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LEAD

# Pacific Women Lead Monitoring, Evaluation and Learning Framework

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## Acronyms and Abbreviations

AYFHS	Adolescent Youth Friendly Health Services
CSO	Community Sector Organisation
DFAT	Department of Foreign Affairs and Trade
FP	Family Planning
GEDSI	Gender Equality, Disability and Social Inclusion
GFP	Gender Focal Point
HRSD	Human Rights and Social Development
LTA	Long Term Adviser
INGO	International Non-Government Organisation
LGBTIQ	Lesbian, Gay, Bisexual, Transgender, Intersex, Queer
MEL	Monitoring, Evaluation & Learning
MELF	Monitoring, Evaluation & Learning Framework
PIFS	Pacific Islands Forum Secretariat
PWL	Pacific Women Lead
PWLES	Pacific Women Lead Enabling Services
PWL at SPC	Pacific Women Lead at the Pacific Community program
QTAG	Quality and Technical Assurance Group
SDP	Service Delivery Points
SPC	The Pacific Community
SRH	Sexual Reproductive Health
STA	Short Term Adviser
TA	Technical Assistance
ToC	Theory of Change
UNFPA	United Nations Population Fund
VAWG	Violence Against Women and Girls
WASH	Water Sanitation and Hygiene

# 1 Background to Pacific Women Lead

Pacific Women Lead (PWL) is a five-year (2021-2026) AUD\$170 million regional gender equality portfolio funded by the Australian Government. As suggested by the portfolio title, Pacific women lead the program, define the problems, identify solutions, and drive strategy through a Governance Board of eminent Pacific women and men with strong and diverse membership from across the region.

Pacific Women Lead is ambitious in its intent to take a Pacific-led approach to promoting gender equality in the region. It is focused on delivering development outcomes for women and girls in all their diversity and bringing new emphasis to strengthening regional action and architecture in support of gender equality. Pacific Women Lead is implemented through a range of partnerships: women in the Pacific leading on strategic direction, the Pacific Community (SPC) as a regional intergovernmental technical agency, Pacific Islands Forum Secretariat (PIFS) through the new Pacific Island Forum Women's Leaders Meeting, Pacific Women's Funds, United Nations (UN Women, UNFPA and UNICEF) and other non-government organisations. Pacific Women Lead also includes bilateral investments and works to ensure that regional approaches contribute to progress at the national level. In taking this approach, Pacific Women Lead has been designed to address and deliver on both Pacific and Australian Government commitments to progress gender equality in the region.

In preparing the portfolio's high-level design framework, substantial consideration was given to the deeply held cultural and religious drivers of the local contexts in which PWL will be delivered. Success will depend on ensuring that all PWL activities and actions are grounded in Pacific values and principles, and people centred approaches that reinforce values of gender equality with consideration of the diversity of women and girls.

The goal of PWL is: Pacific women and girls, in all their diversity<sup>1</sup>, to be safe and equitably share in resources, opportunities and decision-making with men and boys.

The program works across three thematic areas, with the following end-of-PWL outcomes:

1. Women's leadership promoted
  - a. **Women and girls' voice:** More women and girls, in all their diversity are respected, listened to and influence decision-making at all levels and spheres (community, provincial, national, public and private)
  - b. **Pacific feminist civil society:** the Pacific feminist movement has grown in depth, is better connected, and their expertise is drawn upon by Pacific partners
2. Women's rights realised
  - a. **Women and adolescent girls** have improved access to quality health care services, especially sexual and reproductive health<sup>2</sup>
  - b. **Women's safety:** violence against women and children is reduced and survivors of gender-based violence have access to quality support services, including in times of disasters
  - c. **Women's economic empowerment:** diverse women have more equitable access to resilient economic opportunities, including increased voice in economic decision making
3. Partners are supported to increase Pacific ownership and effectiveness of regional gender equality efforts
  - a. **Pacific ownership and regional effectiveness:** There is robust engagement, cooperation and mutual sharing between regional agencies and intergovernmental organisations to deliver on gender equality commitments
  - b. **Gender mainstreaming:** Pacific governments and development partners<sup>3</sup> are implementing programs and policies that support gender equality.

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1 When the program states 'in all their diversity', or 'diverse women and girls' it is referring to a mandate to meaningfully involve and reach women and girls of different social, cultural and ethnic backgrounds. These factors can include (but are not limited to) disability, sexual orientation and gender identity, age, and geographical location. Based on the recommendations of the Pacific Women Shaping Pacific Development year six evaluation, PWL will focus on improving its collection and use of disability data as a starting point for diversity. The portfolio will expand its MEL understanding of other intersectional factors across the life of PWL. Refer to the PWL Gender Equality, Disability and Social Inclusion Strategy for more information.

2 As of 2022, PWL only supports projects targeting women and girls' sexual and reproductive health under this outcome area. Over the life of the portfolio, PWL may fund broader health activities. If this happens, quantitative indicators will be added to reflect this broader area of work or outcome will be refined.

3 Development partners includes: DFAT, UN agencies, SPC and other organisations that fund project work under Pacific Women Lead.

## 1.1 Portfolio Components

Implementation of PWL is through complementary partnerships with SPC, targeted Pacific women-led civil society organisations, including Pacific Women's Funds, Governance Board discretionary funds and DFAT bilateral and regional gender projects (including projects with Pacific civil-society, INGOs and UN agencies). The components of the portfolio include:

**The Pacific Community (SPC) as a key implementing partner of PWL.** Pacific Women Lead (PWL) at SPC, known as PWL at SPC, sits within SPC's Human Rights and Social Development (HRSD) division and supports the implementation of key regional commitments outlined in the Pacific Leaders' Gender Equality Declaration, the Pacific Platform for Action on Gender Equality and Women's Human Rights, and the outcomes of the Triennial Conference of Pacific Women. The implementation of PWL activities also directly contributes to realising SPC's Strategic Plan 2022–2031, through 'Key Focus Area 4: Equity, Education and Social Development'.

SPC's role in PWL, and the appointment of a Principle Strategic Lead (Gender) at SPC, signals the importance of Pacific priorities and Pacific leadership in driving gender equality in the region. Through PWL, SPC provides technical, convening and funding support to government ministries, civil society, and other partners, while also acting as Secretariat for the PWL Governance Board.

**Pacific Women Lead Governance Board:** Under the SPC-managed component of PWL, AUD 5 million has been set aside for activities at the discretion of the Governance Board. By making decisions on the allocation of these funds, the Board is more directly engaging in gender equality programming and decision making in the region. These activities may be regional or multi-country in scale including to add value to and build on national activities. The Governance Board may draw inspiration for these activities from a wide range of sources, including Pacific Women Lead activities managed by SPC, Australia's Department of Foreign Affairs and Trade (DFAT) or civil society organisations that the Board considers worth replicating. The funds may be utilised between 1 July 2022 to 30 June 2026.

**Pacific Women's Funds** are supported to expand their work with women's rights organisations and human rights defenders in the Pacific. This includes funding their advocacy activities to draw more resources for work towards gender equality to the region and funds to support the setup of the first Pacific Feminist Fund.

**DFAT bilateral programs** manage and fund country-level gender projects. Importantly, bilateral programs have autonomy in design, delivery and governance, but their gender programming will align with the PWL goal and outcomes, and they will report results into the PWLES. More information about how DFAT reporting and project data is managed is provided on page 14.

**DFAT regional program** manages direct funding arrangements for regional gender projects, including (but not limited to) UN Women's Markets for Change and Pacific Partnership to End Violence Against Women and Girls, and UNFPAs Transformative Agenda program. These projects are also aligned with the PWL goal and outcomes, and report results into the PWLES.

**Pacific Women Lead Enabling Services** (PWLES) managed by DT Global, provides support to SPC and DFAT to implement PWL. This includes whole-of-portfolio monitoring, evaluation, and learning (MEL), partnership brokering and the delivery of an independent Quality and Technical Assurance Group (QTAG). It is the role of the MEL team within the PWLES to compile a yearly whole-of-portfolio progress report, which brings together all the above components of PWL<sup>4</sup>.

## 2 Scope and Purpose

This Monitoring, Evaluation and Learning Framework (MELF) outlines how PWL will track and regularly assess progress towards outcomes and results at the whole-of-portfolio level. It is a high-level framework that outlines how the PWLES MEL team will aggregate PWL projects to tell a whole-of-portfolio performance

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<sup>4</sup> An ambition outlined in the PWL design was for SPC to progressively take over responsibility for the whole-or-program MEL. This process will need to be incremental and supported over an extended period. Further conversations will be had with SPC's PWL MEL team and more details about how this could happen will be outlined in future PWL MELF updates.

story against the Theory of Change (ToC) and Program Logic. The MELF aims to support the Governance Board and DFAT to manage whole-of-portfolio risk, to provide guidance to implementing partners and DFAT programs on how to develop their project and country level MEL plans and sets out how routine monitoring and periodic evaluation will take place over the life of PWL.

This MELF was developed through a consultative workshop<sup>5</sup> that brought together over 60 PWL stakeholders and partners.

After the workshop, a draft MELF was shared with workshop participants. Through a 4-week consultation process, the PWLES MEL team held three online sessions to capture comments and feedback. The PWLES team also received written feedback from stakeholders. Feedback was received from 19 participants in total, including Clear Horizon as an independent MEL technical partner of the QTAG and DFAT's Design and Programming Advisory Desk.

The MELF is a living document and will be reviewed every 12-18 months to ensure it is fit-for-purpose and meeting the needs of PWL. These reviews, to be carried out by the PWLES MEL team, will focus on any amendments required to meet the changing context within which the portfolio operates.

The primary audiences of PWL monitoring, evaluation and learning (MEL) information are:

- Pacific Women Lead Governance Board members
- Pacific Women Lead implementing partners
- Australian Government as the donor of the portfolio, and through them, the Australian taxpayer.

As a secondary audience, the PWL MELF aims to make available information to Pacific Island Governments to contribute where relevant and possible, towards their country-level gender reporting.

The overarching purpose of the MELF is to provide a common language and process for understanding our achievements and challenges as a portfolio. Specifically, this MELF is designed to meet the three following objectives:

**Knowledge:** PWL will use a range of qualitative and quantitative information to build knowledge about what progress is being made against the Program Logic and the strategies that support or limit this progress.

**Accountability:** PWL will be accountable to implementing partner organisations<sup>6</sup>, the PWL Governance Board and DFAT on behalf of the Australian Government as the portfolio donor. Accountability means checking ourselves against what we have said we will do: how are we spending the money, delivery of agreed outputs and outcomes and whether PWL's intended beneficiaries are being reached. PWLES will facilitate collaborative Annual Reflection and Analysis Workshops to encourage joint sense making and continue to strengthen accountability across the portfolio. These workshops will also provide a pathway for how recommendations from project level evaluations are implemented and the outcomes from this implementation on projects.

**Learning:** PWL will use a process of annual reflection and analysis to cultivate peer to peer learning about what works, what doesn't and why. This process aims to build a culture of continuous improvement so partners can refine PWL's approaches and strategies. PWL will identify activities that did not go well, as well as activities that did, to allow for a stronger review of lessons learned. This learning will be used to inform decision-making about PWL implementation.

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<sup>5</sup> The workshop was held in Suva and allowed for both face-to-face and virtual participation. The workshop was held 20-22 July 2022. A full list of participants is included in Annex 4.

<sup>6</sup> It is the expectation of PWL that implementing partners will be accountable to the communities and people they work with at the project level.

## 2.1 MEL Framework principles

The below principles were agreed at the PWL MEL inception workshop. These principles relate specifically to how MEL for PWL will be implemented and how we should behave while we are planning and implementing MEL.<sup>7</sup>

**Do no harm:** decisions about the use of MEL tools by PWL partners will put ethical and safety considerations of women and girls above all else.<sup>8</sup> For example, if collecting data related to violence against women, PWL partners will not ask survivors about their experience of violence, unless they are trained counsellors. Self-identification, for example of gender identity or sexual orientation, will be optional and the information will be deidentified and treated confidentially. Risks (including unintended consequences) will be monitored and reported.

**Participatory sense making:** PWL will bring together a diverse range of stakeholders to understand PWL progress, achievements and opportunities. This will include stakeholders such as, but not limited to, SPC, Women's Funds, a selection of regional and national Pacific partners, United Nations partners, DFAT and the Governance Board. This is part of PWL's commitment to supporting the development of evaluative inquiry, not only as a means of accumulating information for decision-making and action, but so that partners can question and debate the value of project activities and PWL.<sup>9</sup> By prioritising collaborative sense-making through the Annual Reflection and Analysis Workshops at the portfolio level, the MELF aims to encourage and build partner and organisational capacity for similar processes to take place at the project level.

