>	International Finance Corporation. Chapter 9. Gender. ( <a href="#">link</a> ) International Finance Corporation. (2011). <i>Strengthening Access to Finance for Women-Owned SMEs in Developing Countries</i> . ( <a href="#">link</a> )

**GERL93: Increased purchasing power of women compared to men**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERL93: Increased purchasing power of women compared to men</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	The primary factor that affects individual or household purchasing power is income from work. However, purchasing power of is also influences by macroeconomic developments such as inflation rate (the higher the inflation, the lower purchasing power) and liberation or restrictions on foreign trade, particularly concerning the food market.
<b>What the indicator measures</b>	Increased purchasing power of women compared to men and compared to baseline (situation prior to the intervention). This indicator looks on the improvement of the situation of women compared to men as well as on the evolution of the phenomenon over time and the change that can be attributed to the intervention.
<b>Data sources</b>	Target women Consumer data for the intervention area/sector
<b>Methods of data collection</b>	Survey Interviews, focus groups Desk research, basic statistics
<b>Definition of key terms</b>	<b>Purchasing power</b> means the financial ability to buy products and services.
<b>Further resources</b>	Erokhin, V. (2017). <i>Factors Influencing Food Markets in Developing Countries: An Approach to Assess Sustainability of the Food Supply in Russia.</i> ( <a href="#">link</a> ) UNDESA. (2015). <i>The World's Women 2015. Trends and Statistics.</i> ( <a href="#">link</a> )

### GERL94: Increased access of female business owners to markets

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERL94: Increased access of female business owners to markets</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	For women to expand their businesses, become more productive and innovate, they need greater access to domestic, regional and international markets. Yet, far fewer women's businesses are engaged in international trade than businesses owned by men. Fewer women both export and import. This is in line with the fact that women-owned businesses tend to have fewer employees. Small companies often lack the resources to expand into international markets.
<b>What the indicator measures</b>	Increased access of female business owners (women-owned businesses) to markets compared to baseline (situation prior to the intervention). Access may be measured in the number of customer reached/served, geographical scope or another appropriate variable.
<b>Data sources</b>	Female business owners Business records Business statistics, local chamber of commerce
<b>Methods of data collection</b>	Interviews, survey Focus groups Case studies Desk research, records review
<b>Definition of key terms</b>	<b>Market access</b> refers to the ability of a company to sell goods and services across borders. Market access can be used to refer to domestic trade as well as international trade. <b>A women-owned business</b> is such where the woman is a sole or majority (more than 50 %) owner of the venture.
<b>Further resources</b>	International Trade Centre. (2015). <i>Unlocking Markets for Women to Trade</i> . ( <a href="#">link</a> )

**GERL95: More equitable inheritance customs or laws adopted**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERL95: More equitable inheritance customs or laws adopted</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Legal gender differences are widespread: 155 of the 173 economies studied in a World Bank's report (see below) have at least one law impeding women's economic opportunities. The ability to use a property, including inheritance laws represents one such area, which is also key to person's wellbeing. Inheritance offers the surest opportunity for both men and women to own land or housing. Where inheritance rights for men and women are unequal under the law, women may be less likely to own land or housing. Access to assets through inheritance is particularly important for widows, who may depend on inheritance for economic security and survival.
<b>What the indicator measures</b>	Evidence of more equitable inheritance customs or laws adopted compared to those that were in effect prior to the intervention (comparison to baseline).
<b>Data sources</b>	Women and men from the target community Legislators/policy makers, community leaders Inheritance laws, written customs
<b>Methods of data collection</b>	Focus groups, interviews Case studies Desk research
<b>Definition of key terms</b>	<b>Inheritance</b> is a property received from a decedent, either by will or through state laws or local inheritance customs, where the decedent has failed to execute a valid will.
<b>Further resources</b>	Dillon, B. & Voena, A. (2016). <i>Inheritance Customs and Agricultural Investment</i> . ( <a href="#">link</a> ) La Ferrara, E. & Milazzo, A. (2012). <i>Customary Norms, Inheritance, and Human Capital: Evidence from a Reform of the Matrilineal System in Ghana</i> . ( <a href="#">link</a> ) Loftspring, R. C. (2007). Inheritance Rights in Uganda: How Equal Inheritance Rights Would Reduce Poverty and Decrease the Spread of HIV/AIDS in Uganda. <i>University of Pennsylvania Journal of International Law</i> 29(1). ( <a href="#">link</a> ) Richardson, A. M. (n.d.). <i>Women's Inheritance Rights in Africa: The Need to Integrate Cultural Understanding and Legal Reform</i> . ( <a href="#">link</a> ) World Bank. (2015). <i>Women, Business and the Law. Getting to Equal</i> . ( <a href="#">link</a> )

### GERL96: Reported improvements and increased access of women and girls to more climate-resilient or climate-friendly productive assets and strategies

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERL96: Reported improvements and increased access of women and girls to more climate-resilient or climate-friendly productive assets and strategies</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	It is generally recognised that it is those who are already poor and marginalised who experience the impacts of climate change most acutely and are in the greatest need of adaptation strategies in the face of shifts in weather patterns and resulting environmental phenomena. At the same time, it is the poor and marginalised who have the least capacity or opportunity to prepare for the impacts of a changing climate or to participate in national and international negotiations on tackling climate change issues. Women and girls make up a disproportionate number of the poor or marginalised due to multiple poverty-inducing/exacerbating disadvantages caused by pervasive gender inequalities. (e.g. irrigation systems, solar panel energy)
<b>What the indicator measures</b>	Reported improvements in available climate-resilient or climate-friendly productive assets and strategies and increased access of women and girls to these. These may include irrigation systems for female farmers, photovoltaic of biomass energy for business owned and/or operated by women, agricultural strategies that are better suited to climate change etc.
<b>Data sources</b>	Target women and girls Expert(s) in a given sector (e.g. agriculture) with good knowledge of the local environment
<b>Methods of data collection</b>	Interviews, focus groups Case studies
<b>Definition of key terms</b>	<b>Resilience</b> refers to the capacity of a system, community or society potentially exposed to hazards to adapt, by resisting or changing in order to reach and maintain an acceptable level of functioning and structure. This is determined by the degree to which the social system is capable of organizing itself to increase its capacity for learning from past disasters for better future protection and to improve risk reduction measures. <b>Climate change</b> refers to a statistically significant variation in either the mean state of the climate or its variability, persisting for an extended period (typically decades or longer). Climate change may be due to natural processes or external forcing, or to persistent anthropogenic changes in the composition of the atmosphere or in land-use.
<b>Further resources</b>	Demetriades, J. & Esplen, E. (2008). The Gender Dimensions of Poverty and Climate Change Adaptation. <i>IDS Bulletin</i> 39(4). ( <a href="#">link</a> ) Financial and Fiscal Commission and Food, Agriculture and Natural Resources Policy Analysis Network. (n.d.). <i>Climate Change, Household Vulnerability and Smart Agriculture: The Case of Two South African Provinces</i> . ( <a href="#">link</a> ) Levina, E. & Tirpak, D. (2006). <i>Adaptation to Climate Change: Key Terms</i> . ( <a href="#">link</a> ) Meybeck, A. et al. (eds). <i>Building resilience for adaptation to climate change in the agriculture sector</i> . ( <a href="#">link</a> )

### GERL97: Evidence of project contributing to innovative, climate-friendly economic activities benefitting target groups, including women

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERL97: Evidence of project contributing to innovative, climate-friendly economic activities benefitting target groups, including women</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Extreme poverty and unemployment in developing countries are closely linked to environmental degradation, both in rural and, increasingly, also in urban areas. In rural areas, often officially protected natural areas such as forests and lakes are frequently the only source of livelihood for local residents. Therefore, restricting hunting, harvesting, felling and other forms of exploitation of these resources in order to protect them has significant negative consequences for the already difficult life situation of local people. Consequently, these areas represent contested protected areas, where local residents, despite prohibitions or restrictions, commit illegal exploitation of natural resources, which are often their only source of livelihood and living.
<b>What the indicator measures</b>	Evidence of project contributing to innovative, climate-friendly economic activities benefitting target groups, including women. A whole range of activities may be considered climate-friendly, their innovativeness should be judged within the local context, i.e. it should be a new solution to a local problem rather than a brand new innovative technological solution deserving a patent. Some innovative technologies and practices include resilient agro-pastoral practices, water management and rehabilitation of ecosystems.
<b>Data sources</b>	Target groups, incl. women and men, girls and boys Expert(s) in a given sector (e.g. agriculture, food industry, manufacturing etc.) with good knowledge of the local environment
<b>Methods of data collection</b>	Interviews, focus groups Case studies
<b>Definition of key terms</b>	<b>Climate-friendly economic activities</b> are such economic (livelihood-sustaining) activities that are climate-neutral or climate-positive, i.e. they do not contribute in any way to a deterioration of the environment and thus do not increase the potential for climate change; they may even contribute positively, for instance, by using carbon sequestration technologies.
<b>Further resources</b>	Cobbinah, P.B., Erdiaw-Kwasie, M.O. a Amoateng, P. (2015). Rethinking sustainable development within the framework of poverty and urbanisation in developing countries. <i>Environmental Development</i> 13, 18-32. Uitto, J.I. (2014). Evaluating environment and development: Lessons from international cooperation. <i>Evaluation</i> 20(1), 44-57.

### 3. GENDER EQUALITY OUTCOME INDICATORS – B.2 (QUAN)

**Note:** Unless specifically stated otherwise, all outcome indicators are assessed as **compared to baseline** (the state/condition before intervention).

#### **GERN1: Number of women’s organizations or groups that report increased capacity to advocate for women rights**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GERN1: Number of women’s organizations or groups that report increased capacity to advocate for women rights</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Policy influence and advocacy are increasingly regarded as a means of creating sustainable policy change in international development. Evidence shows that women’s rights activism and movements are the key drivers of legal and policy change to address gender inequality. Yet, contemporary women’s rights organizations and movements work in a challenging context of fewer resources, more risks, increasing violence and inequalities, and environmental uncertainty. Appropriate support and training are thus essential to achieving actual advocacy results.
<b>What the indicator measures</b>	Number of women’s organizations or groups who received support from the intervention that report increased capacity to advocate for women rights compared to baseline (situation prior to the intervention). This indicator tracks quantitatively subjective perceptions and increased confidence of those trained/supported.
<b>Data sources</b>	Target women’s organizations or groups
<b>Methods of data collection</b>	Survey, interviews
<b>Definition of key terms</b>	<b>Advocacy</b> is the act or process of supporting a cause or proposal. It seeks to ensure that people, particularly those who are most vulnerable in society, are able to have their voice heard on issues that are important to them, defend and safeguard their rights and have their views and wishes genuinely considered when decisions are being made about their lives. In other words, advocacy is a tool for real participation by citizens in decision-making by government and other powerful bodies.
<b>Further resources</b>	<p>Cornwall, A. (2016). Women’s Empowerment: What Works? <i>Journal of International Development</i> 28, 342–359. (<a href="#">link</a>)</p> <p>Jones, R., Rosenhek, S. &amp; Turley, A. (2014). A ‘Movement Support’ Organization: The Experience of the Association for Women’s Rights in Development (AWID). <i>Sur International Journal on Human Rights</i> 11(20). (<a href="#">link</a>)</p> <p>OECD. (2016). <i>Donor support to southern women’s rights organisations</i>. (<a href="#">link</a>)</p> <p>Overseas Development Institute (ODI). (2014). <i>Monitoring and evaluation of policy influence and advocacy</i>. Working paper 395. (<a href="#">link</a>) - includes case studies.</p> <p>UN Women. (2012). <i>How is Advocacy Defined?</i> (<a href="#">link</a>) – includes a case study</p>



## GERN2: Number of public dialogue spaces in which supported women and women's organizations participate after project end

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GERN2: Number of public dialogue spaces in which supported women and women's organizations participate after project end</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Throughout the developing world, women are at a disadvantage at the household, community, and societal levels. Within the household, women have less access to and control over resources and limited influence over household decisions. Beyond the household, women have limited access to communal resources, are under-represented in public decision-making bodies; have limited bargaining power in markets (such as the labor market), and often lack opportunities to improve their socioeconomic position. Therefore, efforts to reduce gender inequality are required on multiple fronts. Women around the world are trained in gender advocacy and helped to get organized into groups or organizations to increase their voice and advocacy impact.
<b>What the indicator measures</b>	Number of public dialogue spaces in which supported women and women's organizations participate after project end. Public dialogue spaces may include established consultation mechanisms, fora, working groups, taskforces, citizen councils etc.
<b>Data sources</b>	Target women and/or women's organizations Documentary evidence of public dialogue spaces and their outcomes
<b>Methods of data collection</b>	Survey, interviews Desk research
<b>Definition of key terms</b>	<b>Consultation:</b> Consultation requires a give-and-take between those who convene them (most frequently public officials) and those who are convened (civil society representatives, affected citizens, enterprises operating in a given area etc.) where those convened are asked to provide information, feedback or perceptions of policies, strategies, proposed programs, service performance etc. These may include town hall meetings, participatory budget exercises, public hearings, visits of public officials to communities with the objective to gather information from citizens etc. <b>Participation:</b> Participation refers to a process that facilitates open dialogue between an inclusive set of local groups and officials from a given purpose field (see above). Participation entails a give-and-take between the local groups and these officials.
<b>Further resources</b>	African Development Bank. (2001). <i>Handbook on Stakeholder Consultation and Participation in ADB Operations</i> . ( <a href="#">link</a> ) Australian Government. (2016). <i>Best Practice Consultation</i> . Guidance Note. ( <a href="#">link</a> ) Lortkipanidze, S. and Pataraiia, T. (2014). <i>Mapping Study of Civil Society Organisations' Engagement in Policy Dialogue in Georgia</i> . ( <a href="#">link</a> )

