



## Guidance Note: Gender in Grantees' Results Framework

### I. PURPOSE

This document aims to provide guidance to FER and MRYP grantees on promoting gender-responsive and transformative EiEPC through the monitoring of gender indicators in ECW-supported grantees' results frameworks.

### II. RATIONALE

As recent ECW evaluations highlight, existing ECW reporting systems include limited information, beyond sex-disaggregated data, on strategic priorities such as gender. It is necessary to address this lack of data through the development of key performance indicators on quality, inclusive, and safe gender responsive and transformative EiEPC, as well as gender indicators that measure gender equality and change.

### III. KEY TERMS

As per the Strategic Plan 2023-2026, ECW is committed to ensuring that all investments follow a twin-track approach with gender mainstreaming and gender-targeted interventions in all ECW-supported interventions to address specific gender barriers identified in the needs overview. To do so, all ECW-supported FERs should include gender-responsive targeted interventions whilst ECW-supported MYRPs should include gender-transformative targeted interventions.

**Gender mainstreaming**<sup>1</sup> approaches to EiEPC are devised to respond to the gender issues in general education activities (such as a back-to-school programme targeting both boys and girls).

**Gender-responsive**<sup>2</sup> approaches to EiEPC refer to those that identify and address the different needs of girls, boys, women, men, and non-binary individuals to promote equal outcomes. For instance, the provision of menstrual hygiene kits to diminish gender-specific bottlenecks to girls' participation in education programmes signifies a gender-responsive approach to EiEPC.

**Gender-transformative**<sup>3</sup> approaches to EiEPC explicitly seek to redress gender inequalities and empower disadvantaged populations. Gender-transformative EiEPC extends beyond addressing gender-related needs by challenging stereotypes, norms, and attitudes in order to identify, address, and positively transform the root causes of gender inequality. For example, interventions aimed at altering communal attitudes about

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<sup>1</sup> Please see definition in the [Genkit](#).

<sup>2</sup> Please see definition in the [Genkit](#).

<sup>3</sup> Please see definition in the [Genkit](#).

menstruation—in addition to the provision of menstrual hygiene kits—would be gender transformative.

#### IV. KEY GUIDANCE FOR GRANTEES

##### a. Gender Focal Points

ECW requires that results frameworks designate a Gender Focal Point among **each** grantee. The identification of Gender Focal Points among grantees helps ensure that gender considerations are at the forefront of the design, implementation, and monitoring phases of FERs and MYRPs. Please include the name and contact details of the gender focal point on the “General Information” tab of the Results Framework template.

##### b. Gender Equality Indicators

ECW-supported MYRPs are **required** to select **a minimum of one outcome level Gender Equality indicator**, from those included in the indicator library, in their results framework. Although FERs are not required to incorporate an outcome level gender indicator in their results framework, it is highly recommended.

The gender indicators in the indicator library are tailored to FER and MYRP investments. To determine if a specific indicator is applicable for grantees, view the “investment type” column on the indicator library tab. FER grantees should select indicators categorized under FER/MYRP, while MYRP should select only those listed as MYRP.

##### c. Gender-based Violence (GBV) Risk Mitigation Indicators

ECW is committed to the integration of GBV risk mitigation measures across all investments so that GBV risks can be identified and addressed in an effort to increase women and girls’ access, retention, and completion in EiEPC opportunities.

In 2021, ECW joined the Call to Action on Protection from GBViE, thereby committing that all ECW investments (FERs and MYRPs) include at least one GBV risk mitigation measure in the results framework and such measures are costed in the ECW seed funding budget.

ECW-supported FERs and MYRPs must therefore include a **minimum of one GBV risk mitigation indicator**, at output and outcome level, from ECW’s indicator library in their results framework. ECW monitors GBV risk mitigation indicators adopted by grantees to ensure that progress towards GBV mitigation is achieved.

For additional guidance, consult ECW’s [GBV Guidance Note](#).

##### d. Targeting Approach

ECW follows a targeting approach to ensure that the needs of marginalized sub-groups of children and adolescents are met through EiEPC programmes. ECW’s

benchmark target is for **60% of all children** reached through ECW-supported investments **to be girls**. The 60% girls target applies to the 10% children with disability target, the 10% early childhood education target, and the 20% secondary level education target. This is because girls, especially adolescent girls, encounter gender-related barriers that inhibit their educational access and retention in emergency settings. As intersecting vulnerabilities (i.e., disability, age, refugee/IDP status, etc.) exacerbate such issues, ECW recommends grantees adopt an intersectional approach in tailoring interventions to address the differentiated needs of marginalized girls.