**Trust and respect for partners that are sharing MEL information:** PWL aims to support a culture of trust and build confidence in the expertise and knowledge of partners to genuinely engage in adaptive and reflective implementation. PWL will build trust and confidence through being transparent with portfolio MEL data and involving partners in the Annual Reflection and Analysis Workshops.

**Mixed methods data collection:** as gender equality is complex, diverse qualitative and quantitative methods and data sources will be used to assess progress to outcomes. Data collection will capture different perspectives of change at different levels, including on both successful and less successful activities that together can generate different kinds of lessons. PWL acknowledges that there is no single tool to collect data, thus partners are encouraged to use a diversity of contextually relevant tools and methods.<sup>10</sup>

**Strengths based:** the MELF builds on what partners are already doing. It seeks opportunities to learn and build momentum from success and adaptation from challenges.

## 3 Theory of Change and Program Logic

### 3.1 Theory of change

Pacific Women Lead uses the Rao and Kelleher Framework<sup>11</sup> (Figure 1) to understand and describe how transformational change in gender equality and social inclusion occurs. The Framework is a conceptual tool that identifies where change is needed to achieve increased gender equality and empowerment of women. The framework points to four quadrants: 1) consciousness and capabilities; 2) resources; 3) informal norms and exclusionary practices; and 4) formal rules and policies. The central logic adopted by PWL is that strategies are needed across these different quadrants for longer-term, sustainable impact on diverse women and girls' lives.

The MEL system will use the Rao and Kelleher Framework in four ways:

- It will be used at the portfolio- and county-level to look across the portfolio of projects being funded, to map these projects against the framework's four quadrants. While it is not expected that all projects will

<sup>7</sup> As MEL is a technical area with specific standards and expected behaviour, these principles may vary from other PWL documents that contain principles.

<sup>8</sup> The Pacific Women Shaping Pacific Development MEL Toolkit provides guidance to partners on ethical and safe data collection. <https://pacificwomen.org/key-pacific-women-resources/pacific-women-toolkit-monitoring-evaluation-data-collection/>

<sup>9</sup> Preskill, H., and Torres. R. (1999). Building Capacity for Organisational Learning through Evaluative Inquiry Evaluation. Sage.

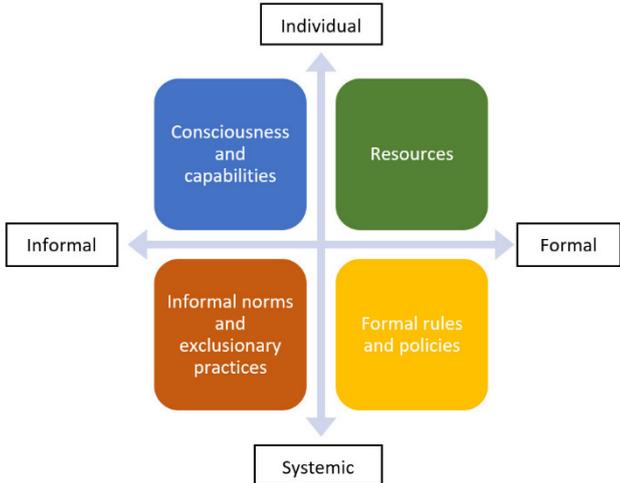
<sup>10</sup> Partners can refer to the Pacific Women Shaping Pacific Development MEL Toolkit for guidance and suggestions on different project level data collection tools. <https://pacificwomen.org/key-pacific-women-resources/pacific-women-toolkit-monitoring-evaluation-data-collection/>

<sup>11</sup> <https://genderatwork.org/analytical-framework/>

work across all quadrants, there could be value in mapping what quadrants partners are working in to provide an overview of the spread across the four quadrants. This information could provide a useful structure to ask questions about what is happening in each quadrant, whether any quadrants are under or over-represented and the relationship between the quadrants.

- It will be used to map outcomes in each of the thematic outcome areas of the Program Logic. For example: within the thematic outcome area of women’s economic empowerment, we will code results against the Program Logic and against which quadrant the change has occurred in. Again, this will allow us to see where change is occurring (in which quadrant) for each outcome and ask questions about what this means for PWL.
- At the Annual Reflection and Analysis Workshops, the Rao and Kelleher Framework will also provide a structure to facilitate conversations with partners and ask questions about what results we are seeing or strategies that we are using. In these workshops, we will bring together stakeholders with all their experiential knowledge, along with portfolio MEL data to make a judgement about how change is or isn’t occurring, where it is happening (i.e., which quadrant) and what we are learning through PWL.
- Finally, the framework will help inform and guide the design of new projects under PWL, including to encourage new and existing partners to take a wholistic view of how change happens. For example, the Governance Board may use the mapping of existing projects against the Rao and Kelleher Framework to identify key priorities for its discretionary grants funding.

Figure 1 Rao and Kelleher Framework



### 3.2 Program Logic

The PWL design framework<sup>12</sup> outlined the Theory of Change and Program Logic. The design stage Theory of Change and Program Logic was a high-level depiction of outcomes that PWL was pursuing. As PWL transitions from design stage to implementation, the Theory of Change and Program Logic needed to be reviewed and refined. The PWLES MEL team held an inception MEL workshop with stakeholders in Suva in July 2022 (refer to Annex 4 for list of participants) to review and refine the Program Logic, identify critical assumptions, and agree a small set of performance indicators and evaluation questions to guide the collection of data through the portfolio MEL system. The Program Logic, assumptions, indicators, and questions in this MELF are based on the PWL design framework as updated with stakeholder recommendations and feedback from the July inception workshop.

<sup>12</sup> <https://www.dfat.gov.au/publications/development/pacific-women-lead-design-framework>

Figure 2 Revised Program Logic (July 2022)

**GOAL: Pacific Women and girls, in all their diversity, are safe and equitably share in resources, opportunities and decision making with men and boys**

Thematic Outcome Areas	Women's Leadership Promoted	Women's Rights Realised	Partners are supported to increase pacific ownership and effectiveness of regional gender equality efforts
<b>End of Program Outcomes (Year 5-6 of the program)</b>	<p>More women and girls, in all their diversity, are respected, listened to and are influencing decision-making at all levels</p> <p>The Pacific Feminist movement has grown in depth, is better connected, and their expertise is drawn upon by Pacific partners</p>	<p>Diverse women and adolescent girls have improved access to quality health services, especially sexual and reproductive health</p> <p>Diverse women have more equitable access to resilient economic opportunities, including increased voice in economic decision making</p> <p>Violence against women and children is reduced and survivors of gender-based violence have access to quality support services, including in times of disasters</p>	<p>Pacific Governments and development partners are implementing programs and policies that support gender equality</p> <p>There is robust engagement, cooperation and mutual sharing between regional agencies and intergovernmental organisations to deliver on gender equality commitments</p>
<b>Intermediate Outcomes (Year 2-4 of the program)</b>	<p>Women and girls, in all their diversity, take on and practice their leadership skills in decision making spaces (household, communities, business, sporting, local, national, regional and global spheres)</p> <p>Pacific Governments, civil society, private sector, and communities work to tackle social norms that limit diverse women and girls' leadership opportunities at all levels</p> <p>There is recognition and amplification of the leadership of Pacific feminist civil society</p>	<p>Health sectors across the Pacific provide quality and inclusive SRHR services</p> <p>Pacific Governments, civil society, private sector, and communities work to address social norms that limit diverse women and adolescent girls' access to SRHR services</p> <p>Pacific Government, civil society and private sector provide quality equitable and inclusive economic opportunities for diverse women</p> <p>Pacific Governments, civil society, private sector, and communities work to address social norms that limit diverse women's economic empowerment</p> <p>Pacific Government, civil society and private sector provide access to quality support services for diverse women and girls</p> <p>Pacific Governments, civil society, private sector, and communities work to address social norms that contribute to diverse women and girls' experience of violence</p>	<p>Pacific Governments and development partners are mainstreaming gender through sector programs</p> <p>The PWL Governance Board and regional partners are collaborating and contributing to the Pacific region's gender equality commitments</p>
<b>Program outputs (Year 1-2 of the program)</b>	<p>PWL partners implement gender transformative projects that increase diverse women and girls' leadership opportunities and capabilities, and which address the norms and perceptions which limit those opportunities</p> <p>Women's funds provide long-term and flexible funding to agendas set by the Pacific Feminist movement</p>	<p>PWL partners implement transformative programs and projects to address diverse women's priorities in SRHR</p> <p>PWL partners implement gender transformative projects that address diverse women's WEE priorities</p> <p>PWL partners implement gender transformative programs and projects that address diverse women's needs and priorities in safety</p>	<p>Pacific Governments and development partners request and utilise support provided to build capacity in gender analysis and mainstreaming</p> <p>There is effective collaboration between regional organisations on regional gender equality commitments</p>

**Strategies**

- Grant making in thematic areas of leadership, health (SRHR), women's economic empowerment and safety
- Linking and learning and collective action that supports genuine partnerships and strategies for change in social norms and gender equality outcomes
- Technical support, training, coaching, and mentoring to support greater gender mainstreaming and gender equality outcomes for Pacific governments and development partner sector programs
- Collaborative portfolio-level monitoring, evaluation and learning sense-making spaces to inform PWL decision-making

PWL Program Logic assumptions are the factors that the intervention is not responsible for, but that are important for managing risk and the realisation of whole-of-portfolio results. They are usually outside PWL's direct control, but vital for successful implementation.

There are two main types of assumptions:

- **Internal causal assumptions:** (A) causes (B), or (B) will happen if (A) has already happened.
- **External assumptions:** Related to the context in which we operate. These are outside our control but can have big implications on the delivery and results of PWL.

It is not feasible to identify all the assumptions that might impact the portfolio, but the below list documents some of the critical assumptions that stakeholders from the Suva inception MEL workshop identified as able to undermine whole-of-portfolio progress.

The below assumptions have been used to conduct a risk assessment (refer to Annex 5) to identify which might be considered high risk, and therefore require closer monitoring. Select high-risk assumptions will be considered at Annual Reflection and Analysis Workshops and during portfolio-level evaluations.

### 3.2.1 Program Logic assumptions

#### Women's leadership promoted

##### Women's and Girls' Voices

- Partner countries continue to recognise and support leadership of diverse Pacific women to enhance gender equality across the region
- There are/will be opportunities and entry points for diverse women and girls to step into leadership and decision-making roles
- There is wide and ongoing acceptance of the importance of diverse women's leadership as a strategy for progressing gender equality

##### Pacific Feminist Civil Society

- All partners take a transformative approach to tackling gender inequality
- There is quality technical advice from Pacific feminist organisations and women led CSOs to support PWL

#### Women's rights realised

##### Women's economic empowerment, women's safety and SRHR

- There is capacity and capability of duty bearers (institutions, gov't, civil society, and NGOs)
- Activities sufficiently target the desired change in beliefs, social norms, and attitudes

#### Gender mainstreaming, regional effectiveness, and Pacific ownership

##### Gender mainstreaming and regional effectiveness

- Partners welcome opportunities to engage on mainstreaming gender equality and social inclusion
- PWL can support internal capacity of a regional intergovernmental organisation (especially SPC) on gender equality
- There is domestic and political acceptance across the region to address the challenge of gender equality

##### Pacific ownership

- Delivery partners are willing to build close relationships and promote effective coordination and ownership for better gender equality outcomes
- Australian Government remains committed to promoting gender equality in the region
- Wide/ongoing recognition of the importance of Pacific leadership and ownership to address the challenge of gender equality

Note: PWL will elaborate on the assumptions over time, based on stakeholder feedback and validation.

## 4 Key Evaluation Questions

PWL understands that there are two ‘types’ of evaluation: big-e evaluation, which consists of external, independent evaluation activities; and small-e evaluation, a routine process where implementers use project and portfolio data to inform analysis and evaluative thinking for ongoing improvement. The concept of big-e and small-e evaluation has been used to identify when evaluation questions will be answered.