### GERN3: Proportional change in attitudes of men and women towards women in leadership positions

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GERN3: Proportional change in attitudes of men and women towards women in leadership positions</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Gender norms traditionally ascribe certain spaces to men and women in a given society. In a number of societies women are still perceived as unfit for public roles such as managers, politicians and decision-makers. Education on gender equality and on rights of women and girls need to reach both women and men and boys and girls to ensure that it generates a real change in the attitudes and perception of society as a whole.
<b>What the indicator measures</b>	Proportional change in attitudes of men and women towards women in leadership positions, public offices, community committees and other senior leadership posts.
<b>Data sources</b>	Target population
<b>Methods of data collection</b>	Survey, interviews
<b>Definition of key terms</b>	<p><b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.</p> <p><b>Women's empowerment</b> is a multi-dimensional social process that helps women gain control over their own lives. It is a process that fosters power in women, for use in their own lives, their communities, and in their society, by acting on issues that they define as important.</p>
<b>Further resources</b>	<p>Bayeh, E. (2016). The role of empowering women and achieving gender equality to the sustainable development of Ethiopia. <i>Pacific Science Review B: Humanities and Social Sciences</i> 2, 37-42. (<a href="#">link</a>)</p> <p>O'Neil, T. &amp; Domingo, P. (2015). <i>The power to decide. Women, decision-making and gender equality</i>. Overseas Development Institute. (<a href="#">link</a>).</p> <p>UNICEF. (2007). <i>The state of the World's Children 2007. Women and Children: The Double Dividend of Gender Equality. Empowerment in Politics</i>. (<a href="#">link</a>)</p>

## GERN4: Change in proportion of women feeling empowered to participate in public affairs

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GERN4: Change in proportion of women feeling empowered to participate in public affairs</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Throughout the developing world, women are at a disadvantage at the household, community, and societal levels. Within the household, women have less access to and control over resources and limited influence over household decisions. Beyond the household, women have limited access to communal resources, are under-represented in public decision-making bodies; have limited bargaining power in markets (such as the labor market), and often lack opportunities to improve their socioeconomic position. Therefore, efforts to reduce gender inequality are required on multiple fronts. Women around the world are trained in gender advocacy and helped to get organized into groups or organizations to increase their voice and advocacy impact.
<b>What the indicator measures</b>	Reported increase in proportion of women feeling empowered to participate in public affairs (affairs outside their household) compared to baseline (prior to the intervention). This indicator tracks quantitatively the subjective perceptions of target women.
<b>Data sources</b>	Target women
<b>Methods of data collection</b>	Survey, interviews
<b>Definition of key terms</b>	<b>Women's empowerment</b> is a multi-dimensional social process that helps women gain control over their own lives. It is a process that fosters power in women, for use in their own lives, their communities, and in their society, by acting on issues that they define as important.
<b>Further resources</b>	<p>Bayeh, E. (2016). The role of empowering women and achieving gender equality to the sustainable development of Ethiopia. <i>Pacific Science Review B: Humanities and Social Sciences</i> 2, 37-42. (<a href="#">link</a>)</p> <p>O'Neil, T. &amp; Domingo, P. (2015). <i>The power to decide. Women, decision-making and gender equality</i>. Overseas Development Institute. (<a href="#">link</a>).</p>

### GERN5: Number of initiatives aimed at improving conditions for LGBT people initiated by persons supported from project

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GERN5: Number of initiatives aimed at improving conditions for LGBT people initiated by persons supported from project</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Nearly 80 countries criminalise consensual, adult same-sex activity, or use other laws to marginalise and persecute Lesbian, Gay, Bisexual and Transgender (LGBT) people. These laws targeting LGBT people attack their dignity, undermine their safety, and violate their human rights. Rather than liberalisation, there has been recent discriminatory legislation and hardening attitudes towards LGBT people in countries in Africa and elsewhere. Even where LGBT discrimination is not based in law, some studies show that between half and two thirds of LGBT students are regularly bullied at school and up to a third skip school to escape harassment. Many LGBT youth also end up homeless and are more likely to contemplate committing a suicide than their heterosexual peers.
<b>What the indicator measures</b>	Number of initiatives aimed at improving conditions for LGBT people initiated by persons supported from project. This indicator is a proxy of effectiveness of support provided to LGBT rights advocates.
<b>Data sources</b>	LGBT rights advocates Target groups/population (service providers, policy makers, the general public etc.) Documentary evidence of initiatives and/or their results
<b>Methods of data collection</b>	Survey, interviews Case studies Desk research
<b>Definition of key terms</b>	<b>Equality mainstreaming</b> is the systematic incorporation of non-discrimination and equality concerns into all stages of the policy process. It is based on the idea that equality is an aim to achieve in decision-making. In order to achieve equality, the impact of decisions on all groups should be considered. Therefore, concern for groups which have been traditionally discriminated against is brought to the core of policy making. <b>Institutional discrimination</b> is concerned with discrimination that has been incorporated into the structures, processes and procedures of organisations, either because of prejudice or because of failure to take into account the particular needs of different social identities.
<b>Further resources</b>	DFID Inclusive Societies. (2017). <i>Working for LGBT Rights Around the World</i> . ( <a href="#">link</a> ) European Commission. (2011). <i>Compendium of practice on Non-Discrimination/Equality Mainstreaming</i> . ( <a href="#">link</a> ) National Health Services. (2012). <i>Institutional Discrimination</i> . ( <a href="#">link</a> ) Overseas Development Institute. (2014). <i>Can aid donors help support LGBT rights in developing countries?</i> ( <a href="#">link</a> ) United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions</i> . ( <a href="#">link</a> )

## GERN6: Number of public dialogue spaces in which supported LGBT persons and LGBT organizations participate after project end

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.1 Capacity of women for public participation
<b>Indicator name</b>	<b><i>GERN6: Number of public dialogue spaces in which supported LGBT people and LGBT organizations participate after project end</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Nearly 80 countries criminalise consensual, adult same-sex activity, or use other laws to marginalise and persecute Lesbian, Gay, Bisexual and Transgender (LGBT) people. These laws targeting LGBT people attack their dignity, undermine their safety, and violate their human rights. Rather than liberalisation, there has been recent discriminatory legislation and hardening attitudes towards LGBT people in countries in Africa and elsewhere. Even where LGBT discrimination is not based in law, some studies show that between half and two thirds of LGBT students are regularly bullied at school and up to a third skip school to escape harassment. Many LGBT youth also end up homeless and are more likely to contemplate committing a suicide than their heterosexual peers.
<b>What the indicator measures</b>	Number of public dialogue spaces in which supported LGBT persons and LGBT organizations participate after project end. Public dialogue spaces may include established consultation mechanisms, fora, working groups, taskforces, citizen councils etc.
<b>Data sources</b>	Target LGBT people and/or LGBT organizations Documentary evidence of public dialogue spaces and their outcomes
<b>Methods of data collection</b>	Survey, interviews Desk research
<b>Definition of key terms</b>	<b>Equality mainstreaming</b> is the systematic incorporation of non-discrimination and equality concerns into all stages of the policy process. It is based on the idea that equality is an aim to achieve in decision-making. In order to achieve equality, the impact of decisions on all groups should be considered. Therefore, concern for groups which have been traditionally discriminated against is brought to the core of policy making. <b>Homophobia</b> is an irrational fear of, hatred or aversion towards lesbian, gay or bisexual people; transphobia denotes an irrational fear, hatred or aversion towards transgender people. Because the term homophobia is widely understood, it is often used in an all-encompassing way to refer to fear, hatred and aversion towards LGBT people in general.
<b>Further resources</b>	DFID Inclusive Societies. (2017). <i>Working for LGBT Rights Around the World</i> . ( <a href="#">link</a> ) European Commission. (2011). <i>Compendium of practice on Non-Discrimination/Equality Mainstreaming</i> . ( <a href="#">link</a> ) National Health Services. (2012). <i>Institutional Discrimination</i> . ( <a href="#">link</a> ) Overseas Development Institute. (2014). <i>Can aid donors help support LGBT rights in developing countries?</i> ( <a href="#">link</a> ) United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions</i> . ( <a href="#">link</a> )

## GERN20: Proportion of women in institutional governing bodies

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERN20: Proportion of women in institutional governing bodies</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Similarly to top management positions in public and private organizations, women are largely underrepresented in governing bodies, whose role is to oversee and stir the direction of its institutions. As such, they exercise less influence on the institution's decisions, policies and other strategic directions. By increasing the diversity of governing bodies, institutions may gain new insights and increase productivity. However, whether women in governing positions stir policies towards women's issues and interests, depends largely on their specific agendas.
<b>What the indicator measures</b>	Proportion of women in governing bodies of supported or collaborating institutions compared to baseline (situation prior to the intervention). The type of institutions and the agendas treated by the boards (and its female members) should also be considered.
<b>Data sources</b>	Organizational charts, employee records
<b>Methods of data collection</b>	Desk research
<b>Definition of key terms</b>	<b>A governing body</b> is a group of people who formulate the policy and direct the affairs of an institution in partnership with the managers, especially on a voluntary or part-time basis. It is usually the Board of Directors, in charge of making strategic decisions and future plans.
<b>Further resources</b>	Jarboe, N. (2016). <i>Women Count. Leaders in Higher Education 2016</i> . ( <a href="#">link</a> ) Women on Boards. (2016). <i>Gender Balance in Global Sport Report</i> . ( <a href="#">link</a> )

**GERN21: Proportion of women in political candidate lists**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERN21: Proportion of women in political candidate lists</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Despite a progress in female political representation in countries around the world in the last two decades, 72 countries currently have less than 15 per cent women in their lower houses. Women parliamentarians identified the following factors as the most significant obstacles in pursuing successful political careers: domestic responsibilities; prevailing cultural attitudes regarding the roles of women in society; lack of support from the family; lack of confidence; lack of finances; and lack of support from political parties. Gender quotas have been introduced to strengthen women's political representation. However, in countries where quotas are legislated, in some instances, female candidates are placed at the end of the candidate lists in positions that cannot be realistically elected. Alternatively, these lists can contain names of so called phantom candidates, i.e. of persons who do not exist, only to fulfill the obligatory requirements.
<b>What the indicator measures</b>	Proportion of women in political candidate lists, including in winnable positions, compared to baseline (most likely last election cycle prior to the intervention).
<b>Data sources</b>	Candidate lists
<b>Methods of data collection</b>	Desk research
<b>Definition of key terms</b>	<b>Gender quotas</b> are numerical targets that stipulate the number or percentage of women that must be included in a candidate list or the number of seats to be allocated to women in a legislature. They aim to reverse discrimination in law and practice and to level the playing field for women and men in politics.
<b>Further resources</b>	Dahlerup, D. et al. (2013). <i>Atlas of Electoral Gender Quotas</i> . ( <a href="#">link</a> ) International Knowledge Network of Women in Politics. (n.d.). <i>Best Practices Used by Political Parties to Promote Women in Politics</i> . ( <a href="#">link</a> ) Norris, P. & Krook, M. L. (2011). <i>Gender Equality in Elected Office: A Six-Step Action Plan</i> .

## GERN22: Number of pieces of gender equality-related legislation proposed/enforced by women representatives

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERN22: Number of pieces of gender equality-related legislation proposed by women representatives</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Effective gender equality legislation is crucial in guaranteeing the equal rights and opportunities of women and men in all spheres of life as well as in preventing systemic discrimination against women. It is generally assumed that greater representation of women in government bodies will lead to a greater promotion of women's rights and interests, i.e. that women will use their elected office to advance gender equality.
<b>What the indicator measures</b>	Number of pieces of gender equality-related legislation proposed by elected female representatives supported from the intervention.
<b>Data sources</b>	Track record of supported female public representatives Supported representatives Gender-related legislation in a given period and related information on the motion through the parliament
<b>Methods of data collection</b>	Desk research Interviews
<b>Definition of key terms</b>	<b>Gender-equality legislation</b> is legislation that outlaws discrimination based on gender in all functions of society, such as in employment, access to services, facilities or amenities, resources, decision-making positions etc. (i.e. equal status in society).
<b>Further resources</b>	Legislation Online. (n.d.). <i>Gender equality</i> . ( <a href="#">link</a> )



**GERN23: Proportion of women in management positions**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERN23: Proportion of women in management positions</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Gender diversity in management has positive impact on companies. Those with more gender-balanced management teams have better financial results than those without such teams. While more women than ever before are managers and business owners, there is still a dearth of women at the top of the corporate ladder. And the larger the company or organization, the less likely the head will be a woman – 5 per cent or less of the CEOs of the world’s largest corporations are women.
<b>What the indicator measures</b>	Proportion of women in management positions compared to baseline. The unit of analysis/observation may be an institution at which the intervention was targeted or all the women who participated in the intervention or other as appropriate.
<b>Data sources</b>	Organization / target group as appropriate Organizational charts, personnel records
<b>Methods of data collection</b>	Survey Desk research
<b>Definition of key terms</b>	<b>Women’s empowerment</b> is a multi-dimensional social process that helps women gain control over their own lives. It is a process that fosters power in women, for use in their own lives, their communities, and in their society, by acting on issues that they define as important.
<b>Further resources</b>	Bayeh, E. (2016). The role of empowering women and achieving gender equality to the sustainable development of Ethiopia. <i>Pacific Science Review B: Humanities and Social Sciences</i> 2, 37-42. ( <a href="#">link</a> ) ILO. (2015). <i>Women in Business Management. Gaining Momentum</i> . ( <a href="#">link</a> ) O’Neil, T. & Domingo, P. (2015). <i>The power to decide. Women, decision-making and gender equality</i> . Overseas Development Institute. ( <a href="#">link</a> )

## GERN24: Proportion of women reporting increase of independent decision-making at personal level

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERN24: Proportion of women reporting increase of independent decision-making at personal level</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	It is generally believed there is a positive relationships between women's economic empowerment and their ability of independent decision-making, both on personal and household level. It is assumed that women's paid jobs have positive implications for women's participation in decisions on fertility, children's education and healthcare as well as their possession and control of resources, although some recent studies suggests that rather than income, it is women's education rather than her participation in the labour market that determines her independence.
<b>What the indicator measures</b>	Proportion of women out of all women in the community/target group who report an increase in their independent decision-making related to their personal matters such as everyday activities, occupation choice etc.
<b>Data sources</b>	Target women
<b>Methods of data collection</b>	Interviews, survey Focus groups
<b>Definition of key terms</b>	<b>Personal decision-making</b> refers to women's ability to independently (without the interference of a husband or other male relatives) decide on the activities she performs, moves freely outside her house, access education or a job she wishes to pursue etc.
<b>Further resources</b>	Hossain, M. & Tisdell, C. (2005). <i>Does Workforce Participation Empower Women? Micro-Level Evidence from Urban Bangladesh.</i> ( <a href="#">link</a> )

