

# Gender Related Quantitative and Qualitative Indicators

## Measuring performance

- Indicators are used to measure and monitor the achievement of expected results and establish the “success” of our work.
- Good indicators are:
  - ✓ **Realistic:** This implies that we have the means to verify (availability of data, feasible in time, etc); that they are attainable and user-friendly.
  - ✓ **Meaningful:** the link between the indicator and the objective being sought is clear and can be demonstrated.
  - ✓ **Quantitative:** most often indicators refer to facts that can be counted. But not all indicators must be quantifiable.
  - ✓ **Qualitative:** qualitative indicators describe the quality of results (see below for more)
  - ✓ **Time-bound:** This means that the result or outcome being measured has a target date. The project commits to achieving its objective by a pre-determined deadline.
  - ✓ include **Input, Process and Outcome** indicators: Input indicators measure “what was invested in the project” (generally quantitative); process indicators measure “how the project progressed” (these are generally qualitative indicators); outcome indicators measure “what came out of the project”.
  - ✓ are determined by/with **populations** concerned. Indicators are meaningful if relevant for the people concerned.

## Gender-related indicators

- address the gender gaps and inequalities you are seeking to redress
- require the collection of data, disaggregated by sex, as well as by age and socio-economic and ethnic groups,
- take into account a long-term perspective (i.e., social change takes time); and
- use participatory approaches. Women and men must actively take part in the planning of performance measurement frameworks, in their implementation, and in the discussion of their findings.

***Quantitative indicators*** refer to the numbers and percentages of women and men or organisations involved in or affected by any particular group or activity. Quantitative indicators draw on the sex disaggregated data systems and records that have been examined during processes of policy or project planning. The availability of quantitative baseline data means that indicators usually include some element of *target setting*.

For example: Women form at least 50% of water committee members by the end of Year 2.

***Qualitative indicators*** are vitally important. It is not enough to know that women are participating in an activity: the *quality* of their participation and experience, whether in community level meetings, primary school classes or as users of public services, is all-important.

Qualitative indicators (as well as quantitative indicators relating to visible change at the community level) should be developed in conjunction with beneficiary groups. It is only possible to set targets for qualitative change if baseline data is available. This requires baseline surveys. Where baseline data is available on experiences and perceptions, targets for qualitative change can be set.

For example: At least 50% of women participating in water committees report active involvement in management and decision making by the end of Year 2 (from a baseline of 10% at the start of the project).

Where baseline data is not available, or is not easily aggregated into numbers and percentages, it is necessary to resort to general statements of improvement. For example: Significant improvement in staff knowledge, skills and attitudes on mainstreaming gender equality in participating organizations by the end of Year 3.