PWL has developed key evaluation questions to be answered yearly, at mid-point and at end-of-PWL. These questions have been identified by responding to the following questions:

- At the end of each year, what do we want to know about PWL? (small-e evaluation)
- In 2024, what do we want to know about PWL? (big-E evaluation)
- In 2026, what do we want to know about PWL? (big-E evaluation)

Table 1 Key evaluation questions

When will these evaluation questions be answered?	Key evaluation questions
Yearly, through whole-of-portfolio annual reflection and analysis workshops (small-e)	<ol style="list-style-type: none"> <li>1. What did we do and who is benefitting from PWL<sup>13</sup>?               <ol style="list-style-type: none"> <li>a. Types of activities/services delivered/partnerships formed</li> <li>b. PWL reach (age, sex, location, disability, SOGIESC)</li> <li>c. Financial disbursement of funds</li> <li>d. Evidence of outcomes and results across thematic areas and from diverse stakeholders</li> </ol> </li> <li>2. What progress towards outcomes (expected and unexpected) has been achieved each year in the areas of:               <ol style="list-style-type: none"> <li>a. Women and girls’ leadership</li> <li>b. Women’s rights realised</li> <li>c. Partners’ effectiveness of gender equality efforts and ownership</li> </ol> </li> <li>3. What have been the key successes, opportunities, obstacles and challenges each year? Considering these, how should PWL respond?</li> <li>4. What has changed in the operating context? How should PWL respond?</li> <li>5. How well are PWL strategies working? What are we learning about how transformational change happens?</li> </ol>
In 2024, through an independent evaluation (Big-E)	<ol style="list-style-type: none"> <li>1. What outcomes (expected and unexpected) have resulted from PWL in the areas of:               <ol style="list-style-type: none"> <li>a. Women and girls’ leadership</li> <li>b. Women’s rights realised</li> <li>c. Effectiveness of gender equality efforts and ownership</li> </ol> </li> <li>2. To what extent has PWL strengthened partnerships and supported gender transformative practice? Is it likely this change would have happened without the support of PWL?</li> <li>3. What have we learnt to guide PWL into the next phase? Considering these lessons, how should PWL move forward strategically? What, if anything, needs to be adapted or reframed in terms of PWL’s long-term outcomes or goal?</li> <li>4. To what extent has PWL responded to the needs of beneficiaries and Pacific governments?</li> <li>5. What (if any) changes to the delivery model are required to ensure PWL’s success?</li> </ol>
In 2026, through an independent evaluation (Big-E)	<ol style="list-style-type: none"> <li>1. To what extent was PWL able to reach women and girls in all their diversity?</li> <li>2. What outcomes (expected and unexpected) have resulted from PWL in the areas of:               <ol style="list-style-type: none"> <li>a. Women and girls’ leadership</li> <li>b. Women’s rights realised</li> <li>c. Partners’ effectiveness of gender equality efforts and ownership</li> </ol> </li> <li>3. How effectively has PWL supported the Pacific region to meet its commitments to gender equality?</li> <li>4. To what extent has PWL supported Pacific ownership and leadership, and has this led to more sustainable outcomes?</li> <li>5. To what extent is there an indication of lasting impact from PWL?</li> </ol>

Note: While not explicitly mentioned, PWLES has ensured that the evaluation questions cover all the OECD-DAC criteria. Across the life of PWL, all six criteria will be investigated.

<sup>13</sup> Based on recommendations from the Pacific Women Shaping Pacific Development 6-year evaluation, disability inclusion and the impact the portfolio is having on the lives of women and girls living with a disability will be an intersectional focus for the PWL MEL system.

## 4.1 Performance indicators

There are many activities funded under PWL, working across different thematic areas and in different country contexts. PWL must avoid collecting excessive amounts of data that cannot be effectively used to answer the above evaluation questions. The PWL MELF has set a limited number of quantitative and qualitative indicators for partners to report against.

Partners will have their own MELFs and MEL systems that go beyond the requirements of PWL whole-of-portfolio MEL. Partners will only report against the PWL indicators that are relevant to their projects.

## 4.2 Disaggregation of data

A comparison between population groups enables PWL to assess the extent to which different and diverse people are fully and equitably participating in and benefiting from the portfolio. Projects will, therefore, at a minimum, disaggregate quantitative data by:

**Gender:** at a minimum, projects will report on female and male (sex). For some projects, it may be relevant to disaggregate by diverse sexualities and identities, but PWL acknowledges that this is an emerging area and not always appropriate, including for reasons such as exposing people to harm. Where projects are safely collecting this data, they can report this to PWLES.

**Disability:** projects will disaggregate by disability. Right now, most projects (outside of some crisis service projects) are collecting disability data based on asking a yes/no ‘*do you have a disability?*’ question. PWL aims to strengthen this, based on good practice in disability inclusive development. Annex 6 includes a guide on disability data collection and use. The PWLES MEL team will develop a plan to help strengthen disability data collection and use over the life of PWL.

**Location:** rural/urban

**Age:** broken down into: <18; 19-24; 25-49; 50+

For qualitative data, partners should collect information from a diverse range of participants including men, women, people living with a disability and people of different age groups, and where relevant and safe to do so, people of diverse sexual orientation and gender identity.

In recognition that most development programs struggle to integrate, translate and measure intersectionality, PWL commits to stretching itself in this area. At each point of MELF review, PWL will look for ways to improve its disaggregation of data and increase the support provided to partners to improve data collection and disaggregation. Refer to the PWL Gender Equality, Disability and Social Inclusion (GEDSI) Strategy for further activities PWL will employ to strengthen its understanding and implementation of an intersectional approach.

Table 2 Quantitative and qualitative indicators

Program Logic key outcome area	Quantitative indicators	Qualitative indicators
Women's leadership promoted: <b>women and girls' voice</b>	<ul style="list-style-type: none"> <li>- # diverse women and girls supported to assume a leadership role</li> <li>- # diverse women in non-traditional roles and fields of study and/or work</li> <li>- # of sectoral policies or initiatives clearly addressing diverse women's needs</li> </ul>	<ul style="list-style-type: none"> <li>- Change in social norms that support diverse women and girls' leadership</li> <li>- Successful strategies that have supported diverse women's influence in decision-making</li> <li>- Diverse women influencing/shaping national and regional development agenda</li> </ul>
Women's leadership promoted: <b>Pacific feminist civil society</b>	<ul style="list-style-type: none"> <li>- # diverse women and girls participating in civil society and intergovernmental forums (e.g., Pacific Feminist Forum and Triennial)</li> <li>- Number of women's organisations, groups or coalitions actively engaged in the project</li> <li>- Number of Pacific organisations of people with disability actively engaged in the project</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of how Pacific women's organisations and the feminist movement have influenced the national and regional development agenda</li> <li>- Evidence that the Pacific feminist movement has grown and is better connected</li> <li>- Evidence that stakeholders have drawn on the Pacific feminist movements expertise and that this has led to outcomes that would otherwise not have happened.</li> </ul>
Women's Rights Realised – <b>women's health</b>	<ul style="list-style-type: none"> <li>- # diverse women and girls who received a modern method of contraception</li> <li>- Number of unintended pregnancies averted</li> <li>- Total couple-years protection for contraceptives distributed by countries to lower levels including service delivery points (SDPs) (disaggregated by method including emergency contraception and long-acting reversible contraception)</li> <li>- Percentage of secondary and tertiary SDPs providing quality-assured, adolescents friendly, integrated SRH services</li> </ul>	<ul style="list-style-type: none"> <li>- Change in social norms that limit diverse women and girls' access to SRHR services</li> <li>- Improved collaboration within health ministries on SRHR initiatives, and what supported this collaboration</li> <li>- Diverse women have improved access and use of SRHR services</li> <li>- Evidence that men are supportive of women's SRHR</li> </ul>
Women's Rights Realised – <b>women's economic empowerment</b>	<ul style="list-style-type: none"> <li>- # diverse women entrepreneurs provided with financial and/or business development services</li> <li>- # diverse women who have attained formal qualifications</li> </ul>	<ul style="list-style-type: none"> <li>- Change in social norms that limit women's economic empowerment</li> <li>- Increased access to resilient economic opportunities for diverse women</li> <li>- Pacific Governments, civil society, and private sector are implementing gender inclusive economic policies</li> <li>- Recognition of women's contribution to household livelihood (related to unpaid care work, financial contribution through food processing, handcraft production, food and water security, etc).</li> </ul>
Women's Rights Realised – <b>women's safety</b>	<ul style="list-style-type: none"> <li>- # of counsellors graduating from recognised counselling institutions</li> <li>- # of services provided to diverse women and children (girls and boys) and other survivors of violence, such as counselling</li> <li>- # people who participated in sessions on gender issues and women's equal rights</li> <li>- # men who have undertaken male advocacy training</li> </ul>	<ul style="list-style-type: none"> <li>- Change in social norms that contribute to women and girls experiencing reduced violence</li> <li>- Increased capacity of Pacific police to respond to women experiencing violence</li> <li>- Change in police responsiveness to violence against women and girls in all their diversity</li> <li>- Evidence of successful strategies for increasing women's safety</li> </ul>

Program Logic key outcome area	Quantitative indicators	Qualitative indicators
	<ul style="list-style-type: none"> <li>- # police, law, and justice officials trained to respond to incidents of violence against women and girls according to an established protocol</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of how men's involvement and advocacy has supported gender equality</li> </ul>
Partners supported to increase Pacific ownership and effectiveness of regional gender equality efforts – <b>gender mainstreaming</b>	<ul style="list-style-type: none"> <li>- # of government staff and development practitioners applying gender mainstreaming tools</li> <li>- # of mechanisms in place to support gender mainstreaming processes in the government</li> </ul>	<ul style="list-style-type: none"> <li>- Increased resources allocated to address gender issues</li> <li>- Increased capacity of Pacific Governments and intergovernmental organisations in gender mainstreaming</li> <li>- Evidence of how technical support mobilised through PWL has led to increased gender equality outcomes for Pacific Governments</li> </ul>
Partners supported to increase Pacific ownership and effectiveness of gender and equality efforts – <b>Pacific ownership and regional effectiveness</b>		<ul style="list-style-type: none"> <li>- Increased collaboration and political will between regional partners for stronger gender equality outcomes</li> <li>- Evidence that the PWL Governance Board, SPC and Women's Funds are influencing the regional gender equality agenda</li> <li>- Evidence of increased accountability for gender equality and women's human rights at regional and national levels</li> </ul>
Program Logic strategies <ul style="list-style-type: none"> <li>- Grant making in the thematic areas of leadership, health (SRHR), women's economic empowerment and safety</li> <li>- Linking and learning and collective action that supports genuine partnerships and strategies for change in social norms and gender equality outcomes</li> <li>- Technical support, training, coaching, and mentoring to support greater gender mainstreaming and gender equality outcomes for Pacific governments and development partner sector programs</li> <li>- Collaborative portfolio level monitoring, evaluation and learning sense-making spaces to inform PWL decision-making</li> </ul>	<ul style="list-style-type: none"> <li>- Types of activities delivered (mentoring, training, coaching, campaigning, service delivery, convenings, learning events etc.)</li> <li>- Number of diverse women and men reached through activities</li> <li>- Dollar amount of funds released per Program Logic outcome area</li> <li>- Number of grants supported</li> <li>- Types of technical support requests from Pacific governments or through the QTAG</li> <li>- Number of Tasking Notes completed through the QTAG (disaggregated by client)</li> <li>- Rate of satisfaction with completed Tasking Notes through the QTAG</li> </ul>	n/a