## GERN25: Proportion of women reporting increase of independent decision-making in voting and as public representatives

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERN25: Proportion of women reporting increase of independent decision-making in voting and as public representatives</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Women's political power differs between regions and countries and, within countries, between sectors and socioeconomic groups. To overcome some of the barriers women face in achieving equal political participation, the system of quota with a certain proportion of spaces reserved for female candidates has been established. Nevertheless, in a number of cases where women were elected into public offices based on quota system, these women acted under a critical influence of their male spouses or other male family members, resulting in zero improvements of women's issues or gender equality.
<b>What the indicator measures</b>	Proportion of women out of all women in the community/target group who report an increase in their independent decision-making either in voting or as public representatives where relevant.
<b>Data sources</b>	Target women
<b>Methods of data collection</b>	Interviews, survey Focus groups
<b>Definition of key terms</b>	<p><b>Women's empowerment</b> is a multi-dimensional social process that helps women gain control over their own lives. It is a process that fosters power in women, for use in their own lives, their communities, and in their society, by acting on issues that they define as important.</p> <p><b>Political empowerment of women</b> occurs through women's <i>substantive</i> representation in national parliaments, local governments and peace processes.</p> <p><b>Substantive representation</b> means acting in the interest of the represented, in a manner responsive to them.</p>
<b>Further resources</b>	<p>Bayeh, E. (2016). The role of empowering women and achieving gender equality to the sustainable development of Ethiopia. <i>Pacific Science Review B: Humanities and Social Sciences</i> 2, 37-42. (<a href="#">link</a>)</p> <p>Inglehart, R., Norris, P. and Welzel, C. (2004). <i>Gender Equality and Democracy</i>. (<a href="#">link</a>)</p> <p>O'Neil, T. &amp; Domingo, P. (2015). <i>The power to decide. Women, decision-making and gender equality</i>. Overseas Development Institute. (<a href="#">link</a>)</p> <p>Tadros, M. (2015). Beyond Tinkering with the System: Rethinking Gender, Power and Politics. <i>IDS Bulletin</i> 46 (4), 66-74. (<a href="#">link</a>)</p> <p>USAID. (2016). <i>Women in Power Project Summary Report</i>. (<a href="#">link</a>)</p>

**GERN26: Proportion of women with increased control over their personal finances**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERN26: Proportion of women with increased control over their personal finances</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	In developing countries, having a job and cash income does not necessarily translate into control over the economic resources acquired. On average 1 in 10 married women in developing countries, for which data is available, are not consulted on how their own cash earnings are spent. Women in any kind of living arrangement should have the empowerment, including economic empowerment, to do what they want as active economic agents and to influence their own well-being and that of their families.
<b>What the indicator measures</b>	Proportion of women out of all women in the community/target group who report having acquired a greater control over their personal finances (i.e., they have the liberty to spend their own income the way they consider best).
<b>Data sources</b>	Target women
<b>Methods of data collection</b>	Interviews, survey Focus groups
<b>Definition of key terms</b>	<b>Personal finance</b> is the financial management which an individual performs to budget, save, and spend monetary resources over time, taking into account various financial risks and future life events.
<b>Further resources</b>	UN. (2015). <i>The World's Women 2015. Trends and Statistics</i> . ( <a href="#">link</a> )

## GERN27: Proportion of women reporting increase of shared decision-making at a household level (incl. budget & children)

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERN27: Proportion of women reporting increase of shared decision-making at a household level</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	The question of gender equality starts at a family and household level where many women still do not enjoy an equal say compared to their husbands or other male relatives. A woman's say in household decisions is one aspect of her well-being and thus an end in itself, but the keen interest in female empowerment is in large part because it is believed to be a means of improving children's outcomes. Women empowerment and independence in decision-making at a household level may strongly influence the use of services such as education or health care. For instance, women's decision-making power has a significant positive correlation with maternal health services uptake and that influential males' decision-making power has the opposite effect.
<b>What the indicator measures</b>	Proportion of women out of all women in the community/target group who report acquiring an increased share in their household decision-making compared to baseline (situation prior to the intervention). Put another way, women feel they have more voice and agency regarding what happens in their households, division of chores, prioritizing expenses, how money is spent, activities, visits, organization of household space, decisions concerning raising her children etc.
<b>Data sources</b>	Target women
<b>Methods of data collection</b>	Interviews, survey Focus groups
<b>Definition of key terms</b>	<b>Household decision-making</b> refers to decisions that impact the functioning of a household and its individual members, including children. An important portion also includes organizations of the household budget and decisions on household spending. A woman participates in a given decision when she alone or jointly with someone else makes the decision.
<b>Further resources</b>	<p>Bonilla, J. et al. (2017). Cash for Women's Empowerment? A Mixed-Methods Evaluation of the Government of Zambia's Child Grant Program. <i>World Development</i> 95, 55–72. (<a href="#">link</a>)</p> <p>Doss, C. (2011). <i>Intrahousehold Bargaining and Resource Allocation in Developing Countries</i>. (<a href="#">link</a>)</p> <p>Hou, X. &amp; Ma, N. (2013). The effect of women's decision-making power on maternal health services uptake: evidence from Pakistan. <i>Health Policy and Planning</i> 28, 176–184. (<a href="#">link</a>)</p> <p>Jayachandran, S. (2014). <i>The Roots of Gender Inequality in Developing Countries</i>. (<a href="#">link</a>)</p> <p>Mahairshad, S. &amp; Arif, F. (2016). Women Empowerment in Household Decision Making in Married Women in Lahore. <i>Journal of Environment, Ecology, Family And Urban Studies</i> 2 (1), 9-16. (<a href="#">link</a>)</p> <p>MEASURE Evaluation. (n.d.). <i>Participation of women in household decision-making index</i>. (<a href="#">link</a>)</p>

## GERN28: Proportion of women with increased control over their sexual and reproductive health

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERN28: Proportion of women with increased control over their sexual and reproductive health</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	There is a clear connection between reproductive health, human rights and sustainable development. When sexual and reproductive health needs are not met, individuals are deprived of the right to make crucial choices about their own bodies and futures, with a cascading impact on their families' welfare and future generations. And because women bear children, and also often bear the responsibility for nurturing them, sexual and reproductive health and rights issues cannot be separated from gender equality. Cumulatively, the denial of these rights exacerbates poverty and gender inequality.
<b>What the indicator measures</b>	Proportion of women out of all women in the community/target group who report having more control over their sexual and reproductive health compared to baseline (situation prior to the intervention).
<b>Data sources</b>	Target women
<b>Methods of data collection</b>	Interviews, survey Focus groups
<b>Definition of key terms</b>	<b>Sexual and reproductive health</b> is a state of physical, mental and social well-being in all matters relating to the reproductive system. It implies that people are able to have a satisfying and safe sex life, the capability to reproduce, and the freedom to decide if, when, and how often to do so.
<b>Further resources</b>	UNFPA. (n.d.). <i>Sexual &amp; reproductive health</i> . ( <a href="#">link</a> )

### GERN29: Proportion of women who reported participating in a political or community discussion, forum or group in the last year

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.2 Participation in decision-making
<b>Indicator name</b>	<b><i>GERN29: Proportion of women who reported participating in a political or community discussion, forum or group in the last year</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Women's rights organisations are pioneers in designing effective and innovative approaches to advance gender equality. Studies show that autonomous women's movements are the single most significant factor in influencing progressive policy on violence against women. Their influence even surpasses that of having more women in the legislature, progressive political parties in power or improvements in national wealth. Evidence also shows that women's rights groups play a crucial role in holding governments and parties accountable for the implementation of international and regional treaties. That is why women's activism in the public life is of crucial importance to sustainable development and progressing the gender equality agenda.
<b>What the indicator measures</b>	Proportion of women among those supported from an intervention who reported participating in a political or community discussion, forum, activist group or a similar activity in the last year.
<b>Data sources</b>	Target women
<b>Methods of data collection</b>	Interviews, survey Focus groups
<b>Definition of key terms</b>	<b>Women's empowerment</b> is a multi-dimensional social process that helps women gain control over their own lives. It is a process that fosters power in women, for use in their own lives, their communities, and in their society, by acting on issues that they define as important.
<b>Further resources</b>	Bayeh, E. (2016). The role of empowering women and achieving gender equality to the sustainable development of Ethiopia. <i>Pacific Science Review B: Humanities and Social Sciences</i> 2, 37-42. ( <a href="#">link</a> ) OECD. (2016). <i>Donor support to southern women's rights organisations</i> . ( <a href="#">link</a> )

## GERN40: Number and type of tools adopted by public institutions to promote gender equality

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERN40: Number and type of tools adopted by public institutions to promote gender equality</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Gender equality and female empowerment are core development objectives, fundamental for the realization of human rights and key to effective and sustainable development outcomes. No society can develop successfully without providing equitable opportunities, resources, and life prospects for males and females so that they can shape their own lives and contribute to their families and communities. Although many gender gaps have narrowed over the past two decades, substantial inequalities remain across all sectors, particularly in low-income and conflict-affected countries and among disadvantaged groups.
<b>What the indicator measures</b>	Number and type of tools adopted by public institutions to promote gender equality.
<b>Data sources</b>	Tools adopted Stakeholders developing, consulting, using the tools Other stakeholders as appropriate
<b>Methods of data collection</b>	Desk research, content analysis Gender analysis with respect to the new tools Interviews, survey Focus groups Case studies
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. <b>Female empowerment</b> is achieved when women and girls acquire the power to act freely, exercise their rights, and fulfill their potential as full and equal members of society. While empowerment often comes from within, and individuals empower themselves, cultures, societies, and institutions create conditions that facilitate or undermine the possibilities for empowerment.
<b>Further resources</b>	OHCHR. (2011). <i>Gender Equality Policy</i> . ( <a href="#">link</a> ) United Nations – International IDEA. (2013). <i>Democracy and Gender Equality: The role of the UN</i> . ( <a href="#">link</a> ) USAID. (2012). <i>Gender Equality and Female Empowerment Policy</i> . ( <a href="#">link</a> ) UNDP. (2014). <i>Gender Equality in Public Administration</i> . ( <a href="#">link</a> )



## GERN41: Sex-disaggregated data being collected for every major line of public programming

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERN41: Sex-disaggregated data being collected for every major line of public programming</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	The lives and realities of women and men, girls and boys are often shaped very differently. Therefore, it is necessary to compile, analyse and publish data separately for both sexes. In some areas, for instance in the health and education sector, due to the increase of gender-disaggregated data compilation and analysis, it was possible to gear services and developmental interventions more towards the partly different needs of both sexes. In order to take into account gender-specific disadvantages, needs and potentials, it is important to compile gender-disaggregated data in many other areas, e.g. data about the time use and the division of labour, the distribution of property and assets between women and men
<b>What the indicator measures</b>	Availability of sex-disaggregated data for every major line of public programming compared to baseline (situation prior to the intervention).
<b>Data sources</b>	(Statistical) data available for each relevant line of public programming (either directly supported from the intervention or in responsibility of supported authorities) Regular performance and sectorial reports
<b>Methods of data collection</b>	Desk research, content analysis Basic statistical analysis
<b>Definition of key terms</b>	<b>Sex-disaggregated data.</b> Data collected and tabulated separately for women and men. They allow for the measurement of differences between women and men on various social and economic dimensions and are one of the requirements in obtaining gender statistics. However, <b>gender statistics</b> are more than data disaggregated by sex. Having data by sex does not guarantee, for example, that concepts, definitions and methods used in data production are conceived to reflect gender roles, relations and inequalities in society.
<b>Further resources</b>	European Institute for Gender Equality. (2017). <i>Sex-disaggregated data</i> . ( <a href="#">link</a> ) GTZ. (2008). <i>Gender-differentiated Statistics and Indicators</i> . ( <a href="#">link</a> ) Jalal, I. (2017). <i>Tracking Progress on Gender Equality by 2030. The Importance of Sex-disaggregated Data in Gender Equality &amp; Social Protection</i> . ( <a href="#">link</a> )

### GERN42: Increase in use of gender-specific indicators in country statistical, monitoring and evaluation systems

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERN42: Increase in use of gender-specific indicators in country statistical, monitoring and evaluation systems</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	The lives and realities of women and men, girls and boys are often shaped very differently. Therefore, it is necessary to compile, analyse and publish data separately for both sexes. In some areas, for instance in the health and education sector, due to the increase of gender-disaggregated data compilation and analysis, it was possible to gear services and developmental interventions more towards the partly different needs of both sexes. In order to take into account gender-specific disadvantages, needs and potentials, it is important to compile gender-disaggregated data in many other areas, e.g. data about the time use and the division of labour, the distribution of property and assets between women and men
<b>What the indicator measures</b>	Evidence of an increased use of gender-specific indicators in country's (or region's) statistical, monitoring and evaluation systems compared to baseline (situation prior to the intervention).
<b>Data sources</b>	Products of country's or region's statistical bureau M&E reports (esp. social programming)
<b>Methods of data collection</b>	Desk research
<b>Definition of key terms</b>	A 'gender-responsive', 'gender-sensitive', or just 'gender' indicator measures gender-related changes over time. Gender indicators can refer to quantitative indicators based on sex disaggregated statistical data - which provides separate measures for men and women on literacy, for example. Gender indicators can also capture qualitative changes- for example, increases in women's levels of empowerment or in attitude changes about gender equality. Measurements of gender equality might address changes in the relations between men and women, the outcomes of a particular policy, programme or activity for women and men, or changes in the status or situation of men and women, for example levels of poverty or participation
<b>Further resources</b>	BRIDGE. (2007). <i>Gender Indicators: What, Why and How?</i> ( <a href="#">link</a> ) DANIDA. (2006). <i>Gender-Sensitive Monitoring and Indicators.</i> ( <a href="#">link</a> ) GTZ. (2008). <i>Gender-differentiated Statistics and Indicators.</i> ( <a href="#">link</a> ) Jalal, I. (2017). <i>Tracking Progress on Gender Equality by 2030. The Importance of Sex-disaggregated Data in Gender Equality &amp; Social Protection.</i> ( <a href="#">link</a> ) Janoch, E. (n.d.). <i>Developing Country-Specific Gender Monitoring Indicators for Men and Women.</i> ( <a href="#">link</a> ) Moser, A. (2007). <i>Gender and Indicators. Overview Report.</i> ( <a href="#">link</a> )