ECW-supported FERs and MYRPs must incorporate and contextualize gender-targeted intervention strategies to achieve the 60% target. Additionally, ECW's twin-track approach requires gender mainstreaming across EiEPC programmes to reinforce our commitments to gender-responsive and gender-transformative investments.

For additional guidance on ECW's twin-track gender-targeted and mainstreaming approach, refer to the [Gender-targeting Interventions Guidance Note](#).

#### **e. Intervention Areas**

In line with the twin-track approach to gender mainstreaming and gender-targeted interventions, ECW requires grantees to ensure that all intervention areas and related indicators are at minimum gender equitable, meaning that gender should be at minimum mainstreamed in the design and implementation of the interventions, taking into account the differentiated needs of girls and boys (such as a back-to-school programme targeting both boys and girls).

In addition, grantees need to incorporate gender-targeted interventions in their results framework and budget at the application and reporting stages. This is to ensure that gender-targeted EiEPC interventions are planned, costed, and monitored in ECW-supported investments.

As detailed in the Finance Template provided to grantees, ECW's gender-targeted intervention areas include:

1. Gender targeted access and learning environments intervention: These are interventions that address the space-related barriers to learning among marginalized groups. For example:

- Transportation
- Gender-responsive WASH and Menstrual Health and Hygiene (MHH)
- Curriculum delivery and adaptation: gender-responsive/transformative life skills and social-emotional learning (SEL), gender-responsive distance learning [tailored for subgroups such as married girls, and child mothers, based on gender analysis].
- GBV risk mitigation measures/SRGBV
- Girls' clubs

2. Gender targeted participation, empowerment, and coordination: These are interventions that explicitly seek to involve and empower marginalized populations through FERs and MYRPs. For example:

- Menstrual hygiene kits and/or dignity kits
- Girls' peer-led education and girl-led community action
- Support to young mothers' groups

3. Gender targeted systemic barriers (policies/social norms): These are interventions aimed at provoking change at the systemic level through FERs and MYRPs. For example:

- Policies (e.g., admittance of married or young mothers)
- Structure and resources (support to MoE Gender Unit [human and financial], gender-responsive data management system)
- MoE National gender-responsive curriculum
- Collaboration with Ministry of Gender and other key ministries to jointly address systemic barriers such as child marriage, FGM, and GBV for shared gender-equitable outcomes

4. Gender targeted teaching and learning: These are interventions that aim to mobilize the involvement of marginalized populations in teaching and learning settings through FERs and MYRPs. For example:

- Gender-responsive teacher training and teacher practices
- Teacher and governance attitudes

These intervention areas correspond to column D ("intervention areas") on the budget tab of the Finance Template. For each intervention area, grantees must use column E to designate the intervention as 0 - gender unaware, 1 - gender mainstreamed, 2a - gender-targeted responsive 2b - gender-targeted transformative.

ECW requires gender-targeted intervention areas to represent 15% of FER, and 25% of MYRP, budgets at minimum. Thus, gender-targeted interventions must be coded 2a for FERs and 2b for MYRPs in column E of the budget template.

Since ECW does not support gender-unaware interventions (code 0), **all other intervention areas must be designated as gender mainstreamed** (code 1) in column E. Please see disclaimer note on gender-mainstreamed interventions in the Results Framework template.

#### **f. Disaggregation**

ECW's Results Template denotes how grantees should target children and adolescents, based on population groups (sex, disability, refugee/IDPs, education level, etc.), in both the application and reporting stages.

Sex disaggregation should be consistently applied to all population groups in the application and reporting stages. For example, targets for children with disabilities should be systematically disaggregated by sex in the application and reporting phases of FERs and MYRPs.

ECW provides further guidance on how indicators included in the indicator library should be disaggregated. For Gender Equality indicators, grantees should disaggregate indicators by disability and education level as these populations often encounter intersecting forms of marginalization that must be identified and addressed through reporting mechanisms.

For example, it is necessary to disaggregate the following indicator on Gender Equality by sex and disability in the application and reporting stages: Number of conflict and/or crisis affected adolescents girls supported by ECW, who receive menstrual care kits, female hygiene kits, or similar assistance.

The disaggregation of indicators allows us to capture nuanced data on the population segments reached by ECW-supported grants, ultimately highlighting access and retention gaps among children and adolescents across EiEPC opportunities.

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For any questions, please contact Jordan Scanlon, Gender Intern, [jscanlon@unicef.org](mailto:jscanlon@unicef.org), and Jihane Latrous, Gender Manager, [jlatrous@un-ecw.org](mailto:jlatrous@un-ecw.org), copying Aurelie Rigaud, [arigaud@unicef.org](mailto:arigaud@unicef.org), and Maurits Spoelder, [mspoelder@unicef.org](mailto:mspoelder@unicef.org).