Note: Refer to Annex 2 for descriptors of the PWL quantitative indicators

# 5 MEL System

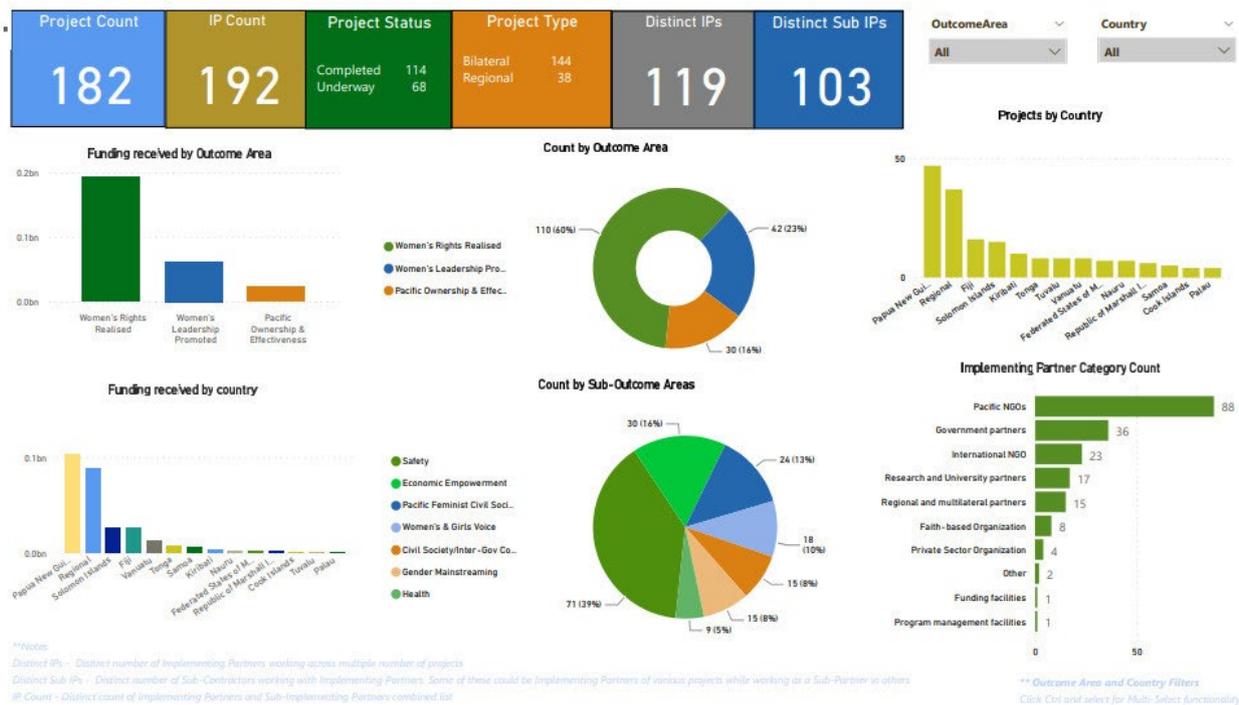
The PWLES MEL team holds responsibility for the design, implementation and review of PWL's MEL system. The MEL system is made up of the following components:

## 5.1 Quantitative database

PWLES uses a cloud based Assure database to store and analyse quantitative data. This database allows PWLES to run the following reports:

- project<sup>14</sup> count
- implementing partner count
- project status (underway or completed)
- funding modality (DFAT regional or bilateral, SPC or Women's Funds)
- funding received by outcome area
- funding received by country
- project count by outcome area
- numerical progress against each agreed quantitative key performance indicators
- numerical progress against agreed output quantitative indicators (disaggregated by gender and disability)

Figure 3 Visual depiction of the quantitative dashboard



Note: The capabilities of the database will grow as PWL evolves and reporting needs are refined and extended.

## 5.2 Qualitative database

PWLES will use qualitative software to store, code and carry out preliminary analysis of qualitative information from partner reporting and project and portfolio evaluations. A coding structure will be developed,

14 'Project' is any activity being funded by DFAT under the banner of Pacific Women Lead.

to set a framework and criteria for coding MEL information against each of PWL's outcome areas, based on key results, challenges and learning and against the Rao and Kelleher Framework.

PWLES will use MAXQDA software to store, organise and assist in qualitative analysis of data ([www.MAXQDA.com](http://www.MAXQDA.com)). Each year, whole-of-portfolio reporting will be uploaded into MAXQDA and coded against the coding structure to support synthesis of information. This synthesised information will be brought into the Annual Reflection and Analysis Workshop where stakeholders will discuss and bring their additional experiential knowledge to form judgements about how PWL is progressing. The usefulness of the qualitative database should grow over time, as it allows PWLES to manage, store and draw upon multiple years of qualitative information from partner reporting.

## 6 Entering Data into the MEL System

### 6.1 Partner and country-level reporting

There are different reporting obligations for PWL partners, depending on their individual contractual requirements and management arrangements. Frequency of reporting will be either six-monthly or yearly. Pacific Women Lead projects are managed by the following parties:

- SPC, through their grants program and the Governance Board funds
- The Women's Funds, through a grants program
- Gender Focal Points at Post for bilateral gender projects
- DFAT managers in Canberra or Gender Focal Points at Suva Post for regional projects
- PWLES team for Balance of Power and We Rise Coalition projects

### 6.2 SPC-managed projects

As of September 2022, SPC provides grant and program management support to eight projects. This number will increase over the life of PWL, as SPC awards further grants under their grants program. The PWLES MEL team has worked with the SPC MEL team to finalise a reporting template for the SPC managed grants. SPC will have data entry access to the PWL database so that they can enter project reporting data directly into the MEL system. SPC will also manage the discretionary funds once these are awarded by the Governance Board. Reporting of progress for the discretionary funds will be included in SPC's performance reporting to DFAT.

### 6.3 Women's Funds-managed projects

The Women's Funds are made up of: Urgent Action Fund Asia and Pacific, Women's Fund Fiji and the Pacific Feminist Fund. Each of these Funds has a contract with DFAT that is managed by either Canberra (Urgent Action Fund Asia and Pacific and Pacific Feminist Fund) or the DFAT Fiji Gender Focal Point (Women's Fund Fiji). These Funds are collectively funded under a program called the Amplify, Invest, Reach (AIR) Fund, managed from DFAT Canberra.

At the time of finalising this MELF, the Funds were undergoing their own monitoring, evaluation, learning and accountability process to finalise their MEL system. The Funds will report directly to their respective DFAT manager, who will then submit reporting to the PWLES MEL team who will enter relevant data into the PWL MEL database.

### 6.4 DFAT-managed projects

DFAT Posts in Samoa, Solomon Islands and Tonga have Facilities in place to manage their country-level PWL projects. At the time of writing this MELF, there was an ongoing procurement process for a managing contractor to oversee the implementation and management of the PNG Women Lead program. In these instances, Posts will have arrangements in place that outline the reporting requirements for these Facilities.

It will be critical for the PWLES MEL team to build a strong relationship with each of these Facilities so that country-level and project-level data is entered into the PWL database. Country-level and project-level reporting for the above DFAT Posts should be sent to the PWLES MEL team, who will then enter the data into the PWL database.

DFAT Posts in Tuvalu, Kiribati, Nauru, Federated States of Micronesia (FSM), Palau, Fiji, Republic of the Marshall Islands, and the Pacific regional program do not have Facilities in place to manage their country-level gender projects under PWL. Projects are therefore managed directly at Post by DFAT's Gender Focal Points, or in Canberra via an activity manager. In these instances, the PWLES MEL team will work directly with DFAT to ensure that project-level reporting is entered into the PWL database. DFAT GFPs and activity managers will be required to send all project reporting to the PWLES MEL team, who will then enter this reporting into the PWL database.

## 6.5 PWLES-managed projects

The PWLES provides program management support to Balance of Power and the We Rise Coalition (funded by the regional and Fiji bilateral program) projects. These projects report directly to the PWLES. The MEL team will enter this reporting directly into the PWL database.

The PWLES also provides oversight to two long term Advisers (Tuvalu and FSM) working on the PWL program. The PWLES MEL Team will enter Adviser reporting directly into the database to ensure their support and outcomes are captured for whole-of-portfolio reporting.

# 7 Evaluations and Whole-of-Program Reporting

## 7.1 Project evaluations

Projects funded by PWL will have different evaluation requirements, based on the size of the investment and their contractual requirements. The PWLES MEL team will be available to provide feedback and quality assurance support for the development of evaluation Terms of Reference or final evaluation reports and/or products.

When completed, all evaluations for PWL projects should be submitted to the PWLES MEL team so they can be entered into the PWL database.

## 7.2 Whole-of-program evaluations

Clear Horizon, as the independent MEL technical partner to PWLES, will carry out portfolio-level evaluations. It is envisaged a mid-term evaluation will be carried out in 2024 and a final evaluation by mid-2026. The MELF evaluation questions on page 9 should inform and guide the independent evaluation scope of services.

## 7.3 Annual reflection and analysis workshop

Each year, the PWLES MEL team will convene an Annual Reflection and Analysis Workshop. The workshop will be in August each year and will cover the previous financial year (July-June). These workshops serve multiple purposes: 1) they are an important mechanism for PWL to understand progress and facilitate learning; 2) they ensure PWL puts into practice principles around strengths-based and participatory sense-making; 3) they support cohesion within PWL and contribute to coordination between partners; and 4) they provide a forum to carry out 'deep dive' analysis into important topics or strategies such as how PWL is addressing disability and social inclusion as outlined in its Gender Disability and Social Inclusion Strategy.

Information from the PWL database will be brought into the reflection and analysis workshops for stakeholders to discuss and to help inform judgements about progress and results. At a minimum, these

workshops will bring together stakeholders including SPC, DFAT, the Women's Funds, a selection of regional and national partners and Governance Board representatives.

Clear Horizon, as a technical MEL partner, will help to design and co-facilitate this annual workshop to bring an independent perspective and play a 'critical friend' role.

## 7.4 Whole-of-portfolio Annual Performance Report

Based on the findings and recommendations from the Annual Reflection and Analysis Workshop, the PWLES MEL Team will finalise the PWL Annual Performance Report. This report will be submitted to DFAT and the Governance Board (through SPC as the secretariat) for endorsement each year. The report will be submitted in September each year and will cover the previous financial year (July-June).

## 7.5 PWLES-led data collection tools

Pacific Women Lead is a complex program, with multiple components and project funding that is managed by different partners (SPC, Women's Funds, DFAT regional and bilateral programs and PWLES). As identified above, MEL information will come into the system through partner reports, project and portfolio-level evaluations and the Annual Reflection and Analysis Workshops.

There are risks around the quality of partner reporting, particularly that it may not provide adequate evidence of progress. This risk is exacerbated by the fact that the PWLES MEL team is not able to prescribe reporting templates for projects. In cases where partner reporting is weak, the PWLES MEL team will look to provide support, potentially through Clear Horizon's MEL Academy, to strengthen partner data collection and evidenced informed reporting.

There is also the possibility for the PWLES MEL team to use additional data collection tools to add to the robustness of the MEL system at the portfolio-level. The PWLES MEL team will investigate this opportunity in the last quarter of 2022. Additional data collection tools could include:

- A set of Stories of Significant Change collected by the PWLES MEL team each year and aligned with the PWL qualitative indicators.
- Impact logs that collect evidence against a selection of qualitative indicators. An impact log can be particularly useful in instances where evidence is not explicit/publicly available, is sensitive, or is otherwise difficult to capture but is nonetheless important.

## 7.6 Quality and Technical Assurance Group data collection tools

The Quality and Technical Assurance Group (QTAG) provides independent strategic advice to PWL. This could include technical advice in the areas of gender, disability and social inclusion, or independent services for reviews and evaluations to support best practice within PWL. The QTAG also mobilises partnership brokering services. Finally, the QTAG manages a 'help-desk' function to provide flexible, high-quality expertise and advice to DFAT, SPC and smaller DFAT Pacific Posts.

The QTAG was established to support and contribute to the broader goal and outcomes of PWL. In particular, the QTAG directly contributes to thematic outcome area: Partners are supported to increase Pacific ownership and effectiveness of regional gender equality efforts.

At the time of submitting this MELF, the QTAG was developing its own MEL plan to outline its approach to tracking and assessing its performance.