### GERN43: Number and type of policies or strategies aimed at reducing poverty of women

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERN43: Number and type of policies or strategies aimed at reducing poverty of women</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	When women are poor, their rights are not protected. They face obstacles that may be extraordinarily difficult to overcome. This results in deprivation in their own lives and losses for the broader society and economy, as women's productivity is well known as one of the greatest generators of economic dynamism. While both men and women suffer in poverty, gender discrimination means that women have far fewer resources to cope. They are likely to be the last to eat, the ones least likely to access healthcare, and routinely trapped in time-consuming, unpaid domestic tasks. They have more limited options to work or build businesses. Adequate education may lie out of reach. Some end up forced into sexual exploitation as part of a basic struggle to survive.
<b>What the indicator measures</b>	Number and type of policies or strategies aimed at reducing poverty of women adopted after the intervention by stakeholders directly or indirectly supported. (If not possible/reasonable to quantify, evidence of development or adoption of any such policy or strategy may be used under this indicator)
<b>Data sources</b>	Policies, strategies or other public initiatives related to women and poverty Stakeholders
<b>Methods of data collection</b>	Desk research Interviews
<b>Definition of key terms</b>	The concept of the <b>feminisation of poverty</b> has been used extensively in the development debate and it has meant three distinct things: that women compared to men have a higher incidence of poverty; that women's poverty is more severe than men's; and that the incidence of poverty among women is increasing compared to that of men.
<b>Further resources</b>	Bradshaw, S. & Linneker, B. (2003). <i>Challenging women's poverty. Perspectives on gender and poverty reduction strategies from Nicaragua and Honduras.</i> ( <a href="#">link</a> ) IMF. (2011). <i>The Federal Democratic Republic of Ethiopia: Poverty Reduction Strategy Paper: Growth and Transformation Plan 2010/11–2014/15 – Volume I.</i> ( <a href="#">link</a> ) Johansson Wennerholm, C. (2002). <i>The 'Feminisation of Poverty'. The use of a concept.</i> ( <a href="#">link</a> ) Tsitsi Magombeyi, M. & Odhiambo, N. M. (2016). Poverty Alleviation Policies in Tanzania: Progress and Challenges. <i>EuroEconomica</i> 35(2). ( <a href="#">link</a> ) UN Women. (n.d.). <i>Women and poverty.</i> ( <a href="#">link</a> )

### **GERN44: Number and type of policies or strategies aimed at improving access of women to services and opportunities**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERN44: Number and type of policies or strategies aimed at improving access of women to services and opportunities</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	There is growing global awareness that gender equality is the cornerstone of inclusive growth. Providing equal access to public and economic opportunities to both men and women is vital to accomplishing a more sustainable economy and improving national well-being. Failing to do so means losing the human capital of approximately half the citizenry, thus heavily compromising countries' full potential for growth and national development.
<b>What the indicator measures</b>	Number and type of policies, strategies or other public initiatives aimed at improving access of women to goods, services and opportunities such as health, education, economic opportunities, social services etc. compared to baseline (situation prior to the intervention). These policies or strategies should be adopted after the intervention by stakeholders directly or indirectly supported. (If not possible/reasonable to quantify, evidence of development or adoption of any such policy or strategy may be used under this indicator)
<b>Data sources</b>	Relevant policies, strategies or other public initiatives related to the access of women to services and opportunities Stakeholders
<b>Methods of data collection</b>	Desk research Interviews
<b>Definition of key terms</b>	<b>Female empowerment</b> is achieved when women and girls acquire the power to act freely, exercise their rights, and fulfill their potential as full and equal members of society. While empowerment often comes from within, and individuals empower themselves, cultures, societies, and institutions create conditions that facilitate or undermine the possibilities for empowerment.
<b>Further resources</b>	ILO. (2009). <i>Gender equality at the heart of decent work. Sixth item on the agenda.</i> ( <a href="#">link</a> ) OECD. (2017). <i>Better Governance for Gender Equality.</i> ( <a href="#">link</a> ) UNESCO. (2014). <i>Girls' and Women's Right to Education. Overview of the Measures Supporting the Right to Education for Girls and Women reported on by Member States.</i> ( <a href="#">link</a> ) USAID. (2012). <i>Gender Equality and Female Empowerment Policy.</i> ( <a href="#">link</a> )

### GERN45: Number and type of public institutions' reports that provide information on the status of women and gender equality

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERN45: Number and type of public institutions' reports that provide information on the status of women and gender equality</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	The overall capacity of government is a major influence on capacity to address gender equality issues. Processes for addressing gender equality issues can only be as good as overall planning processes. If there are no processes for monitoring policy impacts, or program results, then monitoring for gender equality results is unlikely to occur. If population and administrative data generated by government statistical systems is partial and poorly presented, then sex-disaggregated data will also be poor.
<b>What the indicator measures</b>	Number and type of public institutions' reports that provide information on the status of women and gender equality compared to baseline (situation prior to the intervention). These reports should be produced/published by stakeholders directly or indirectly supported from the intervention. (If not possible/reasonable to quantify, any evidence of such reporting that was newly initiated can be used under this indicator).
<b>Data sources</b>	Relevant public institutions' reports
<b>Methods of data collection</b>	Desk research, content analysis
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
<b>Further resources</b>	<p>CIDA. (2007). <i>Gender Equality &amp; Public Sector Capacity Development</i>. (<a href="#">link</a>)</p> <p>DANIDA. (2006). <i>Gender-Sensitive Monitoring and Indicators</i>. (<a href="#">link</a>)</p> <p>GTZ. (2008). <i>Gender-differentiated Statistics and Indicators</i>. (<a href="#">link</a>)</p> <p>Jalal, I. (2017). <i>Tracking Progress on Gender Equality by 2030. The Importance of Sex-disaggregated Data in Gender Equality &amp; Social Protection</i>. (<a href="#">link</a>)</p> <p>UNDESA &amp; Economic Commission for Africa. (2006). <i>Capacity Building for Promoting Gender Equality in Africa and West Asia Countries Regional workshop to establish the African e-network for national machineries and its support mechanisms</i>. (<a href="#">link</a>)</p> <p>UNDP. (2014). <i>Gender Equality in Public Administration</i>. (<a href="#">link</a>)</p>

**GERN46: Proportion of budget dedicated to gender equality**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERN46: Proportion of budget dedicated to gender equality</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Policies pursued through government budgets directly affect income, education, and health care, among others, and so can alleviate or exacerbate gaps between the living standards of women and girls and men and boys and between different groups of women and girls and men and boys. By looking at how the budget meets the needs of all of these different groups, GRB can inform decisions about reallocating resources to achieve gender equity.
<b>What the indicator measures</b>	Proportion of budget dedicated to gender equality compared to baseline (situation prior to the intervention)
<b>Data sources</b>	The national (or regional/municipal) annual budget
<b>Methods of data collection</b>	Desk research, budget review
<b>Definition of key terms</b>	<b>Gender responsive budgeting</b> (GRB) seeks to improve gender equality through focused public financing. Equity does not mean that public budgets should necessarily provide equal resources to women and men. A GRB analysis would assess not whether the distribution of resources is equal, but whether each group's needs and interests are being addressed equitably. In addition to looking at the expenditure side of the government budget, GRB analysis can also assess whether a budget's revenue burdens in forms such as taxes and user fees are likely to have a differential impact on different groups of women and men.
<b>Further resources</b>	International Budget Partnership. (2017). <i>Gender Equity</i> . ( <a href="#">link</a> )

## GERN47: Number and type of policies or strategies aimed at eliminating discrimination against LGBT people

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERN47: Number and type of policies or strategies aimed at eliminating discrimination against LGBT people</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Nearly 80 countries criminalise consensual, adult same-sex activity, or use other laws to marginalise and persecute Lesbian, Gay, Bisexual and Transgender (LGBT) people. Even in countries where no such legislation exists, LGBT people often face institutional discrimination and violations of their rights either directly incorporated in institutional structures or due to a failure to consider specific needs of this group. In their everyday life, they face stereotypes and prejudice about characteristics and behaviour associated with LGBT people, religious objections that override the law, prejudice and rejection by health professionals, discrimination in employment and housing market, and other systemic issues that have not been addressed by the state or responsible authorities.
<b>What the indicator measures</b>	Number and type of policies or strategies aimed at eliminating discrimination against LGBT people adopted after the intervention by stakeholders directly or indirectly supported. (If not possible/reasonable to quantify, evidence of development or adoption of any such policy or strategy may be used under this indicator)
<b>Data sources</b>	Relevant policies, strategies or other outputs Stakeholders
<b>Methods of data collection</b>	Desk research, content analysis Interviews
<b>Definition of key terms</b>	<b>Sexual orientation</b> refers to a person's physical, romantic and/or emotional attraction towards other people. <b>Gender identity</b> reflects a deeply felt and experienced sense of one's own gender. <b>LGBT health.</b> Members of the LGBT community are at increased risk for a number of health threats when compared to their heterosexual peers. Differences in sexual behavior account for some of these disparities, but others are associated with social and structural inequities, such as the stigma and discrimination that LGBT populations experience.
<b>Further resources</b>	Albuquerque, G. A. (2016). Access to health services by lesbian, gay, bisexual, and transgender persons: systematic literature review. <i>BMC International Health and Human Rights</i> 16(2). ( <a href="#">link</a> ) Centers for Disease Control and Prevention. (2014). <i>About LGBT Health</i> . ( <a href="#">link</a> ) European Union Agency for Fundamental Rights. (2013). <i>EU LGBT survey European Union lesbian, gay, bisexual and transgender survey Results at a glance</i> . ( <a href="#">link</a> ) Government of Montenegro. (2013). <i>Strategy for Improving Quality of Life of LGBT Persons</i> . ( <a href="#">link</a> ) National LGBT Health Education Center. (n.d.). <i>Providing Inclusive Services and Care for LGBT People</i> . ( <a href="#">link</a> ) PAHO WHO. (2016). <i>LGBT advocates say stigma and discrimination are major barriers to health</i> . ( <a href="#">link</a> ) United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions</i> . ( <a href="#">link</a> )

### GERN48: Change in the rate of gay marriages or registered partnerships

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERN48: Change in the rate of gay marriages or registered partnerships</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	LGBT rights are being advanced across the world, from Colombia to Vietnam, but many countries still have a way to go. A growing number of governments around the world are considering whether to grant legal recognition to same-sex marriages. So far, two dozen countries have enacted national laws allowing gays and lesbians to marry, mostly in Europe and the Americas. But there is still a long way to go. Nearly 80 countries still criminalise consensual, adult same-sex activity, or use other laws to marginalise and persecute LGBT people.
<b>What the indicator measures</b>	Change in the rate of gay marriages or registered partnerships compared to baseline (situation prior to the intervention or prior to other, more appropriate milestone)
<b>Data sources</b>	Vital statistics LGBT advocacy groups
<b>Methods of data collection</b>	Desk research Interviews, survey
<b>Definition of key terms</b>	<p><b>LGBT advocacy</b> includes documenting and exposing abuses based on sexual orientation and gender identity worldwide, including torture, killing and executions, arrests under unjust laws, unequal treatment, censorship, medical abuses, discrimination in health and jobs and housing, domestic violence, abuses against children, and denial of family rights and recognition, as well as advocacy for laws and policies that will protect everyone's dignity.</p> <p><b>Equality mainstreaming</b> is the systematic incorporation of non-discrimination and equality concerns into all stages of the policy process. It is based on the idea that equality is an aim to achieve in decision-making. In order to achieve equality, the impact of decisions on all groups should be considered. Therefore, concern for groups which have been traditionally discriminated against is brought to the core of policy making.</p>
<b>Further resources</b>	<p>Banning-Lover, R. &amp; Sandler Clarke, J. (2016). <i>Six countries making progress on LGBT rights</i>. <i>The Guardian Global Development Professionals Network</i>. (<a href="#">link</a>)</p> <p>Maldonado, A. (2010). <i>Same-Sex Marriage Resonates Most Strongly with Young People in the Americas</i>. <i>Americas Barometer: Topical Brief</i>. (<a href="#">link</a>)</p> <p>Pew Research Centre. (2017). <i>Gay Marriage Around the World</i>. (<a href="#">link</a>)</p>



### GERN49: Change in number of LGBT health and community centers

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	2. Women and decision-making
<b>Subdimension</b>	2.3 Institutional capacity and policy change
<b>Indicator name</b>	<b><i>GERN49: Change in number of LGBT health and community centers</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	LGBT people worldwide face stigma and discrimination, both in society generally and in the health sector in particular. This creates major obstacles to LGBT people's realizing their right to health and to countries' advancing universal health. Discrimination can result in outright refusal to provide care, poor-quality care, and disrespectful or abusive treatment, among others. Healthcare providers may also have a poor understanding of the specific healthcare needs of LGBT people, for example, trauma-related and behavioral health issues that they face as a result of discrimination.
<b>What the indicator measures</b>	Change in number of LGBT health and community centers offering services (i.e. still operating) compared to baseline (prior to the intervention). Those facilities may be directly targeting LGBT people or be declared LGBT-friendly.
<b>Data sources</b>	Health ministry statistics, data by regional health authorities LGBT advocacy groups Other relevant stakeholders
<b>Methods of data collection</b>	Desk research Interviews
<b>Definition of key terms</b>	<b>LGBT health.</b> Members of the LGBT community are at increased risk for a number of health threats when compared to their heterosexual peers. Differences in sexual behavior account for some of these disparities, but others are associated with social and structural inequities, such as the stigma and discrimination that LGBT populations experience.
<b>Further resources</b>	<p>Albuquerque, G. A. (2016). Access to health services by lesbian, gay, bisexual, and transgender persons: systematic literature review. <i>BMC International Health and Human Rights</i> 16(2). (<a href="#">link</a>)</p> <p>Ard, C. L. &amp; Makadon, H. J. (n.d.). <i>Improving the Health care of Lesbian, Gay, Bisexual and Transgender People: Understanding and Eliminating Health Disparities</i>. (<a href="#">link</a>)</p> <p>Centers for Disease Control and Prevention. (2014). <i>About LGBT Health</i>. (<a href="#">link</a>)</p> <p>European Union Agency for Fundamental Rights. (2013). <i>EU LGBT survey European Union lesbian, gay, bisexual and transgender survey Results at a glance</i>. (<a href="#">link</a>)</p> <p>National LGBT Health Education Center. (n.d.). <i>Providing Inclusive Services and Care for LGBT People</i>. (<a href="#">link</a>)</p> <p>PAHO WHO. (2016). <i>LGBT advocates say stigma and discrimination are major barriers to health</i>. (<a href="#">link</a>)</p>

## GERN60: Proportional change in attitudes of men and women towards women's and girls' rights

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GERN60: Proportional change in attitudes of men and women towards women's and girls' rights</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Rules or expectations of behaviour (norms) within a cultural or social group determine the opportunities of members of group and can also encourage violence against members perceived as weaker of lesser value etc. Traditional norms about the role of men and women in society have not adapted to keep pace with rapid economic growth and rise in opportunities for women in many parts of the world. These norms and expectations are projected to and impact everyday activities, as well as political decision-making.
<b>What the indicator measures</b>	Proportional change in attitudes of men and women towards women's and girls' rights compared to baseline (prior to the intervention). Such change may be measured, for example, as support expressed by men and women to women who want to run for public offices, or the proportion who agree with increased freedom of women in personal sphere etc.
<b>Data sources</b>	Opinion and value surveys (e.g., the Global Barometer Survey) Target community/target group
<b>Methods of data collection</b>	Desk research Household survey Interviews and surveys
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.  The principle of <b>equal treatment</b> means that there shall be no direct or indirect discrimination based on sex and gender, including less favourable treatment of women for reasons of pregnancy and maternity. More favourable provisions concerning the protection of women as regards pregnancy and maternity, and positive measures that aim to achieve substantive gender equality, are not contrary to the principle of equal treatment.
<b>Further resources</b>	European Union (2014). <i>EU Gender Equality Law: Update 2013. European Network of Legal Experts in the Field of Gender Equality.</i> ( <a href="#">link</a> ) International Center for Research on Women. (2011). <i>Gender equality: Indian Men's Attitudes Complex.</i> ( <a href="#">link</a> ) Ministry of Women's Affairs. (2014). <i>Gender Relations and Attitudes. Cambodia Gender Assessment.</i> ( <a href="#">link</a> ) WHO. (2009). <i>Changing cultural and social norms that support violence.</i> ( <a href="#">link</a> )

## GERN61: Proportional change in attitudes of men and women towards violence against women

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GERN61: Proportional change in attitudes of men and women towards violence against women</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Rules or expectations of behaviour – norms – within a cultural or social group can encourage violence. Cultural and social norms persist within society because of individuals’ preference to conform, given the expectation that others will also conform. These norms do not necessarily correspond with an individual’s attitudes (positive or negative feelings towards an object or idea) and beliefs (perceptions that certain premises are true), although they may influence these attitudes and beliefs if norms becomes internalized. Cultural and social norms also vary widely; so, behaviour acceptable to one social group or culture may not be tolerated in another. Interventions that challenge cultural and social norms supportive of violence can prevent acts of violence and have been widely used.
<b>What the indicator measures</b>	Proportional change in attitudes of men and women towards violence against women compared to baseline (situation prior to the intervention). Attitudinal changes may be measured, for example, on items such as the role of female victim in sexual abuse, situations, in which it is “acceptable” to use violence by a husband etc.
<b>Data sources</b>	Opinion and value surveys (e.g., the Global Barometer Survey) Target community/target group
<b>Methods of data collection</b>	Desk research Household survey Interviews and surveys
<b>Definition of key terms</b>	<p><b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female.</p> <p>The principle of <b>equal treatment</b> means that there shall be no direct or indirect discrimination based on sex and gender, including less favourable treatment of women for reasons of pregnancy and maternity. More favourable provisions concerning the protection of women as regards pregnancy and maternity, and positive measures that aim to achieve substantive gender equality, are not contrary to the principle of equal treatment.</p>
<b>Further resources</b>	<p>European Union (2014). <i>EU Gender Equality Law: Update 2013. European Network of Legal Experts in the Field of Gender Equality.</i> (<a href="#">link</a>)</p> <p>International Center for Research on Women. (2011). <i>Gender equality: Indian Men’s Attitudes Complex.</i> (<a href="#">link</a>)</p> <p>Ministry of Women’s Affairs. (2014). <i>Gender Relations and Attitudes. Cambodia Gender Assessment.</i> (<a href="#">link</a>)</p> <p>WHO. (2009). <i>Changing cultural and social norms that support violence.</i> (<a href="#">link</a>)</p>

## GERN62: Proportional change in attitudes of men and women towards women's leadership, political participation and independent decision-making

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GERN62: Proportional change in attitudes of men and women towards women's leadership, political participation and independent decision-making</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Rules or expectations of behaviour (norms) within a cultural or social group determine the opportunities of members of group and can also encourage violence against members perceived as weaker of lesser value etc. Traditional norms about the role of men and women in society have not adapted to keep pace with rapid economic growth and rise in opportunities for women in many parts of the world. These norms and expectations are projected to and impact everyday activities, as well as political decision-making.
<b>What the indicator measures</b>	Proportional change in attitudes of men and women towards women's leadership, political participation and independent decision-making compared to baseline (situation prior to the intervention). Attitudinal changes may be observed, for example, in approval of female candidates for offices, beliefs in capabilities of female executives etc.
<b>Data sources</b>	Opinion and value surveys (e.g., the Global Barometer Survey) Target community/target group
<b>Methods of data collection</b>	Desk research Household survey Interviews and surveys
<b>Definition of key terms</b>	<p><b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.</p> <p>The principle of <b>equal treatment</b> means that there shall be no direct or indirect discrimination based on sex and gender, including less favourable treatment of women for reasons of pregnancy and maternity. More favourable provisions concerning the protection of women as regards pregnancy and maternity, and positive measures that aim to achieve substantive gender equality, are not contrary to the principle of equal treatment.</p>
<b>Further resources</b>	<p>European Union (2014). <i>EU Gender Equality Law: Update 2013. European Network of Legal Experts in the Field of Gender Equality.</i> (<a href="#">link</a>)</p> <p>International Center for Research on Women. (2011). <i>Gender equality: Indian Men's Attitudes Complex.</i> (<a href="#">link</a>)</p> <p>Ministry of Women's Affairs. (2014). <i>Gender Relations and Attitudes. Cambodia Gender Assessment.</i> (<a href="#">link</a>)</p> <p>WHO. (2009). <i>Changing cultural and social norms that support violence.</i> (<a href="#">link</a>)</p>

### GERN63: Proportional change in attitudes towards LGBT persons and their rights

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GERN63: Proportional change in attitudes towards LGBT persons and their rights</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	LGBT people worldwide face stigma and discrimination, institutional discrimination and violations of their rights either directly incorporated in institutional structures or due to a failure to consider specific needs of this group. In their everyday life, they face stereotypes and prejudice about characteristics and behaviour associated with LGBT people and may be exposed to hate-motivated violence.
<b>What the indicator measures</b>	Proportional change in attitudes towards LGBT persons and their rights compared to baseline (situation prior to the intervention). Attitudinal changes may be observed, for example, in approval rates of gay marriage, adoption by gay couples etc.
<b>Data sources</b>	Opinion and value surveys (e.g., the Global Barometer Survey) Target community/target group
<b>Methods of data collection</b>	Desk research Household survey Interviews and surveys
<b>Definition of key terms</b>	<b>Homophobia</b> is an irrational fear of, hatred or aversion towards lesbian, gay or bisexual people; <b>transphobia</b> denotes an irrational fear, hatred or aversion towards transgender people. Because the term homophobia is widely understood, it is often used in an all-encompassing way to refer to fear, hatred and aversion towards LGBT people in general. <b>Sexual orientation</b> refers to a person's physical, romantic and/or emotional attraction towards other people. <b>Gender identity</b> reflects a deeply felt and experienced sense of one's own gender.
<b>Further resources</b>	European Union Agency for Fundamental Rights. (2013). <i>EU LGBT survey European Union lesbian, gay, bisexual and transgender survey Results at a glance.</i> ( <a href="#">link</a> ) United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions.</i> ( <a href="#">link</a> )

### GERN64: Change in reported incidences of hate-motivated violence against LGBT people in project-affected community

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.1 Public awareness
<b>Indicator name</b>	<b><i>GERN64: Change in reported incidences of hate-motivated violence against LGBT people in project-affected community</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	LGBT people of all ages and in all regions of the world suffer from violations of their human rights. They are physically attacked, kidnapped, raped and murdered. In more than a third of the world's countries, people may be arrested and jailed (and in at least five countries executed) for engaging in private, consensual, same-sex relationships. States often fail to adequately protect LGBT people from discriminatory treatment in the private sphere, including in the workplace, housing and healthcare. LGBT children and adolescents face bullying in school and may be thrown out of their homes by their parents, forced into psychiatric institutions or forced to marry. Transgender people are often denied identity papers that reflect their preferred gender, without which they cannot work, travel, open a bank account or access services. Intersex children may be subjected to surgical and other interventions.
<b>What the indicator measures</b>	Change in reported incidences of hate-motivated violence against LGBT people in project-affected community compared to baseline (prior to the intervention).
<b>Data sources</b>	Police statistics LGBT advocacy groups, human rights groups Target LGBT community
<b>Methods of data collection</b>	Desk research Interviews, survey
<b>Definition of key terms</b>	<b>Homophobia</b> is an irrational fear of, hatred or aversion towards lesbian, gay or bisexual people; <b>transphobia</b> denotes an irrational fear, hatred or aversion towards transgender people. Because the term homophobia is widely understood, it is often used in an all-encompassing way to refer to fear, hatred and aversion towards LGBT people in general. <b>Sexual orientation</b> refers to a person's physical, romantic and/or emotional attraction towards other people. <b>Gender identity</b> reflects a deeply felt and experienced sense of one's own gender.
<b>Further resources</b>	European Union Agency for Fundamental Rights. (2013). <i>EU LGBT survey European Union lesbian, gay, bisexual and transgender survey Results at a glance.</i> ( <a href="#">link</a> ) United Nations for LGBT Equality. (n.d.). <i>Fact Sheet LGBT Rights: Frequently Asked Questions.</i> ( <a href="#">link</a> )

### GERN70: Change in reported incidences of gender-based violence

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GERN70: Change in reported incidences of gender-based violence</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	The indicator tracks the change in the number of cases (if any) of GBV that were reported to the police or other body. Worldwide, most incidents of sexual violence go unreported from various reasons. In order to decrease the number of incidences of GBV and to effectively support GBV victims, the first step is to know and track the actual number. Measuring the change in numbers enables to capture the differences and/or progress that individuals made over the time of the project and hence adjust policies and services accordingly.
<b>What the indicator measures</b>	The indicator should assess whether there has been any change in the number of cases of GBV that were reported to the police or other bodies at the beginning of the project and the end of the project. It measures the absolute number and percentage of positive or negative change.
<b>Data sources</b>	Police records, records of related bodies Project data records and documentation Project managers and staff Representatives from local authorities
<b>Methods of data collection</b>	Desk research Interviews
<b>Definition of key terms</b>	<b>Gender-based violence:</b> GBV is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. However, GBV is the term which is very often interchangeable with the term 'violence against women' as most GBV is inflicted by men on women and girls. Violence against women is one of the most systematic and prevalent human rights abuses in the world. It is a form of discrimination and deeply rooted in power imbalances and structural relationships of inequality between women and men.
<b>Further resources</b>	Heise, L., Ellsberg, M., & Gottmoeller, M. (2002). A global overview of gender-based violence. <i>International Journal of Gynecology &amp; Obstetrics</i> , 78(S1).

### GERN71: Number and type of services available to victims of gender-based violence

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GERN71: Number and type of services available to victims of gender-based violence</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	There may be serious and life-threatening consequences for GBV survivors/victims who do not receive appropriate care and other services. Designing effective services and facilities is grounded in the belief that victims of GBV should have access to information, education, and other necessary social and economic support to make informed decisions that best reflect their interests and needs. The effective services can also play a crucial role in prevention of GBV. This indicator also aims to track types of services provided (e.g. community awareness and advocacy, crisis and pre-crisis services, medium and long-term services, and children's services).
<b>What the indicator measures</b>	Number and type of legal service organizations providing legal aid to GBV survivors compared to baseline (situation prior to intervention)
<b>Data sources</b>	Project data records Beneficiaries Project staff Public sector websites and documents (official and unofficial)
<b>Methods of data collection</b>	Desk research Interviews Mapping Survey
<b>Definition of key terms</b>	<p><b>Gender-based violence:</b> GBV is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. However, GBV is the term which is very often interchangeable with the term 'violence against women' as most GBV is inflicted by men on women and girls. Violence against women is one of the most systematic and prevalent human rights abuses in the world. It is a form of discrimination and deeply rooted in power imbalances and structural relationships of inequality between women and men.</p> <p><b>Legal services:</b> Legal services are the services involving legal or law related matters like issue of legal opinion, filing, pleading and defending of law suits etc. by a lawyer or attorney practicing law related services</p>
<b>Further resources</b>	Ofstehage, A. (2011). <i>Empowering victims of domestic violence</i> . Social Issue Report ( <a href="#">link</a> ) Bloom, S. S. (2008). <i>Violence against women and girls. A compendium of monitoring and evaluation indicators</i> . USAID. ( <a href="#">link</a> )



## **GERN72: Change in reported incidences of gender-based discrimination in the justice system**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GERN72: Change in reported incidences of gender-based discrimination in the justice system</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Under international human rights law, persons who suffer violations of their human rights have the right to effective remedies and reparation for the harm they have suffered. Gaining access to justice for acts of gender-based violence is important to secure relief at the individual level, but also to promote change at the systemic level in terms of laws and practice. As women bring cases of gender-based violence to national legal systems, the detail of their experiences and the ways that States have failed them may shine a light on how laws and practices need to be modified.
<b>What the indicator measures</b>	This indicator tracks the change in number of reported incidences of GBV in the justice system compared to baseline (situation prior the intervention)
<b>Data sources</b>	Police records and records of related bodies Project data records and documentation Project managers and staff Representatives from local authorities
<b>Methods of data collection</b>	Interviews Desk research Survey
<b>Definition of key terms</b>	<b>Access to justice for GBV:</b> In a broad sense, access to justice for women for acts of gender-based violence means that States must implement a range of measures including, where necessary, amending domestic law to ensure that acts of violence against women are properly defined as crimes and ensuring appropriate procedures for investigations, prosecutions and access to effective remedies and reparation.
<b>Further resources</b>	IJC. (2016). Women’s Access to Justice for Gender-Based Violence A Practitioners’ Guide ( <a href="#">link</a> )