Preliminary<sup>15</sup> data collection tools that the QTAG will use include:

- semi-structured debriefs with DFAT upon completion of tasking notes
- semi-structured debriefs with QTAG panel members upon completion of assignments
- satisfaction surveys after QTAG trainings

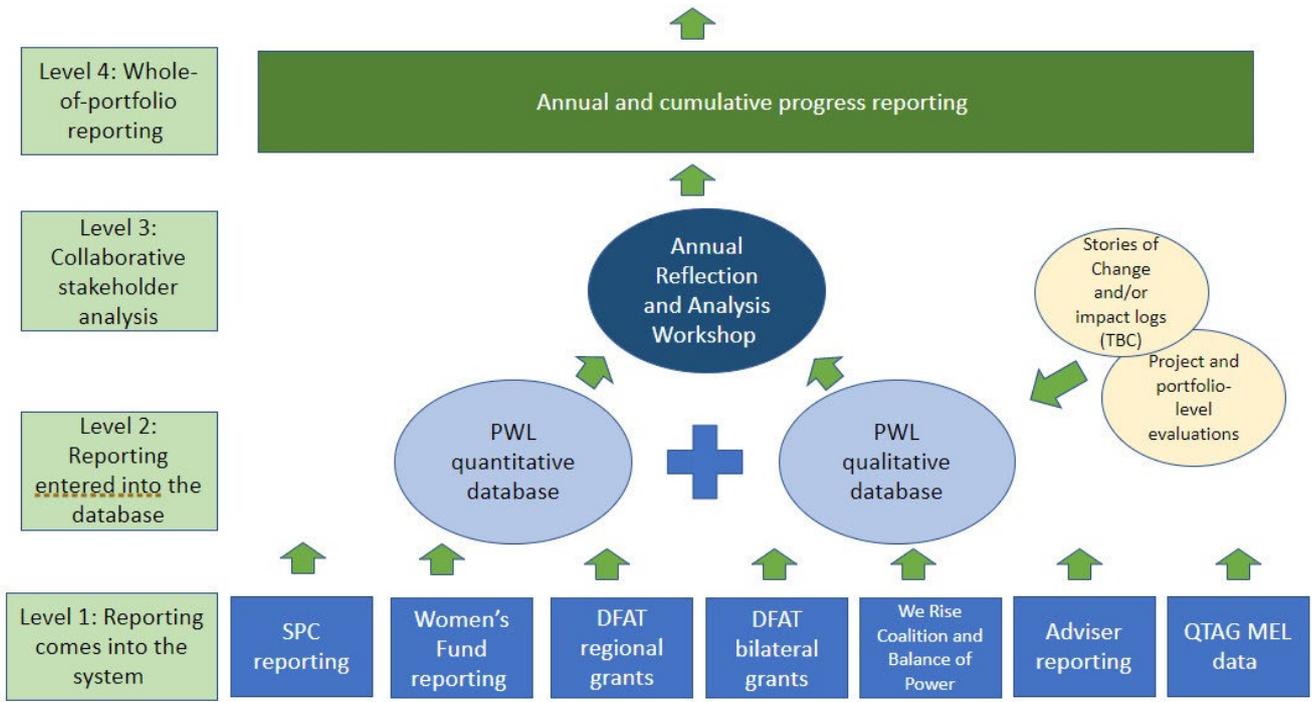
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<sup>15</sup> The completed QTAG MEL plan will outline its data collection methods that will feed into the PWL MEL system

- DFAT Gender Focal Point capacity rubric
- yearly partnership health checks between SPC, DFAT and the PWLES.

## 8 Visual representation of the MEL system

Figure 4 Visual depiction of the MEL system



## 9 MELF Resourcing and Implementation

The PWL MELF will be implemented by the PWLES MEL team, including a MEL Specialist, a MEL Manager, and an Information Management Officer.

Clear Horizon, as an independent MEL partner of the QTAG, will carry out portfolio-level evaluations and co-facilitate the Annual Reflection and Analysis Workshops with the PWLES MEL team. The costs for Clear Horizon are budgeted through the QTAG's budget and are separate to the MEL team's budget.

Other MEL technical assistance can be drawn on through the QTAG, for activities such as project evaluations, but these services will require separate budgeting and agreement with the QTAG Coordinator.

In May of each year, the PWLES MEL team undergoes work planning and budgeting for the subsequent financial year as part of the PWLES Annual Planning Process. This workplan and budget is submitted to DFAT each year for approval.

## Annex 1 Whole-of-Portfolio MEL Plan

### Evaluation questions that will be answered yearly, through portfolio-level annual reflection and analysis workshops (small-e evaluation)

Evaluation questions	Quantitative Indicators	Qualitative evidence	Data sources	When will this data be collected
<p>1. What did we do and who is benefitting from PWL?</p> <p>a. Types of activities/services delivered/partnerships formed</p> <p>b. Reach (gender, age, sex location, disability)</p> <p>c. Financial disbursement of funds</p> <p>d. Evidence of outcomes and results across thematic areas and from diverse stakeholders</p>	<ul style="list-style-type: none"> <li>- Types of activities delivered</li> <li>- Number of people reached through activities (disaggregated by gender, age, disability, location)</li> <li>- Dollar amount of funds released per Program Logic outcome area</li> <li>- Number of grants supported</li> <li>- Types of technical support requests from Pacific governments or through the QTAG</li> <li>- Number of Tasking Notes completed through the QTAG (disaggregated by client type – SPC, DFAT etc)</li> <li>- Rate of satisfaction with completed Tasking Notes through the QTAG</li> <li>- Satisfaction and pre/post training surveys after QTAG trainings</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of outcomes and results across thematic areas and from diverse stakeholders</li> <li>- Semi-structured debriefs with DFAT upon completion of QTAG tasking notes</li> <li>- Semi-structured debriefs with QTAG panel member upon completion of assignments</li> </ul>	<ul style="list-style-type: none"> <li>- Partner project reports</li> <li>- Portfolio-level financial reports</li> <li>- Data from QTAG MEL plan</li> </ul>	6-monthly and annually
<p>2. What progress towards outcomes (expected and unexpected) have been achieved each year in the areas of:</p> <p>a. Women and girls' leadership</p> <p>b. Women's rights realised</p> <p>c. Partners' effectiveness of gender equality efforts and ownership</p>	<ul style="list-style-type: none"> <li>- Refer to the quantitative indicators for all outcome areas list on page 11-12</li> </ul>	<ul style="list-style-type: none"> <li>- Refer to the qualitative indicators for all outcome areas list on page 11-12</li> </ul>	<ul style="list-style-type: none"> <li>- Partner project reports</li> <li>- Partner evaluation reports</li> <li>- Annual Reflection and Analysis Workshop outcomes</li> <li>- Portfolio-level PWLES MEL data collection tools (i.e., stories of significance/impact logs)</li> <li>- Data from QTAG MEL plan</li> <li>- Project evaluations</li> </ul>	6-monthly and annually
<p>3. What have been the key successes, opportunities, obstacles, and challenges year each? Considering these, how should PWL respond?</p>	n/a	<ul style="list-style-type: none"> <li>- Evidence from partner reports of key successes, opportunities, obstacles and challenges</li> <li>- Perspectives from partners on key successes and learnings</li> <li>- Recommendations from partners on how PWL should respond to key successes and learnings</li> </ul>	<ul style="list-style-type: none"> <li>- Partner project reports</li> <li>- Partner evaluation reports</li> <li>- Annual Reflection and Analysis Workshop outcomes</li> <li>- Semi-structured debriefs with DFAT upon completion of QTAG tasking notes</li> </ul>	6-monthly and annually

Evaluation questions	Quantitative Indicators	Qualitative evidence	Data sources	When will this data be collected
		<ul style="list-style-type: none"> <li>– Perspectives from SPC, DFAT and PWLES team during partnership brokering health checks</li> </ul>	<ul style="list-style-type: none"> <li>– Semi-structured debriefs with QTAG panel member upon completion of assignments</li> <li>– Yearly partnership health checks between SPC, DFAT and the PWLES</li> </ul>	
4. What has changed in the context for the portfolio? How should PWL respond?		<ul style="list-style-type: none"> <li>– Evidence from partner reports</li> <li>– Perspectives from stakeholders at the Annual Reflection and Analysis Workshop</li> <li>– Perspectives from SPC, DFAT and PWLES team during partnership brokering health checks</li> </ul>	<ul style="list-style-type: none"> <li>– Partner project reports</li> <li>– Annual Reflection and Analysis Workshop outcomes</li> <li>– Yearly partnership health checks between SPC, DFAT and the PWLES</li> </ul>	6-monthly and annually
5. How well are PWL strategies working? What are we learning about how change happens?		<ul style="list-style-type: none"> <li>– Evidence from partner reports</li> <li>– Perspectives from stakeholders at the Annual Reflection and Analysis Workshop</li> <li>– Evidence from project evaluations</li> </ul>	<ul style="list-style-type: none"> <li>– Partner project reports</li> <li>– Annual Reflection and Analysis Workshop outcomes</li> <li>– Project evaluations</li> </ul>	6-monthly and annually

### Evaluation questions that will be answered in 2024, through independent evaluation (Big-e evaluation)

Evaluation questions	Quantitative Indicators	Qualitative evidence	Data sources	When will this data be collected
1. What progress towards outcomes (expected and unexpected) have been achieved each year in the areas of: <ul style="list-style-type: none"> <li>a. Women and girls' leadership</li> <li>b. Women's rights realised</li> <li>c. Effectiveness of gender equality efforts and ownership</li> </ul>	<ul style="list-style-type: none"> <li>– Refer to the quantitative indicators for all outcome areas list on page 11-12</li> </ul>	<ul style="list-style-type: none"> <li>– Refer to the qualitative indicators for all outcome areas list on page 11-12</li> </ul>	<ul style="list-style-type: none"> <li>– Partner project reports</li> <li>– Partner evaluation reports</li> <li>– Annual Reflection and Analysis Workshop outcomes</li> <li>– Portfolio-level PWLES MEL data collection tools (i.e., stories of significance/impact logs)</li> <li>– Data from QTAG MEL plan</li> <li>– Project evaluations</li> </ul>	6-monthly and annually 2024
2. To what extent has PWL strengthened partnerships and supported gender transformative practice? Is it likely this change would have happened without the support of PWL?	<ul style="list-style-type: none"> <li>– Types of activities delivered</li> <li>– Number of people reached through activities (disaggregated by gender, age, disability, location)</li> <li>– Number of Pacific disability organisations actively engaged projects</li> </ul>	<ul style="list-style-type: none"> <li>– Evidence of increased collaboration and political will between regional partners and PWL partners and Governance Board for stronger gender equality outcomes</li> </ul>	<ul style="list-style-type: none"> <li>– Partner project reports</li> <li>– Partner evaluations</li> <li>– Annual Reflection and Analysis Workshop outcomes</li> <li>– Annual partnership health checks</li> </ul>	6-monthly and annually 2024

Evaluation questions	Quantitative Indicators	Qualitative evidence	Data sources	When will this data be collected
3. What have we learnt to guide PWL into the next phase? Considering these lessons, how should PWL move forward strategically? What, if anything, needs to be adapted or reframed in terms of the PWL's long-term outcomes or goal?	n/a	<ul style="list-style-type: none"> <li>- Evidence that the PWL Governance Board, SPC and Women's Funds are driving the regional gender equality agenda</li> <li>- Evidence of support from Forum Leaders of gender equality and women empowerment initiatives (at national and regional levels)</li> <li>- Evidence of increased accountability for gender equality and women's human rights at regional and national levels</li> <li>- Perspectives from partners during Annual Reflection and Analysis Workshop</li> <li>- Perspectives from partners during partnership health checks</li> </ul>	<ul style="list-style-type: none"> <li>- Portfolio-level PWLES MEL data collection tools (i.e., stories of significance/impact logs)</li> <li>- Interviews with key partners collected during independent portfolio-level evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- 6-monthly and annually</li> <li>- 2024</li> </ul>
4. To what extent has PWL responded to the needs of beneficiaries and Pacific governments?	<ul style="list-style-type: none"> <li>- Types of activities delivered</li> <li>- Number of people reached through activities (disaggregated by gender, age, disability, location)</li> <li>- Dollar amount of funds released per Program Logic outcome area</li> <li>- Number of grants supported</li> <li>- Types of technical support requests from Pacific governments or through the QTAG</li> <li>- Number of Tasking Notes completed through the QTAG</li> <li>- Rate of satisfaction with completed Tasking Notes through the QTAG</li> </ul>	<ul style="list-style-type: none"> <li>- Perspectives from stakeholders of the value of PWL</li> <li>- Evidence of ongoing benefits brought about by PWL</li> <li>- Refer to the qualitative indicators for all outcome areas list on page 11-12</li> </ul>	<ul style="list-style-type: none"> <li>- Partner project reports</li> <li>- Partner evaluation reports</li> <li>- Annual Reflection and Analysis Workshop outcomes</li> <li>- Portfolio-level PWLES MEL data collection tools (i.e., stories of significance/impact logs)</li> <li>- Interviews with partners collected during independent portfolio-level evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- 6-monthly and annually</li> <li>- 2024</li> </ul>

Evaluation questions	Quantitative Indicators	Qualitative evidence	Data sources	When will this data be collected
	<ul style="list-style-type: none"> <li>Refer to the quantitative indicators for all outcome areas list on page 11-12</li> </ul>			
5. What (if any) changes to the delivery model are required to ensure PWL's success?		<ul style="list-style-type: none"> <li>Perspectives from stakeholders on changes to the model</li> <li>Perspectives from partners during partnership health check and Annual Reflection and Analysis Workshops</li> </ul>	<ul style="list-style-type: none"> <li>Interviews with partners collected during independent portfolio-level evaluation</li> <li>Annual partnership health checks</li> </ul>	Annually 2024

### Evaluation questions that will be answered in 2026, through independent evaluation (big-E evaluation)

Evaluation questions	Quantitative Indicators	Qualitative evidence	Data sources	When will this data be collected
1. What outcomes (expected and unexpected) have resulted from PWL in in the areas of: a. Women and girls' leadership b. Women's rights realised c. Partners supported to increase pacific ownership and effectiveness of regional gender equality efforts ownership	<ul style="list-style-type: none"> <li>Refer to the quantitative indicators for all outcome areas list on page 11-12</li> </ul>	<ul style="list-style-type: none"> <li>Refer to the qualitative indicators for all outcome areas list on page 11-12</li> </ul>	<ul style="list-style-type: none"> <li>Partner project reports</li> <li>Partner evaluation reports</li> <li>Annual Reflection and Analysis Workshop outcomes</li> <li>Portfolio-level PWLES MEL data collection tools (i.e., stories of significance/impact logs)</li> <li>Data from QTAG MEL plan</li> <li>Interviews with partners collected during independent portfolio-level evaluation</li> </ul>	6-monthly and annually 2026
2. To what extent was PWL able to reach women and girls in all their diversity?	<ul style="list-style-type: none"> <li>Types of activities delivered</li> <li>Number of people reached through activities (disaggregated by gender, age, disability, location)</li> <li>Number of Pacific disability organisations actively engaged in PWL</li> <li>Refer to the quantitative indicators for all outcome areas list on page 11-12 (particular focus on disaggregation of disability and age)</li> </ul>	<ul style="list-style-type: none"> <li>Refer to the qualitative indicators for all outcome areas list on page 11-12 (particular focus on disaggregation of disability and age)</li> <li>Perspectives from stakeholders on how and if PWL reached the most vulnerable women</li> <li>Evidence collected during deep dives into disability at Annual Reflection and Analysis Workshops</li> </ul>	<ul style="list-style-type: none"> <li>Partner project reports</li> <li>Partner evaluations</li> <li>Annual Reflection and Analysis Workshop outcomes</li> <li>Portfolio-level PWLES MEL data collection tools (i.e., stories of significance/impact logs)</li> <li>Interviews with partners collected during independent portfolio-level evaluation</li> </ul>	6-monthly and annually 2026
3. How effectively has the PWL model met the gender priorities of the Pacific Island governments?	<ul style="list-style-type: none"> <li>Types of activities delivered</li> <li># of government staff and development practitioners applying gender mainstreaming tools</li> <li>Number of mechanisms in place to support gender mainstreaming processes in the government</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of increased resources allocated to address gender issues</li> <li>Evidence of increased capacity of Pacific Governments and intergovernmental organisations in gender mainstreaming</li> <li>Evidence of how technical support mobilised through PWL has led to</li> </ul>	<ul style="list-style-type: none"> <li>Partner project reports</li> <li>Partner evaluations</li> <li>Annual Reflection and Analysis Workshop outcomes</li> <li>Portfolio-level PWLES MEL data collection tools (i.e., stories of significance/impact logs)</li> </ul>	Annually 2026

Evaluation questions	Quantitative Indicators	Qualitative evidence	Data sources	When will this data be collected
	<ul style="list-style-type: none"> <li>- Number of institutions being made accountable for mainstreaming gender</li> </ul>	<ul style="list-style-type: none"> <li>increased gender equality outcomes for Pacific Governments</li> <li>- Evidence of increased collaboration and political will between regional partners and PWL Governance Board for stronger gender equality outcomes</li> <li>- Evidence of support from the Pacific Island Forum Leaders of gender equality and women empowerment initiatives (at national and regional levels)</li> <li>- Evidence of increased accountability for gender equality and women's human rights at regional and national levels</li> <li>- Perspectives from partners during partnership health check and Annual Reflection and Analysis Workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Portfolio-level evaluation</li> <li>- Interviews with partners collected during independent portfolio-level evaluation</li> </ul>	
<p>4. To what extent has PWL supported Pacific ownership and leadership, and has this led to more sustainable outcomes?</p>		<ul style="list-style-type: none"> <li>- Perspectives from partners on how PWL has supported Pacific ownership and leadership</li> <li>- Evidence that the PWL Governance Board, SPC and Women's Funds are driving the regional gender equality agenda</li> </ul>	<ul style="list-style-type: none"> <li>- Interviews with partners collected during independent portfolio-level evaluation</li> <li>- Annual partnership health checks</li> </ul>	<p>Annually 2026</p>
<p>5. To what extent is there an indication of lasting impact from PWL?</p>		<ul style="list-style-type: none"> <li>- Perspectives of stakeholders of ongoing benefits attributable to PWL</li> <li>- Perspectives of stakeholders on effective strategies to support sustainability</li> <li>- Evidence of ongoing benefits brought about PWL</li> </ul>	<ul style="list-style-type: none"> <li>- Partner project reports</li> <li>- Partner evaluation reports</li> <li>- Annual Reflection and Analysis Workshop outcomes</li> <li>- Interviews with partners collected during independent portfolio-level evaluation</li> </ul>	<p>Annually 2026</p>

## Annex 2 Quantitative Indicator Descriptors

### Women and Girls Voice

#### 1.1 # diverse women and girls supported to assume a leadership role

Leadership roles imply ongoing engagement in a position or group, and does not include one-off participation in collective actions, awareness-raising activities, meetings, or trainings.

The leadership position can be across sectors and levels – for example community, national, public, private etc.

‘Supported’ includes funding and/or participation in project activities to increase individual knowledge, skills, political consciousness, and commitment to change towards gender equality, or to change their individual conditions in terms of increased resources, voice, and enabling family/community environment to assume leadership roles.

Leadership roles may include:

- individual formal and informal political, economic, and social/cultural roles in addition to active participation in civil society or community-based organisations/groups (such as church, sporting clubs, savings clubs or WASH groups which promote women/girl’s participation and decision-making power).
- Informal leadership roles may include coordination, speaking, advocacy, and networking which support women/girls to understand their rights and analyse power dynamics

#### 1.2 # diverse women in non-traditional roles and fields of study and/or work Non-traditional roles and fields are those in which men not only represent a larger percentage of the workforce but also enjoy a higher number of leadership positions and have greater influence.

Socio-cultural and economic context will determine whether a role is traditional or not however examples of non-traditional roles may include:

- Sports coaches, such as in male sporting fields i.e., rugby, soccer, cricket
- Manual trades such as carpentry, plumbing, electrician
- Positions in the fields of science, engineering, and infrastructure

Questions from projects regarding whether the field is traditional or non-traditional can be raised with the PWLES MEL team for clarification.

#### 1.3 # of sectoral policies or initiatives clearly addressing diverse women’s needs Sectoral policies are broad guiding statements that define the mandate and objectives of sectoral agencies. Sectoral policies aim to provide comprehensive, integrated and coordinated frameworks for the management of both human and physical resources towards the sector’s objectives.

Women’s needs can include basic needs: safety, health, justice, housing, transportation, access to menstrual hygiene products etc.; or strategic needs: land rights, more decision-making power, equal pay, greater access to credit etc.

### Pacific feminist civil society

#### 2.1 # diverse women and girls participating in civil-society and intergovernmental forums

Civil-society refers to a wide array of organisations: women’s rights organisations, community groups, non-governmental organisations [NGOs], indigenous groups, charitable organisations, faith-based organisations

Intergovernmental organisation refers to an organisation that is made up of member country governments who are working towards a shared mandate.

Civil-society and intergovernmental forums are meetings, which often involve a series of consultations, aimed at sustaining momentum towards an issue. For this indicator, we are particularly interested in regional and / or global forums with a principal or significant objective relating to gender equality in the Pacific, such as the Triennial Conference of Pacific Women, or climate change negotiations

#### 2.2 Number of women’s organisations, groups or coalitions actively engaged in the project

Women's groups, organisations and coalitions refers to formal and informal groups (including civil society organisations, non-government organisations, networks, alliances, collectives, community-based organisations, and community groups) with an objective to progress diverse women/girl's rights and gender equality.

Actively involved includes the implementation of, or participation in PWL funded activities, and delivery of services/training for the project.

Implementation and/or participation may include the following activities:

- across the project cycle i.e.: consultation, planning, implementing, monitoring and evaluation
- which increase women/girl's representation in research, policy development, governance structures, advocacy efforts or other
- to build capacity or organisational development
- which increase inclusion in services development/strengthening activities of mainstream and/or targeted women/girl's support services.

### 2.3 Number of Pacific organisations of persons with disabilities actively engaged in the project

Disabled Persons Organisations (DPOs) are increasingly being referred to internationally as Organisations of Persons with Disabilities (OPDs).

Key criteria (as a minimum) defining a DPO/OPD is:

- Representative body/ies of and for persons with disabilities
- Led and controlled by persons with disabilities, with most of the governing body being persons with disabilities to align with the motto 'nothing about us without us'.
- Majority means more than 50 percent, noting many OPDs have their own constitutions that define what percentage makes a 'majority' for them.

Active engagement with OPDs in the project cycle, i.e.: consultation, planning, implementing, monitoring and evaluation; representation of OPDs in research, policy development, governance structures, advocacy efforts or other; OPD capacity or organisational development; inclusion in services development/strengthening activities of mainstream and/or disability specific support services

## Women's health

### 3.1 # diverse women and girls who received a modern method of contraception

Includes both new adopters (those taking it up for the first time) as well as those receiving contraception on an ongoing or repeat basis.

Modern methods of contraception include:

- Female and male sterilization
- The intra-uterine device (IUD)
- The implant
- Injectables
- Oral contraceptive pills
- Male and female condoms
- Vaginal barrier methods (including the diaphragm, cervical cap and spermicidal foam, jelly, cream, and sponge)
- Lactational amenorrhea method (LAM)
- Emergency contraception and other modern methods not reported separately (e.g., the contraceptive patch or vaginal ring).

### 3.2 Number of unintended pregnancies averted

The number of unintended pregnancies that did not occur during a specified reference period as a result of the protection provided by modern contraceptive use during the reference period.

Unit of Measure: Number

Indicator Type: Numeric, non-cumulative,

Calculation/ Formula:

The indicator is calculated by applying the Impact 2 model developed by Marie Stopes International. Follow the steps below to calculate the indicator using the tool:

- Download the Impact 2 model
- Select the option to run the Impact 2 based on the services provided by organization
- Select the country and timeframe
- Enter service data
- Select health, demographic, and economic impact
- Select service lifespan impacts

The Impact 2 model estimates the unintended pregnancies averted by applying method specific failure rate to modelled family planning users and comparing this to the average number of pregnancies that would have occurred had the women not been using any contraception.

Detailed methodological paper is available at <https://www.mariestopes.org/media/2191/impact-2-methodology-paper.pdf>

3.3 Total couple-years protection for contraceptives distributed by countries to lower levels including service delivery points (SDPs) Estimates the amount of protection distributed over 12 months based on the total number of contraceptives distributed. It uses a formula based on an assumed number of each kind of contraceptive method that would protect one couple for one year.

This is the total estimated protection from pregnancy that the volume of contraceptives and condoms procured using UNFPA resources (core and non-core) would provide during a one-year period.

For additional information on this indicator go to: [https://www.measureevaluation.org/prh/rh\\_indicators/family-planning/fp/cyp](https://www.measureevaluation.org/prh/rh_indicators/family-planning/fp/cyp)

3.4 Percentage of secondary and tertiary SDPs providing quality-assured, adolescents friendly, integrated SRH services The proportion of secondary and tertiary public health facilities in the country that provide quality-assured, adolescent-friendly integrated sexual and reproductive health services.