### GERN73: Cases of gender-based violence reported to the police or other bodies

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GERN73: Change in the number of cases of gender-based violence reported to the police or other bodies</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	This indicator tracks the number of reported cases of gender-based violence police or other bodies. Worldwide, most incidents of sexual violence go unreported. Under-reporting of sexual violence is directly related to three factors: 1) the social stigma 2) lack of awareness about the potential severity of health and psychosocial consequences if left untreated; and 3) lack of awareness about available services and/or lack of trust. The knowledge of the number of women disclosing violence may indicate a number of things: a true rise in prevalence, or more likely, a rise in the number of affected women who are willing to disclose or report their experience. An increase could also mean a better service delivery environment. Therefore, this indicator should be used in conjunction with the other indicators in this section to obtain a clear picture of the situation.
<b>What the indicator measures</b>	The number of women who reported gender-based violence to police or other bodies compared to baseline (situation prior the intervention).
<b>Data sources</b>	Police records and records of related bodies Project data records and documentation
<b>Methods of data collection</b>	Desktop research Survey
<b>Definition of key terms</b>	<b>Gender-based violence:</b> GBV is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. However, GBV is the term which is very often interchangeable with the term 'violence against women' as most GBV is inflicted by men on women and girls. Violence against women is one of the most systematic and prevalent human rights abuses in the world. It is a form of discrimination and deeply rooted in power imbalances and structural relationships of inequality between women and men.
<b>Further resources</b>	ADB (2013). <i>Tool Kit on Gender Equality Results and Indicators</i> . Mandaluyong City, Philippines: Asian Development Bank. ISBN 978-92-9254-337-2 (Print), 978-92-9254-338-9 IJC. (2016). Women's Access to Justice for Gender-Based Violence A Practitioners' Guide ( <a href="#">link</a> )

**GERN74: Cases of gender-based violence investigated**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GERN74: Cases of gender-based violence investigated</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	This indicator measures the number and the proportion of GBV cases that were followed up with a police investigation, during a specified time period. In order to provide protection for the victim and prevent further assault, GBV cases need to be investigated as soon as possible. It is necessary to establish accessible and confidential reporting mechanisms to receive and thoroughly investigate all allegations of misconduct and that all necessary steps are taken to punish perpetrators and prevent further incidences of GBV.
<b>What the indicator measures</b>	This indicator tracks the number and the percentage of GBV cases investigated over the given period of project implementation compared to baseline (situation prior the intervention).
<b>Data sources</b>	Police records Project documents and records
<b>Methods of data collection</b>	Desktop research Survey
<b>Definition of key terms</b>	<b>Gender-based violence:</b> GBV is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. However, GBV is the term which is very often interchangeable with the term 'violence against women' as most GBV is inflicted by men on women and girls. Violence against women is one of the most systematic and prevalent human rights abuses in the world. It is a form of discrimination and deeply rooted in power imbalances and structural relationships of inequality between women and men.
<b>Further resources</b>	IJC. (2016). Women's Access to Justice for Gender-Based Violence A Practitioners' Guide ( <a href="#">link</a> )

### GERN75: Cases of gender-based violence prosecuted

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GERN75: Cases of gender-based violence prosecuted</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	This indicator measures the proportion of prosecuted cases of GBV that result in a conviction of the perpetrator. This is an important outcome-level indicator that measures the level of justice received by GBV survivors, which is an important step in their recovery, and may also be a proxy measure of shifts in societal attitudes towards GBV (e.g. if there are more prosecutions this may also be indicative of a shift in society to recognize GBV as a crime and to condone punishment for perpetrators which is important for the prevention of GBV).
<b>What the indicator measures</b>	Percentage of prosecuted GBV cases that resulted in a conviction in the project targeted area compared to baseline (situation prior intervention)
<b>Data sources</b>	Case management files Police records Court records
<b>Methods of data collection</b>	Desktop research Monitoring of GBV trials
<b>Definition of key terms</b>	<b>Gender-based violence:</b> GBV is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. However, GBV is the term which is very often interchangeable with the term 'violence against women' as most GBV is inflicted by men on women and girls. Violence against women is one of the most systematic and prevalent human rights abuses in the world. It is a form of discrimination and deeply rooted in power imbalances and structural relationships of inequality between women and men.
<b>Further resources</b>	Bloom, S. S. (2008). <i>Violence against women and girls. A compendium of monitoring and evaluation indicators</i> . USAID. ( <a href="#">link</a> ) IJC. (2016). <i>Women's Access to Justice for Gender-Based Violence A Practitioners' Guide</i> ( <a href="#">link</a> )

### GERN76: Conviction rates in gender-based violence cases

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b>GERN76: Conviction rates in gender-based violence cases</b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	This indicator provides a measure of the legal climate surrounding GBV. Like the previous indicators, this one is based on records in the judicial system and the measure will only be as good as the data recorded in these records. The states are required to exercise due diligence to prevent, investigate and punish acts of GBV, whether perpetrated by the state or private persons. However, in many countries, cases are not brought to trial due to biases against victims of GBV crimes in both the police and court systems. This indicator will provide a measure of how effective the legal system is in GBV-related cases.
<b>What the indicator measures</b>	The number and proportion of prosecuted GBV cases that resulted in a conviction compared to baseline (situation prior intervention)
<b>Data sources</b>	Police and court records Stakeholders Project documentation
<b>Methods of data collection</b>	Desktop research Survey Interviews
<b>Definition of key terms</b>	<p><b>Gender-based violence:</b> GBV is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. However, GBV is the term which is very often interchangeable with the term 'violence against women' as most GBV is inflicted by men on women and girls. Violence against women is one of the most systematic and prevalent human rights abuses in the world. It is a form of discrimination and deeply rooted in power imbalances and structural relationships of inequality between women and men.</p> <p><b>Conviction:</b> the act or process of finding a person guilty of a crime especially in a court of law</p>
<b>Further resources</b>	<p>Bloom, S. S. (2008). <i>Violence against women and girls. A compendium of monitoring and evaluation indicators</i>. USAID. (<a href="#">link</a>)</p> <p>IJC. (2016). <i>Women's Access to Justice for Gender-Based Violence A Practitioners' Guide</i> (<a href="#">link</a>)</p>

### GERN77: Change in time lapse between violence occurs and responsible organization's adequate response

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	3. Rights and security
<b>Subdimension</b>	3.2 Personal security and response to gender-specific rights violations
<b>Indicator name</b>	<b><i>GERN77: Change in time lapse between violence occurs and responsible organization's adequate response</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	The indicator tracks the response speed of any intervention provided to the GBV victim from the time of reported violence till the time there has been any type of adequate intervention. This data will reflect the effectivity, efficiency, helpfulness of given interventions/services.
<b>What the indicator measures</b>	The indicator measures the change in time between the reported violence case (to organisation, police, health unit, etc.) and adequate response of responsible organisation compared to baseline (situation prior intervention)
<b>Data sources</b>	Project managers and staff Representatives from local authorities Project documentation and data records Police records and records of related bodies, project
<b>Methods of data collection</b>	Interviews Survey Desk research
<b>Definition of key terms</b>	<p><b>Gender-based violence:</b> GBV is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. However, GBV is the term which is very often interchangeable with the term 'violence against women' as most GBV is inflicted by men on women and girls. Violence against women is one of the most systematic and prevalent human rights abuses in the world. It is a form of discrimination and deeply rooted in power imbalances and structural relationships of inequality between women and men.</p> <p><b>Adequate response to GBV:</b> Is any type of response that reflexes the state of the GBV victim and reacts on its actual needs (psychological, health-related, legal, etc.) by providing accurate type of services. Partnerships and networks across multiple sectors, including the legal system, medical and psychosocial services, police, and other support services, are the cornerstone of effective GBV survivor response.</p>
<b>Further resources</b>	Bloom, S. S. (2008). <i>Violence against women and girls. A compendium of monitoring and evaluation indicators</i> . USAID. ( <a href="#">link</a> )

**GERN80: Change in school achievements of girls**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN80: Change in school achievements of girls</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Education is universally acknowledged to benefit individuals and promote national development. Educating females and males produces similar increases in their subsequent earnings and expands future opportunities and choices for both boys and girls. However, educating girls produces many additional socio-economic gains that benefit entire societies. These benefits include increased economic productivity, higher family incomes, delayed marriages, reduced fertility rates, and improved health and survival rates for infants and children. While school enrollment is an important first step to achieving gender equality in education, actual school achievements represent the indication of the education effectiveness. In addition, despite equal enrollment achievements of girls may be negatively affected by discriminatory environment and practices in schools.
<b>What the indicator measures</b>	Change in school achievements of girls compared to boys in their age group and compared to their own achievements prior to the intervention (baseline). Achievements may be measured as grades, participation and placements in school competitions, student council representation etc.
<b>Data sources</b>	School records Girls Teachers
<b>Methods of data collection</b>	Desk research Interviews, focus groups Most significant change, storytelling Case studies
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
<b>Further resources</b>	Fatawu, A. A. (n.d.). <i>Promoting Gender Equity and Equality of Access to Quality Basic Education in Northern Ghana — The Wing School Mode.</i> ( <a href="#">link</a> ) UNEG. (2011). <i>Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance.</i> ( <a href="#">link</a> ) USAID. (2008). <i>Education from a Gender Equality Perspective.</i> ( <a href="#">link</a> )

### GERN81: Change in education completion rates for girls and boys

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN81: Change in education completion rates for girls and boys</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Education is universally acknowledged to benefit individuals and promote national development. Educating females and males produces similar increases in their subsequent earnings and expands future opportunities and choices for both boys and girls. However, educating girls produces many additional socio-economic gains that benefit entire societies. These benefits include increased economic productivity, higher family incomes, delayed marriages, reduced fertility rates, and improved health and survival rates for infants and children.
<b>What the indicator measures</b>	Change in education completion (primary and secondary level, high school) rates for girls and boys compared to baseline (situation prior to the intervention).
<b>Data sources</b>	School records National or regional district statistics Girls and boys by age groups
<b>Methods of data collection</b>	Desk research, basic statistics Household survey
<b>Definition of key terms</b>	<b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
<b>Further resources</b>	Fatawu, A. A. (n.d.). <i>Promoting Gender Equity and Equality of Access to Quality Basic Education in Northern Ghana — The Wing School Mode.</i> ( <a href="#">link</a> ) UNEG. (2011). <i>Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance.</i> ( <a href="#">link</a> ) USAID. (2008). <i>Education from a Gender Equality Perspective.</i> ( <a href="#">link</a> )



## GERN82: Proportion of women and girls dying from preventable causes compared to that of men and boys

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN82: Proportion of women and girls dying from preventable causes compared to that of men and boys</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Every day, approximately 800 women die from preventable causes related to pregnancy and childbirth (WHO, 2014). Pregnancy complications are the leading cause of death globally among females aged 15-19. Other leading causes of death of young people aged 10-19 include lower respiratory infections such as pneumonia and diarrhoeal diseases.
<b>What the indicator measures</b>	Proportion of women and girls dying from preventable causes compared to that of men and boys compared to baseline (situation prior to the intervention).
<b>Data sources</b>	Health clinics records Vital statistics where reliable data is available Families of girls and women
<b>Methods of data collection</b>	Records review Household survey
<b>Definition of key terms</b>	<b>Death from preventable causes</b> is a death that could have been prevented if appropriate, timely and professional medical care has been provided/would have been accessible to the patient.
<b>Further resources</b>	WHO. (2014). <i>Maternal Mortality</i> . ( <a href="#">link</a> ) WHO. (2014). <i>Adolescent pregnancy</i> . ( <a href="#">link</a> )

### **GERN83: Hours of non-remunerated (household and community) work per week performed by women and men, girls and boys**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN83: Hours of non-remunerated (household and community) work per week performed by women and men, girls and boys</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Unpaid work is work that produces goods and services for household consumption, which includes collecting firewood and fuel, fetching water, cooking, cleaning and also providing care for children, the elderly and other dependants. Across the world, the vast majority of unpaid household and care work is performed by women. As a result, when all activities, whether paid or not, are taken into account, women's working days become longer than men's.
<b>What the indicator measures</b>	Hours of non-remunerated work performed in the household and/or the community per week by women and men compared to baseline (situation prior to the intervention). This indicator seeks to establish whether distribution of non-remunerated work between men and women, girls and boys has improved as a direct or indirect consequence of the intervention.
<b>Data sources</b>	Women and men, girls and boys Community
<b>Methods of data collection</b>	Household survey, interviews Direct observation
<b>Definition of key terms</b>	<b>Non-remunerated work</b> (unpaid labor) is defined as labor that does not receive any direct remuneration. It is a form of non-market work such as domestic labor that occurs inside households.
<b>Further resources</b>	Ferrant, G., Pesando, L. M. & Nowacka, K. (2014). <i>Unpaid Care Work: The missing link in the analysis of gender gaps in labour outcomes.</i> ( <a href="#">link</a> ) ILO. (2016). <i>Women at Work. Trends 2016.</i> ( <a href="#">link</a> )

**GERN84: Proportion of women who have adequate livelihoods (income)**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN84: Proportion of women who have adequate livelihoods (income)</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Jobs are important for women and girls because the income they earn garners them respect and the power to make decisions in their families and communities. The income is important for helping families out of poverty. Yet women often face difficulties in accessing the labour market due to a variety of reasons such as lack of education, poor economic condition, family and household responsibilities, and limited technical skills. Challenges also remain for women and girls to overcome the perceptions in many communities about women's roles and the kinds of work that are socially acceptable for women and girls.
<b>What the indicator measures</b>	Proportion of women in the intervention community/target group who have adequate livelihoods (income) compared to baseline (situation prior to the intervention). Where applicable, the outcome should also be contextualized in comparison to male counterparts to establish to what extent the intervention improved the situation of each group.
<b>Data sources</b>	Women (and men) in target community
<b>Methods of data collection</b>	Interviews, survey Focus groups
<b>Definition of key terms</b>	A <b>livelihood</b> is a means of making a living. It encompasses people's capabilities, assets, income and activities required to secure the necessities of life. A livelihood is sustainable when it enables people to cope with and recover from shocks and stresses (such as natural disasters and economic or social upheavals) and enhance their well-being and that of future generations without undermining the natural environment or resource base.
<b>Further resources</b>	Giannelli, G. C. (2015). <i>Policies to support women's paid work. Policies in developing countries to improve women's access to paid work should also consider child welfare</i> . IZA World of Labor 2015: 157. ( <a href="#">link</a> ) International Federation of Red Cross and Red Crescent Societies. (n.d.). <i>What is a livelihood?</i> ( <a href="#">link</a> ) International Youth Foundation. (2012). <i>Improving Gender Equality in Youth Livelihood Programs</i> . Field Notes 5(19). ( <a href="#">link</a> )

### GERN85: Proportion of women and men living in adequate housing

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN85: Proportion of women and men living in adequate housing</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Women face discrimination in many aspects of housing because they are women, or because of other factors such as poverty, age, class, sexual orientation or ethnicity. In many parts of the world, and especially in rural areas, women's enjoyment of the right to adequate housing often depends on their access to and control over land and property. For that reason, it is estimated that women worldwide represent a significant portion of those who are inadequately housed.
<b>What the indicator measures</b>	Proportion of women who live in adequate housing compared to their male counterparts and compared to baseline (situation prior to the intervention).
<b>Data sources</b>	Target population
<b>Methods of data collection</b>	Household survey, interviews
<b>Definition of key terms</b>	<b>Adequate housing</b> meets at the minimum the following criteria: Security of tenure (legal entitlement, protection against eviction); availability of safe drinking water, adequate sanitation, energy for cooking, heating, lighting, food storage; adequate cost, which does not threaten or compromises the occupants' enjoyment of other human rights; guarantees physical safety or provide adequate space, as well as protection against the cold, damp, heat, rain, wind, other threats to health and structural hazards; accessible taking into account specific needs of disadvantaged or marginalized groups; location, which facilitates access to employment opportunities, health-care services, schools, childcare centres and other social facilities, and is not located in polluted or dangerous areas; respects and takes into account the expression of cultural identity.
<b>Further resources</b>	OHCHR. (n.d.). <i>The Right to Adequate Housing</i> . ( <a href="#">link</a> )

**GERN86: Proportion of women and men with regular access to safe food**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN86: Proportion of women and men with regular access to safe food</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Achieving food security is a central part of sustainable development. Ensuring an end to malnutrition and hunger requires a focus on agriculture and food production systems both in their relationship with natural resources on the one hand, and with global and national economic structures and policies, on the other. Approaching the food security challenge as a matter of imbalances between production and population obscures the complex gendered dynamics of local and global food markets, intra-household allocation of food and the production systems that are the root causes of hunger and malnutrition. Sustainable food security cannot be achieved without the agency and decision-making of women in the food system and without recognizing and overcoming the constraints that they face as producers and consumers.
<b>What the indicator measures</b>	Proportion of women and men with regular access to safe food, i.e. who have achieved stable food security compared to baseline (situation prior to the intervention). To establish the stability of their food situation, access to food should be assessed over a period of time (minimum 3 months, preferably longer).
<b>Data sources</b>	Target population ( <i>if cannot be reached, secondary data, e.g. on malnutrition and stunting in children may be used</i> )
<b>Methods of data collection</b>	Household survey
<b>Definition of key terms</b>	<b>Food security</b> exists when all people, at all times, have physical and economic access to sufficient safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life. The four components or pillars of food security include the availability of food; economic, physical and social access to food; food utilization; and the stability of these three dimensions over time.
<b>Further resources</b>	UN Women. (2014). <i>World Survey on the Role of Women in Development 2014. Gender Equality and Sustainable Development.</i> ( <a href="#">link</a> )

## GERN87: Proportion of women and men with regular access to health care for themselves and their children

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN87: Proportion of women and men with regular access to health care for themselves and their children</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	<p>People in poor countries tend to have less access to health services than those in better-off countries, and within countries, the poor have less access to health services. Gender inequities in health services are also common, particularly for poor women, and manifest as health services that are not available or acceptable to women. Women also suffer higher prevalence of certain health conditions; for example, blindness prevalence is two to three times higher in women than men in areas where trachoma infection is common.</p> <p>Reasons for gender inequalities in health include: emphasis on women's childbearing roles resulting in early and excessive childbearing; sex preference manifested in discrimination against female children in health and general care; women's workloads which not only expose them to health hazards but also make it difficult for them to take time off for healthcare; lack of autonomy by women leading to lack of decision-making power and access to independent income; early marriage which exposes women to the complications of early and excessive childbearing.</p>
<b>What the indicator measures</b>	Proportion of women and men with regular access to health care for themselves and their children compared to baseline (situation prior to the intervention). A particular emphasis should be placed on gender analysis of who primarily accesses health care, men or women and for whom of their children (boys and/or girls).
<b>Data sources</b>	Target population Health clinics and/or health professionals, administrative records
<b>Methods of data collection</b>	Household survey, interviews Records review
<b>Definition of key terms</b>	<p><b>Gender equality</b> refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.</p> <p><b>Health services</b> include all services dealing with the diagnosis and treatment of disease, or the promotion, maintenance and restoration of health. They include personal and non-personal health services. Service provision refers to the way inputs such as money, staff, equipment and drugs are combined to allow the delivery of health interventions.</p>
<b>Further resources</b>	<p>Men, C. R. et al. (2011). <i>Gender as a social determinant of health: Gender analysis of the health sector in Cambodia</i>. (<a href="#">link</a>)</p> <p>Peters, D. H. et al. (2008). Poverty and Access to Health Care in Developing Countries. <i>Annals of the New York Academy of Sciences</i> 1136, 161–171. (<a href="#">link</a>)</p> <p>UNDP. (2013). <i>Humanity Divided. Confronting Inequality in Developing Countries</i>. (<a href="#">link</a>)</p> <p>WHO. (2015). <i>Integrating equity, gender, human rights and social determinants into the work of WHO. Roadmap for Action (2014-2019)</i>. (<a href="#">link</a>)</p> <p>WHO. (2009). <i>Women and Health. Today's evidence, tomorrow's agenda</i>. (<a href="#">link</a>)</p>

## GERN88: Proportion of women with access to family planning counselling and services

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN88: Proportion of women with access to family planning counselling and services</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	There are 214 million women of reproductive age in developing countries who want to avoid pregnancy are not using a modern contraceptive method. Family planning/contraception reduces the need for abortion, especially unsafe abortion. Some family planning methods, such as condoms, help prevent the transmission of HIV and other sexually transmitted infections. Family planning reinforces people's rights to determine the number and spacing of their children. In addition, by preventing unintended pregnancy, family planning/contraception prevents deaths of mothers and children.
<b>What the indicator measures</b>	Proportion of women out of all women in the intervention area or target group who have access to family planning counselling and services compared to baseline (situation prior to the intervention).
<b>Data sources</b>	Target women Health clinics and/or health professionals and related records
<b>Methods of data collection</b>	Survey, interviews Records review
<b>Definition of key terms</b>	<b>Family planning</b> is deciding the number and spacing of one's children through the use of contraception. <b>Modern contraceptive methods:</b> Female and male sterilization, the pill, injectables, intrauterine devices (IUDs), male and female condoms, vaginal barrier methods, implants and other modern methods, <b>Traditional contraceptive methods:</b> Rhythm, withdrawal, other traditional methods.
<b>Further resources</b>	Mukhopadhyay, T. (2017). <i>Human Development Reports. Women's Reproductive Rights are Human Rights.</i> ( <a href="#">link</a> ) UNFPA. (2016). <i>Universal Access to Reproductive Health. Progress and Challenges.</i> ( <a href="#">link</a> ) WHO. (2017). <i>Family planning/Contraception. Fact Sheet.</i> ( <a href="#">link</a> )

**GERN89: Percentage of school-aged girls and boys not attending school**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN89: Percentage of school-aged girls and boys not attending school</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Education is essential to advancing human capital by enabling individuals to develop their knowledge and skills throughout their lives. Relatively high levels of education are often related to higher earnings and productivity, better career progression, health, life satisfaction as well as to better investments in education and health of future generations. However, in many parts of the world, girls are still denied their fundamental right to education or are more likely (or earlier) to drop out of school than their brothers.
<b>What the indicator measures</b>	Percentage of school-aged girls and boys not attending school compared to baseline (situation prior to intervention). Comparison between gender groups, as well as analysis of causes of school non-attendance for each group should be carried out to determine whether phenomenon affects differently girls and boys in the intervention area.
<b>Data sources</b>	Families in the intervention area
<b>Methods of data collection</b>	Household survey, interviews
<b>Definition of key terms</b>	<b>School enrollment:</b> Children are formally registered at a school near their current place of residence and regularly attend classes at this school
<b>Further resources</b>	Handa, S. (2002). Raising primary school enrolment in developing countries. The relative importance of supply and demand. <i>Journal of Development Economics</i> 69, 103 – 128. ( <a href="#">link</a> )



**GERN180: Change in early marriage and/or pregnancies rates for girls aged 10-18**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN180: Change in early marriage and/or pregnancies rates for girls aged 10-18</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Girls are more likely to marry at a young age than boys. Moreover, girls are often married to older men, sometimes making it difficult for them to exercise their decision-making power within the household and partnership, including on issues related to reproductive health. Child marriage among girls can result in early pregnancy—placing the health and very survival of mothers and their babies at risk. Child brides are also more likely to experience domestic violence and social isolation, and typically have limited opportunities for education, a career and vocational development
<b>What the indicator measures</b>	Change (increase or decrease) in early marriage and/or pregnancies rates for girls aged 10 to 18 that were directly or indirectly targeted by the intervention. Rates are compared to baseline – last available data prior to the intervention.
<b>Data sources</b>	Girls and their family members (parents, guardians) Local vital statistics data, health records (e.g., birth registries)
<b>Methods of data collection</b>	Interviews Desk research
<b>Definition of key terms</b>	<b>Child marriage</b> is defined as a formal marriage or informal union before age 18.
<b>Further resources</b>	UN. (2015). <i>The World's Women 2015. Trends and Statistics</i> . ( <a href="#">link</a> )

## GERN181: Proportion of women with access to climate-friendly / climate-resilient technologies

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN181: Proportion of women with access to climate-friendly / climate-resilient technologies</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Innovative technologies and practices include resilient agro-pastoral practices, water management and rehabilitation of ecosystems. Other climate-friendly technologies include renewable heating technologies or electricity from renewable sources, green buildings etc.
<b>What the indicator measures</b>	Proportion of women (of all women targeted or of the target community) with access to climate-friendly / climate-resilient technologies compared to baseline (situation prior to the intervention).
<b>Data sources</b>	Target women/target community Supported sites/facilities
<b>Methods of data collection</b>	Household survey Site visits
<b>Definition of key terms</b>	<p><b>Climate change</b> refers to a statistically significant variation in either the mean state of the climate or its variability, persisting for an extended period (typically decades or longer). Climate change may be due to natural processes or external forcing, or to persistent anthropogenic changes in the composition of the atmosphere or in land-use.</p> <p><b>Resilience</b> refers to the capacity of a system, community or society potentially exposed to hazards to adapt, by resisting or changing in order to reach and maintain an acceptable level of functioning and structure. This is determined by the degree to which the social system is capable of organizing itself to increase its capacity for learning from past disasters for better future protection and to improve risk reduction measures.</p>
<b>Further resources</b>	<p>Jones, L. &amp; Tanner, T. (2015). <i>Measuring 'subjective resilience' using people's perceptions to quantify household resilience</i>. Overseas Development Institute Working paper 423. (<a href="#">link</a>)</p> <p>Energia. (n.d.). <i>Exploring Factors that Enhance and restrict Women's Empowerment through Electrification</i>. (<a href="#">link</a>)</p> <p>Financial and Fiscal Commission and Food, Agriculture and Natural Resources Policy Analysis Network. (n.d.). <i>Climate Change, Household Vulnerability and Smart Agriculture: The Case of Two South African Provinces</i>. (<a href="#">link</a>)</p> <p>Jasna, V. K. et al. (2014). Socio Economic Impact of Climate Resilient Technologies. <i>International Journal of Agriculture and Food Science Technology</i> 5(3), 185-190. (<a href="#">link</a>)</p> <p>Levina, E. &amp; Tirpak, D. (2006). <i>Adaptation to Climate Change: Key Terms</i>. (<a href="#">link</a>)</p> <p>Meybeck, A. et al. (eds). <i>Building resilience for adaptation to climate change in the agriculture sector</i>. (<a href="#">link</a>)</p>

## GERN182: Proportion of women with improved access to safe and reliable energy sources

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN182: Proportion of women with improved access to safe and reliable energy sources</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	The provision of electricity and modern energy services is crucial for human well-being and is considered essential for overall economic development. Since the 1990s, the concept of gender and energy had developed and broadened from more ecological cookstoves, time saving, woodlots and biomass fuels, and appropriate technology to one that encompassed a wider range of issues including pricing, transport, and modern energy forms, such as electricity.
<b>What the indicator measures</b>	Proportion of women from the intervention community or target group (out of all women or compared to men) with improved access to safe and reliable energy sources compared to baseline.
<b>Data sources</b>	Households Intervention participants
<b>Methods of data collection</b>	Household survey Interviews
<b>Definition of key terms</b>	<b>Access to electricity:</b> Pertains to usability including affordability of supply, rather than actual use of electricity. <b>Safe and reliable energy sources</b> are such that do not pose any threats to human health and/or the environment and provide a constant supply of electricity for its users and their intended uses. The sources may be renewable and non-renewable.
<b>Further resources</b>	Energia. (n.d.). <i>Exploring Factors that Enhance and restrict Women's Empowerment through Electrification.</i> ( <a href="#">link</a> ) Legros, G. et al. (2009). <i>The Energy Access Situation in Developing Countries.</i> A Review Focusing on the Least Developed Countries and Sub-Saharan Africa ( <a href="#">link</a> ) Vaccaro, A. (n.d.). <i>Reliable Electric Power for Developing Countries.</i> ( <a href="#">link</a> )