The criteria to be applied in the context of the six TA countries for quality assured adolescent friendly integrated sexual and reproductive health services include:

- Availability of staff trained in provision and referral of AYFHS services including Family Planning, Sexually Transmitted Infection, Emergency Obstetric and Newborn Care services, Post abortion care, management of uncomplicated pregnancies (Provider competencies)
- Availability of job aids for provision of FP services to adolescents (Facility characteristics)
- Availability of adolescent and youth-friendly Information Education Communication materials (Adolescents' health literacy)

## **Women's economic empowerment**

4.1 # diverse women entrepreneurs provided with financial and/or business development services This indicator includes the following financial and or business development services:

- Finance and business-related trainings
- Market opportunities created for women to sell their products
- Savings clubs established
- Women supported to access financial services such as banking services

4.2 # diverse women who have attained formal qualifications Number of women who have obtained a qualification from a formal institution.

## **Women's safety**

5.1 # of counsellors graduating from recognised counselling institutions This indicator includes any person who successfully completes a counselling course from a Pacific or internationally recognised institution or provider.

5.2 # of services provided to diverse women and girls and other survivors of violence, such as counselling Support services: services for women and children (disaggregated by boys and girls) survivors of violence include counselling; emergency shelters; referral hotlines; health services targeted at survivors of violence; legal services such as legal aid; referrals from police sexual violence units; issuance of protection orders; hearings by traditional or formal justice providers for survivors of violence.

Focus should be on support services provided to women and girls through programs that have specific objectives on providing such support. Examples of services that should be counted are:

- government or community run refuges or emergency shelters
- government or community run referral hotlines
- government or community run counselling services
- health services e.g., medical support at hospitals or public clinics
- law and justice services such as women granted protection orders
- hearings before traditional or formal justice providers

5.3 # of people who participated in session on gender issues and women's equal rights Gender issues and women's equal rights is content which seeks to advance gender equality and rights of women, girls and Lesbian, Gay, Bisexual, Transgender, Intersex Queer (LGBTIQ) communities.

Sessions includes interactive events and sessions such as training, facilitated community meetings, capacity building activities etc. that allow for discussion and exchange of information, views, and approaches.

This could include topics that discuss, analyse, understand, respond to and/or challenge:

- existing gender roles, responsibilities, and relations
- harmful social norms
- power dynamics including decision making
- gender-based violence (GBV)
- sexual exploitation abuse and harassment (SEAH)
- women's agency, and access to and control over resources
- structural gender inequality such as formal rules, laws, and policies and practices
- national plans and policies relating to gender equality and women's empowerment (gender-specific or mainstreamed)
- regional and international conventions/declaration on women's rights

EXCLUDES: People attending 'awareness raising' sessions or receiving awareness raising materials including radio/tv broadcast audiences etc. where there is no active participation or engagement.

5.4 # men and boys who have undertaken male advocacy training This indicator includes men who successfully completed male advocacy training for the purposes of promoting and supporting gender equality and women's rights.

The training content must be able to demonstrate that it takes a rights-based approach to training content and delivery.

5.5 # police, law, and justice officials trained to respond to incidents of violence against women and girls according to an established protocol This indicator tracks the number of police and law and justice professionals trained to respond to VAW/G incidents using an established protocol.

Established protocols refers to nationally endorsed protocols in place for responding to violence against women and girls.

## Gender mainstreaming

6.1 # of government staff and development practitioners applying gender mainstreaming tools

- Government staff: people employed by the public sector
- Development practitioners: SPC or other regional organisations, civil-society organisation (refer to indicator 2.1 for definition for civil society organisation) and/or DFAT sector programs.

- Gender mainstreaming tools: any tool, framework and mechanism that supports the understanding of the gender situation so that any new policy, program, or project can take into consideration women's needs (refer to indicator 1.3 for definition of women's needs).
- Tools and mechanisms could include dedicated organisational gender focal points with approved Terms of Reference, a gender focal point network, gender checklists, CEDAW taskforce, organisational budgeting that allocates specific funds to gender equality activities, workforce professional development training calendar that includes employee gender training, evidence that senior leadership meetings regularly consider gender issues as part of routine practice etc.

6.2 Number of accountability mechanisms in place to support gender mainstreaming processes  
Accountability mechanism means that an organisation can demonstrate its results against its gender equality commitments. For this indicator we look for the number of public institutions (departments, ministries) at the national level who report annually on the results of gender mainstreaming.

## Annex 3 Outcomes based on the 2021 Design

The below outcomes were the proposed outcomes contained in the 2021 PWL design framework.<sup>16</sup> These outcomes were used as the basis for the review and refinement of the PWL outcomes at the PWL MEL Workshop held in Suva from 20-22 July 2022.

### Design Outcomes

**Goal** The high level aim we seek to contribute to but are not solely responsible for  
'Pacific women and girls, in all their diversity, are safe and equitably share in resources, opportunities and decision-making, with men and boys.'

**Outcomes** The measurable priorities we will be held accountable for

1. Women's leadership promoted
  - a. Increased women's voices in decision making spaces, from household, community, business, and local level leadership through to national, regional and global political spheres.
  - b. Recognition and amplification of the leadership of Pacific feminist civil society
2. Women's rights realised
  - a. **Women's health** – Women and girls have improved access to quality health care services, including sexual and reproductive health, through addressing gender inequality that underpins poor health outcomes.
  - b. **Women's safety** – Survivors of gender-based violence have access to quality support services including in times of disaster and Pacific governments and communities work together to address and prevent violence, through tackling harmful social and cultural norms.
  - c. **Women's economic empowerment** – Women have more equitable access to resilient economic opportunities and increased voice in economic decision-making.
3. Pacific regional partners increase the effectiveness of regional gender equality efforts
  - a. Opportunities for civil society, government, and intergovernmental collaboration in support of gender equality are facilitated.
  - b. Mainstreaming of gender equality through other development programs in all sectors across the Pacific is supported.

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<sup>16</sup> <https://www.dfat.gov.au/publications/development/pacific-women-lead-design-framework>

## Annex 4 Participant list – Inception MEL Workshop, 20–22 July 2022

No.	Name	Role	Organisation	Participated
1	Ethel Sigimanu	Member	PWL Governance Board	In person
2	Audrey Aumua	Member	PWL Governance Board	Online
3	Tara Chetty	Pacific Women Lead Manager	SPC	In person
4	Sala Tupou	Pacific Women Lead Coordinator	SPC	In person
5	Shaleh Antonio	Monitoring, Evaluation and Learning, Human Resources and Social Development	SPC	In person
6	Arti Devi	Database Officer	SPC	In person
7	Jacqui Burrell	Pacific Women Lead Communications Adviser	SPC	In person
8	Nea Harrison	Monitoring and Evaluation Adviser (Short-Term)	SPC	In person
9	Sian Rolls	Communications Officer	SPC	In person
10	Lanita Waleanisia	Program Coordinator, Pacific Girl	SPC	Online
11	Julie Bukikun	Women in Leadership Program Manager	SPC	In person
12	Corneliu Eftodi	Monitoring, Evaluation and Learning Adviser, Partners for Prevention	UN Women	In person
13	Iliesa Ravuci	Monitoring, Evaluation and Learning Manager, Markets for Change	UN Women	In person
14	Kathleen Taylor	International Programme Coordinator	UNFPA	In person
15	Sera Vulavou	Senior Monitoring and Evaluation Officer	International Planned Parenthood Federation	In person
16	Virisila Buadromo	Co-Lead	Urgent Action Fund	In person
17	Michelle Reddy	Co-Lead	Pacific Feminist Fund	In person
18	Sereima Kalouiviti	Coordinator	Pacific Feminist Fund	In person
19	Menka Goundan	Executive Director	Women's Fund Fiji	In person
20	Tiriseyani Naulivou	MEL Officer	Women's Fund Fiji	In person
21	Kuini Rabo	Program Officer	Women's Fund Fiji	In person
22	Peni Tawake	Partnership Broker	Independent consultant	In person
23	Epeli Tinivata	Monitoring, Evaluation, and Learning Manager	Balance of Power	In person
24	Vani Nailumu	Research Officer	Balance of Power	In person
25	Mereani Rokotuibau	Executive Director	Balance of Power	In person
26	Jennifer Kalpokasdoan	Assistant Director	Balance of Power	In person
27	Telstar Jimmy	Program Administrator	Balance of Power	In person
28	Corinne Tarnawsky	Assistant Director, Pacific Gender and Regional Development Section, Office of the Pacific	DFAT, Canberra	In person
29	Geraldine Tyson	Assistant Director, Pacific Gender Section, Office of the Pacific	DFAT, Canberra	In person
30	Renee Paxton	Acting Director, Pacific Gender Section, Office of the Pacific	DFAT, Canberra	Online
31	Katherine Mimilidis	Acting Director, Climate Adaptation and Resilience Negotiations Section	DFAT, Canberra	Online

<b>No.</b>	<b>Name</b>	<b>Role</b>	<b>Organisation</b>	<b>Participated</b>
32	Nikki Wright	Assistant Director, Pacific Gender Section, Office of the Pacific	DFAT, Canberra	Online
33	Scarlett Mitran	Policy Officer	Noumea DFAT	Online
34	Jane Bastin-Sikimeti	Director, Pacific Gender Section, Office of the Pacific	DFAT, Canberra	Online
35	Angeline Fatiaki	Senior Program Management, Gender Equality Programs – Regional	DFAT, Fiji	In person
36	Emily Elliot	Program Manager, Gender Bilateral – Kiribati	DFAT, Fiji	In person
37	Edwina A Tangitau	Program Manager, Economic Governance and Gender	DFAT, Tonga	Online
38	Falemalu Malua	Acting Senior Program Manager	DFAT, Tuvalu	In person
39	Jodie Kapalu	Program Manager, Safer Communities	DFAT, Vanuatu	In person
40	Joanne Zoleveke	Senior Gender Adviser, Gender Equality Program	DFAT, Solomon Islands	Online
41	Alexandra Iakopo	Program Manager, Gender and Disability	DFAT, Samoa	Online
42	Sophie Temby	Counsellor, DFAT Suva Post	DFAT, Fiji	In person
43	Joella Marron	Assistant Director, Pacific Gender Section, Office of the Pacific	DFAT, Canberra	Online
44	Kenye Rikin	Senior Program Manager	Australian Embassy, FSM	Online
45	Joanne Kunatuba	Team Leader	PWLES	In person
46	Mai Nguyen	QTAG Coordinator	PWLES	In person
47	Emily Miller	Monitoring, Evaluation and Learning Specialist	PWLES	In person
48	Junita Ngai	Monitoring, Evaluation and Learning Manager	PWLES	In person
49	Kaisha Crupi	Senior Consultant	Clear Horizon	In person
50	Brigitte Leduc	Gender and Social Inclusion Adviser – Tuvalu	PWLES	In person
51	Angela Lenn	Principal, Gender and Inclusion/Contractor Rep	DT Global	Online
52	Charlotte Wiffin	Project Support Officer	DT Global	Online
53	Alexandria Gordon	Program Associate	WEDO	Online
54	Ishara Davey	Consul, Noumea Post	DFAT. Noumea	Online
55	Sara Webb	MEL Adviser, Balance of Power	Duniya Consulting	Online
56	Sandra Phelps	Gender Equality Support Unit Team Leader	Australia Solomon Islands Resource Facility	Online
57	Karyn Docking	MERLA Specialist, Women in Leadership Initiative, Australia Awards	DT Global	Online
58	Elisabeth Jackson	Institute of Human Security and Social Change	La Trobe University	Online
59	Alrina Ali		UNWOMEN	Online
60	Susan Mugwe	MEL Adviser (Short-Term)	DT Global	Online

## Annex 5 Assumption Risk Matrix

We assume that...	How likely is it that this assumption is wrong?	What impact will it have on the success of the project if the assumption is wrong?	Does the assumption require monitoring / evaluation?*
Partner countries continue to recognise and support leadership of Pacific women to enhance gender equality across the region	Medium	Medium	No
There are/will be opportunities and entry points for women and girls to step into leadership and decision-making roles	Medium	Medium	No
There is wide and ongoing acceptance of the importance of women's leadership as a strategy for progressing gender equality	Medium	Medium	No
All partners take a transformative approach to tackling gender inequality	High	High	Yes
There is quality technical advice from feminist CSOs to support PWL and partners	Low	Medium	No
There is capacity and capability of duty bearers (institutions, gov't, civil society, and NGOs)	Medium	High	Yes
Activities sufficiently target the desired change in beliefs, social norms, and attitudes	Medium	High	Yes
Partners welcome opportunities to engage on mainstreaming gender equality and social inclusion	Low	Medium	No
PWL can support internal capacity of a regional intergovernmental organisations (especially SPC) on gender equality	Medium	High	Yes
Delivery partners are willing to build close relationships and promote effective coordination and ownership for better gender equality outcomes	Low	Medium	No
There is domestic and political acceptance across the region to address the challenge of gender equality	Low	Medium	No
Australian Government remains committed to promoting gender equality in the region	Low	Medium	No
Wide/ongoing recognition of the importance of Pacific leadership and ownership to address the challenge of gender equality	Low	Medium	No

\* If high rating or don't know – then answer Yes

## Annex 6 Disability Data Collection and Use

### Disability

The Convention on the Rights of Persons with Disabilities describes people with disabilities as those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.