**GERN183: Number of hours a day women spend on collecting drinking water**

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN183: Number of hours a day women spend on collecting drinking water</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Safe drinking water is vital for reducing the global burden of disease and improving the health, welfare and productivity of populations. While a significant progress in improving water sources as been achieved in the last decade, severe inequalities in access to clean drinking water remain. When access to water is restrained, it is women and girls of the household who have to undertake long and often precarious journeys to obtain water on a daily basis, preventing them from attending schools or engaging in economic activities.
<b>What the indicator measures</b>	Number of hours a day women spend on collecting drinking water compared to baseline (situation prior to the intervention).
<b>Data sources</b>	Women and girls in the intervention area
<b>Methods of data collection</b>	Focus groups Household survey
<b>Definition of key terms</b>	<b>Access to safe drinking water:</b> Access to safe water is measured by the proportion of population with access to an adequate amount of safe drinking water located within a convenient distance from the user's dwelling. Access is interpreted as <u>actual use</u> by the population.
<b>Further resources</b>	<p>Sobsey, M.D., Stauber, C.E., Casanova, L.M., Brown, J.M. &amp; Elliott, M.A. (2008). Point of Use Household Drinking Water Filtration: A Practical, Effective Solution for Providing Sustained Access to Safe Drinking Water in the Developing World. <i>Environmental Science &amp; Technology</i>, 42, 4261–4267. (<a href="#">link</a>)</p> <p>United Nations Department of Economic and Social Affairs, Population Division. (2008, rev.). <i>Charting the Progress of Populations</i>, Chapter X. Access to Safe Water, pp. 67-71. (<a href="#">link</a>)</p> <p>WaterAid. (n.d.). <i>Enhancing gender equality post-2015: The role of water and sanitation</i>. (<a href="#">link</a>)</p> <p>WaterAid. (n.d.). <i>Women and WASH. Water, sanitation and hygiene for women's rights and gender equality</i>. (<a href="#">link</a>)</p>

## GERN90: Change in women's formal employment compared to change in formal employment of men in the same period

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN90: Change in women's formal employment compared to change in formal employment of men in the same period</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Women comprise 49.6 percent of the world's population but make up only 40.8 percent of the formal global labor market. Historically, in high income countries participation in the formal economy has been the most important route to women's empowerment and increased gender equality. However, in developing countries, gender inequality in the formal economy remains high and so are its costs. Although in the past increasing demand for labour as a result of economic growth was the main mechanism leading to women's increased participation in formal employment and increased gender equality, future economic growth in developing countries is unlikely to be enough to produce similar results. Policy interventions by development actors, including governments and the private sector, will be required to increase women's access to formal employment and promote their equality with men.
<b>What the indicator measures</b>	Change in women's formal employment compared to change in formal employment of men in the same period. The length of the period compared will be set according to each intervention, most commonly the time that has occurred since delivering the intervention or compared to the situation prior to the intervention (baseline).
<b>Data sources</b>	Women and men in the intervention area Social security records
<b>Methods of data collection</b>	Participant survey, household survey Desk research
<b>Definition of key terms</b>	<b>Formal employment</b> is characterized by an employment relationship that is subject to national labour legislation, income taxation, social protection or entitlement to benefits such as paid leave. Casual workers and many temporary and part-time workers in the formal economy would be excluded from this definition as per ILO guidelines.
<b>Further resources</b>	Corner, L. (2011). <i>Women and the formal economy</i> . ( <a href="#">link</a> ) Das, S. (2015). <i>Women Workers in India: Why So Few Among So Many?</i> IMF Working Paper. ( <a href="#">link</a> ) Giannelli, G. C. (2015). <i>Policies to support women's paid work. Policies in developing countries to improve women's access to paid work should also consider child welfare</i> . IZA World of Labor 2015: 157. ( <a href="#">link</a> ) ILO. (2016). <i>Women at Work. Trends 2016</i> . ( <a href="#">link</a> ) Verick, S. (2014). <i>Female labor force participation in developing countries</i> . IZA World of Labor 87. ( <a href="#">link</a> )

### GERN91: Proportion of women among formally employed with low income

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN91: Proportion of women among formally employed with low income</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Data show that the vast majority of the world's poor work, yet their income is so low that they fall below the internationally established poverty line. Issues surrounding poverty and low earnings differ widely between the "developed" and "developing" countries. In the developing world, the issues that predominate include self-employment and household enterprises, agricultural work, casual employment, and informal work.
<b>What the indicator measures</b>	Proportion of women who despite being formally employed continue to earn low income, which qualifies them as the working poor compared to men with similar characteristics/belonging to the same group and/or compared to baseline (situation prior to the intervention).
<b>Data sources</b>	Target population Population/employment statistics
<b>Methods of data collection</b>	Survey Desk research Interviews (when target groups are relatively small)
<b>Definition of key terms</b>	<b>Low income</b> are earnings that do not reach a certain level set for the specific context locally or internationally (e.g., poverty line, absolute poverty thresholds, relative poverty as a proportion of a median income etc.). <b>Poverty line</b> (poverty threshold, poverty limit) line is the minimum level of income deemed adequate in a particular country. The current global poverty line set by the World Bank is \$1.90 a day. <b>The working poor</b> (in developing countries) are workers who lived in families below the internationally-used two dollar a day poverty line (ILO definition).
<b>Further resources</b>	Fields, G. S. (2011). <i>Poverty and Low Earnings in the Developing World</i> . ( <a href="#">link</a> ) Majid, N. (2001). <i>The size of the working poor population in developing countries</i> . ( <a href="#">link</a> )

## GERN92: Proportional change in average income of female-headed households compared to male-headed households

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN92: Proportional change in average income female-headed households compared to male-headed households</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Most countries in the developing world and the Middle East have a high prevalence of female-headed households. The prevalence of female-headed households ranges from less than 10% in some Middle Eastern countries to almost half in parts of Sub-Saharan Africa. These families are headed by a mother figure, wife or a female taking care of her siblings. Among the main causes are male migration for work from rural areas to cities and to other countries, the deaths of males in civil conflicts and wars, unpartnered adolescent fertility and family disruption.
<b>What the indicator measures</b>	Change in average income of female-headed households compared to male-headed households. Appropriate to the intervention context, the indicator may focus on comparing the income of women and men or of female and male-headed households or both women and female-led businesses compared to their male counterparts as the income of single women will also affect the income of the households they lead. All comparisons should be made against baseline (situation prior to the intervention).
<b>Data sources</b>	Female and male-headed households in the intervention area Local/national statistics
<b>Methods of data collection</b>	Household survey, survey of participants Desk research
<b>Definition of key terms</b>	<b>Female-headed household</b> refers to situations where an adult woman (usually with children) resides without a male partner (or, in some cases, another adult male such as a father or brother). <b>Feminization of poverty</b> is based on three common tenets: women represent a disproportionate percentage of the world's poor, that this trend is deepening, and that women's increasing share of poverty is linked with a rising incidence of female household headship.
<b>Further resources</b>	IFAD. (1999). <i>The issue of poverty among female-headed households in Africa</i> . ( <a href="#">link</a> ) Klasen, S., Lechtenfeld, T. & Povel, F. (2011). <i>What about the Women? Female Headship, Poverty and Vulnerability in Thailand and Vietnam</i> . ( <a href="#">link</a> ) Milazzo, A. & van de Walle, D. (2015). <i>Women Left Behind? Poverty and Headship in Africa</i> . ( <a href="#">link</a> ) Rajaram, R. (2009). <i>Female-Headed Households and Poverty: Evidence from the National Family Health Survey</i> . ( <a href="#">link</a> ) Singh Aggarwal, V. (2012). Female Headed households and Feminization of Poverty. <i>Research Journal of Social Sciences &amp; Management</i> 2(4). ( <a href="#">link</a> )

### GERN93: Change in business income of women-owned businesses compared to male counterparts

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN93: Change in business income of women-owned businesses compared to male counterparts</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Women who start businesses tend to know fewer entrepreneurs than male entrepreneurs, meaning women have fewer social connections that would enable them to access business opportunities, information, and contacts. In this way, women are disadvantaged from the start, having fewer professional connections, role models, and mentorship opportunities, which can adversely affect their businesses in the long run. Women enterprises often lack the level of business acumen and skills to grow in a profitable and competitive manner. Most enterprises have difficulty keeping track of their accounts, handling taxes and understanding compliance rules and regulations. They also lack the strategic focus and the long-term plan. All these barriers affect the performance of the businesses that women operate.
<b>What the indicator measures</b>	Change in business income of women-owned businesses compared to male counterparts and compared to baseline. Change measured in an average absolute value or as a proportion of female and male-led businesses whose income has increased compared to baseline.
<b>Data sources</b>	Target businesses Business statistics
<b>Methods of data collection</b>	Interviews, surveys Desk research
<b>Definition of key terms</b>	<b>Business income</b> is financial compensation generated from company or trade operations. Business income represents money gained from transactions before any expenses or other financial obligations are deducted.
<b>Further resources</b>	International Finance Corporation. (2014). <i>Women-Owned SMEs: A Business Opportunity for Financial Institutions. A Market And Credit Gap Assessment and IFC's Portfolio Gender Baseline.</i> ( <a href="#">link</a> )



### GERN94: Proportion of businesses owned by women with increased climate resilience

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN94: Proportion of businesses owned by women with increased climate resilience</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Adaptation to climate change is not optional, but an essential element in the pursuit of prosperity in the long term. As the principal driver of economic growth, the private sector has a significant influence on the promotion of sustainable development and climate change adaptation. In many developing countries, MSEs form the bedrock of rural economies and livelihoods. Improving MSEs' approach to climate change risk management is critical to advance inclusive growth, offering the potential to raise income levels and reduce poverty.
<b>What the indicator measures</b>	Proportion of target businesses disaggregated by sex of their owners whose climate resilience has increased compared to baseline (situation prior to the intervention).
<b>Data sources</b>	Owners of target businesses Target businesses
<b>Methods of data collection</b>	Interviews Survey Site visits
<b>Definition of key terms</b>	<b>Resilience</b> refers to the capacity of a system, community or society potentially exposed to hazards to adapt, by resisting or changing in order to reach and maintain an acceptable level of functioning and structure. This is determined by the degree to which the social system is capable of organizing itself to increase its capacity for learning from past disasters for better future protection and to improve risk reduction measures.
<b>Further resources</b>	<p>Denton, F. et al. (2014). Climate-resilient pathways: adaptation, mitigation, and sustainable development. In: <i>Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects</i>. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Field, C.B. et al., (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 1101-1131. (<a href="#">link</a>)</p> <p>Dougherty-Choux, L. et al. (n.d.). <i>Adapting from the Ground Up. Enabling Small Businesses in Developing Countries to Adapt to Climate Change</i>. World Resources Institute. (<a href="#">link</a>)</p> <p>Financial and Fiscal Commission and Food, Agriculture and Natural Resources Policy Analysis Network. (n.d.). <i>Climate Change, Household Vulnerability and Smart Agriculture: The Case of Two South African Provinces</i>. (<a href="#">link</a>)</p> <p>Levina, E. &amp; Tirpak, D. (2006). <i>Adaptation to Climate Change: Key Terms</i>. (<a href="#">link</a>)</p>

### GERN95: Percentage of women and girls living below the poverty line

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b>GERN95: Percentage of women and girls living below the poverty line</b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Women are vulnerable to extreme poverty because they face greater burdens of unpaid work, have fewer assets and productive resources than men, are exposed to gender-based violence (GBV), and are more likely to be forced into early marriage —all factors that reduce their ability to participate fully in the economy and to reap the benefits of growth. A nuanced understanding of the role gender plays in efforts to end extreme poverty can lead to better results; for women and girls themselves, their families, and their communities. When women’s productivity in areas such as agriculture increases, the benefits are amplified across families and generations.
<b>What the indicator measures</b>	Percentage of women and girls living below the poverty line – or other poverty threshold set as appropriate for the context – in comparison to that of men and boys compared to the baseline (situation prior to the intervention).
<b>Data sources</b>	Target population Local population statistics
<b>Methods of data collection</b>	Household survey Desk research
<b>Definition of key terms</b>	<b>Poverty line</b> (poverty threshold, poverty limit) line is the minimum level of income deemed adequate in a particular country. The current global poverty line set by the World Bank is \$1.90 a day.
<b>Further resources</b>	Fields, G. S. (2011). <i>Poverty and Low Earnings in the Developing World</i> . ( <a href="#">link</a> ) USAID. (2015). <i>Gender and extreme poverty. Getting to Zero: A USAID discussion series</i> . ( <a href="#">link</a> ) UN Department of Social & Economic Affairs. (2015). <i>The World's Women 2015. Trends and Statistics</i> . ( <a href="#">link</a> )

### GERN96: Proportional change in women's access to capital for their businesses

<b>Crosscutting theme</b>	Gender and gender equality
<b>Dimension</b>	4. Distribution of development resources and benefits
<b>Subdimension</b>	4.1 Basic needs, livelihoods and productive assets
<b>Indicator name</b>	<b><i>GERN96: Proportional change in women's access to capital for their businesses</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	<p>Women entrepreneurs running SMEs play a meaningful and significant role in contributing to economic development by creating jobs, promoting greater economic growth, reducing poverty and harnessing the productive capacity of women. Entrepreneurship also provides another means to generate income and reduce inequalities among men and women. However, women entrepreneurs are constrained by barriers such as limited access to finance, which impedes both growth and development. Women entrepreneurs are more likely to cite access to finance as the first or second barrier to developing their businesses. The financial barriers that women-owned SMEs face—from unfavorable lending policies to lack of collateral—severely restrict their access to finance. Moreover, non-financial constraints exacerbate this challenge of obtaining credit, further restricting the growth and profitability of women-owned SMEs. While these constraints often affect both men and women SME owners, women tend to experience greater vulnerability compared to their male counterparts.</p>
<b>What the indicator measures</b>	Proportional change in women entrepreneurs from the target group/intervention area who report an increased access to capital for their businesses compared to baseline (situation prior to the intervention).
<b>Data sources</b>	Women entrepreneurs
<b>Methods of data collection</b>	Interviews Survey
<b>Definition of key terms</b>	<b>Business capital</b> is the money or wealth needed to produce goods and services. In the most basic terms, it is money. All businesses must have capital in order to purchase assets and maintain their operations. Business capital comes in two main forms: debt and equity.
<b>Further resources</b>	<p>International Finance Corporation. (2014). <i>Women-Owned SMEs: A Business Opportunity for Financial Institutions</i>. (<a href="#">link</a>)</p> <p>International Finance Corporation. (2011). <i>Strengthening Access to Finance for Women-Owned SMEs in Developing Countries</i>. (<a href="#">link</a>)</p>