Disability arises not from impairment (i.e., problems in body functions or structures) alone, but from the interaction between a person's impairment and the barriers they face to full participation in their community on an equal basis with others.

Barriers to participation can be:

- Attitudinal (stigmatising or discriminatory attitudes towards people with disabilities).
- Environmental (barriers to accessibility in the built environment).
- Institutional (discriminatory laws, policies and practices); and
- Communication (inaccessible written or verbal information).

### Disability data collection

Disability inclusion is both a process and an outcome. The process involves ensuring people with disabilities participate fully in the process itself, while the outcome is that the initiative benefits people with disabilities on an equal basis with others.

Strengthening disability inclusion requires data collection to understand and respond to the experiences and situation of people with disabilities. This includes both collection of disability-specific data— such as disability prevalence and types – and barriers to inclusion.

Collecting and using information about disability and the experiences of people with disabilities is important because:

- People with disabilities constitute at least 15% of any population and are likely to be present in any community or group that we work with.<sup>17</sup>
- Despite being a considerable proportion of the population, due to barriers to their participation, people with disabilities are routinely excluded from opportunities available to the rest of the population.
- As a result, women, men, girls, and boys with disabilities are among the poorest and most marginalised in any community. They are less likely to attend school or access health services, and if they work, they are more likely to be engaged in the lower-paid and less secure informal sector.
- Addressing barriers to the inclusion of people with disabilities requires understanding the experiences of people with disabilities.
- Without this understanding, there is a risk of planning and implementing activities which further isolate and marginalise people with disabilities.
- Planning and monitoring disability inclusive development requires intentionally collecting information from and about people with disabilities and allocating sufficient budget to ensure reasonable accommodations for disability can be made to ensure participation and inclusion.

Disability data collection can involve:

- collecting and disaggregating quantitative data on the disability status of people to determine and monitor the different situations of people with and without disabilities; and
- using qualitative methods such as key informant interviews, focus groups, story collecting and reflection to determine the reasons why people with disabilities do – or do not – participate in and benefit from activities.

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<sup>17</sup> World Bank and WHO. (2011). World Report on Disability.

## Disability data disaggregation

Disaggregation begins with identification. Identification of whether and how many people within a population experience disability or not might take place as part of a situation analysis, baseline survey, screening activity, registration process and/or ongoing monitoring process.

After individuals with disabilities are identified, we can determine the number of people with disabilities in a given population. We can also determine the proportion of people with disabilities in that population through the following formula:

$$\frac{\text{Number of people with disabilities}}{\text{Number of people in the population}} \times 100 = \text{percentage of people with disabilities}$$

Once we have determined the group of people with disabilities, we can compare their circumstances to the situation of people without disabilities by comparing other data. For example, if we have completed a customer service survey and collected disability data, we can compare the customer service experiences of people with disabilities to those without.

## Should we just ask if someone has a disability?

No. Questions such as ‘Do you have a disability?’ or ‘What type of disability do you have?’ have been shown to be ineffective and result in under-reporting because:

- sometimes the word used for ‘disability’ in different languages is viewed negatively or is not understood by some communities
- disability might be associated with stigma and shame in some contexts and people may not want to disclose information
- people may not identify as having a disability, for example if they view their impairments as a typical part of ageing.

International agencies together with national statistics offices formed a group called the Washington Group. The Washington Group developed a set of 6 questions that ask people about basic functions, or what they can do, such as whether people have difficulty walking, seeing, or communicating with others. These questions have been found to provide a good approximation of disability.

These questions are known as the ‘Washington Group Short Set’ and are recommended by the United Nations for use in censuses and population surveys for people aged 5 and above. There is also an extended set, and a child functioning module for children aged 5 to 17 years.

The Washington Group Short Set identifies people who might have a disability or are at risk of having a disability. It is a proxy for disability rather than a diagnosis of disability.

The Washington Group Short Set provides information about people with disabilities in a population, to enable the design and monitoring of projects / activities which meet the requirements of people with disabilities alongside everyone else.

## Using the Washington Group Short Set

The Washington Group Short Set (Annex A) can be used to identify disability in a population without relying on specific cultural terms or conceptions of disability. The use of consistent methodology also allows comparisons to be made, for example between countries, and for progress to be tracked over time.

The Short Set can be incorporated into project surveys, questionnaires, registration forms, monitoring tools and others to allow for disaggregation of data by disability.<sup>18</sup>

The effectiveness and accuracy of these questions depend on several factors:

- the knowledge and understanding of the people asking the questions
- whether questions are asked directly to/about the person of interest

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<sup>18</sup> One limitation of the Short Set is that it does not identify all people with impairments relating to mental health issues/psychosocial disability. The Extended Set of questions asks additional questions related to psychosocial wellbeing.

- whether the questions have been appropriately translated and are used as designed (e.g., it is important to ensure that no initial questions about 'disability' are included and that the questions are read exactly as written/translated)
- Sometimes minor adaptations are required (e.g., if there are no hearing aids available in the context it may be confusing to ask if a person can hear 'even if using hearing aids', so the latter part of the question can be removed).

It is strongly advised that the wording of the questions – or response categories – is not changed without prior testing as this can result in under- or over-reporting.

After identifying people with disabilities, this information can be used to:

- Have targeted discussions with people with disabilities regarding the barriers to their participation, and any inclusion support needs.
- Understand how many, or what proportion, of people in the population experience disabilities.
- Compare the experiences of people with and without disabilities by disaggregating the data.
- Comparing changes or outcomes for people with and without disabilities, including the barriers and facilitators experienced by both groups.

## Collecting disability data

The following table outlines approaches to collecting disability data in the context of quantitative data collection.

Why are we collecting disability data?	What do we want to know?	How can we collect it?	How do we analyse it?
1. To understand the number and proportion of people in the target population experiencing disability (e.g., registration forms, attitudinal surveys, screening tools etc).	<ul style="list-style-type: none"> <li>– The disability status of the target population.</li> </ul>	Add the Washington Group Short Set to the demographic section of the survey.	<p>Anyone who answers ‘cannot do at all’ or ‘a lot of difficulty’ to one or more questions is counted as a person with disability.</p> <p>To understand the population more deeply, disability status can be disaggregated by other demographic variables, for example age, sex and geographic location.</p>
2. To understand the number and proportion of people in the target population experiencing disability, and The situation of people with disabilities in the target population.	<ul style="list-style-type: none"> <li>– The disability status of the target population; and</li> <li>– The experiences of people with disabilities in the target population compared to people without disabilities.</li> </ul>	<p>Add the Washington Group Short Set to the demographic section of the survey and use <b>complementary approaches such as:</b></p> <ul style="list-style-type: none"> <li>– Key informant interviews</li> <li>– Focus group discussions</li> <li>– Add items or behaviours relevant to people with disabilities to observation checklists</li> </ul>	<p>As per (1) above, and: Disaggregate responses to key questions in your survey by disability status to compare the experiences of people with and without disabilities.</p> <p><b>Complementary approaches:</b></p> <ul style="list-style-type: none"> <li>– Interviews and focus groups: Undertake thematic analysis of data and identify key themes.</li> <li>– Checklists: undertake a discrete analysis of responses to disability-specific items or behaviours.</li> </ul>
3. To monitor whether activities are reaching and including people with disabilities.	<ul style="list-style-type: none"> <li>– The disability status of the target population, and</li> <li>– The experiences of people with disabilities in the target population compared to people without disabilities, and</li> <li>– The experiences of people with disabilities in the target population compared to people without disabilities, in comparison to baseline information.</li> </ul>	<p>Add the Washington Group Short Set to the demographic section of baseline and monitoring tools, and</p> <p>Add a question about the accessibility and inclusivity of the activity/service to people with disabilities in the baseline and monitoring tools, and use</p> <p><b>Complementary approaches:</b></p> <ul style="list-style-type: none"> <li>– Observation checklists</li> <li>– Key informant interviews</li> <li>– Focus Group Discussions</li> <li>– Participant stories</li> <li>– Reflection</li> </ul>	<p>As per (2) above, and: Compile responses to the question regarding the accessibility and inclusivity of the activity and undertake thematic analysis of these. Compare to baseline.</p> <p><b>Complementary approaches:</b></p> <ul style="list-style-type: none"> <li>– Interviews, focus groups, stories and reflection: Undertake thematic analysis of data and identify key themes.</li> <li>– Checklists: undertake a discrete analysis of responses to disability-specific items or behaviours.</li> </ul>
4. To evaluate changes that have taken place for people with disabilities and capture learning.	<ul style="list-style-type: none"> <li>– The disability status of the target population.</li> <li>– The experiences of people with disabilities in the target population compared to people without disabilities, and</li> </ul>	<p>Add the Washington Group Short Set to the demographic section of baseline and endline surveys, and,</p> <p>Add a question about the accessibility and inclusivity of the activity/service to people with disabilities in baseline and endline tools, and use</p>	<p>Anyone who answers ‘cannot do at all’ or ‘a lot of difficulty’ is counted as a person with disability.</p> <p>Disaggregate responses to key questions by disability status to compare the experiences of people with and without disabilities.</p> <p>To understand the population more deeply, disability status and experiences can be</p>

### Why are we collecting disability data?

#### What do we want to know?

- The changes for people with disabilities compared to people without disabilities, and compared to the baseline, and
- The facilitators and barriers for people with disabilities.

#### How can we collect it?

##### Complementary approaches:

- Observation checklists
- Key informant interviews
- Focus Group Discussions
- Participant stories
- Reflection

#### How do we analyse it?

disaggregated by other demographic variables, for example age, sex and geographic location.

##### Complementary approaches:

- Interviews, focus groups, stories and reflection: Undertake thematic analysis of data and identify key themes.
- Checklists: undertake a discrete analysis of responses to disability-specific items or behaviours.

## Making disability data collection inclusive

Applying the principles of disability inclusion to data collection not only requires collection of data on the specific situation of people with disabilities, but also inclusion of people with disabilities in data collection processes that concern them.

Involving people with disabilities in data collection and analysis can:

- provide opportunities for positive role modelling and awareness raising about disability in the community
- challenge negative stereotypes about capacity and encourage more people with disabilities to participate
- serve as an entry point for broader disability inclusion strategies
- result in data collection that is more relevant, sensitive and of higher quality.

Some key actions and considerations which can make data collection processes more disability inclusive are to:

- Involve people with disabilities in data collection activities. This could be as data collectors, or in an advisory capacity on steering committees or reference groups.
- Adapt data collection methods and tools so that surveys, interviews and discussions are accessible for all participants and are inclusive. This means ensuring that appropriate communication methods are used, that locations for data collection are accessible, and that people with disabilities feel comfortable participating.
- Hold separate group data collection processes for men, women, girls and boys with disabilities (as well as those without disabilities) – this can sometimes help draw out different opinions and experiences of disability which might not otherwise be mentioned in mixed groups.
- Exercise caution when carers (including service providers) or family members are supporting participation of people with disabilities in data collection. As far as possible people with disabilities should be supported to answer questions themselves, confidentially.
- Raise awareness regarding disability data collection approaches with partners, and address attitudes and assumptions.

## Annex A: Washington Group Short Set

**Note:** The text below can be inserted directly into data collection tools. The introduction can be amended to suit the ‘flow’ of the survey but should only refer to health problems rather than disability. The questions should not be adapted without prior consultation.

The following questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM:

Question	Responses
Do you have difficulty seeing, even if wearing glasses?	No – no difficulty Yes – some difficulty Yes – a lot of difficulty Yes – cannot do at all
Do you have difficulty hearing, even if using a hearing aid?	No – no difficulty Yes – some difficulty Yes – a lot of difficulty Yes – cannot do at all
Do you have difficulty walking or climbing steps?	No – no difficulty Yes – some difficulty Yes – a lot of difficulty Yes – cannot do at all
Do you have difficulty remembering or concentrating?	No – no difficulty Yes – some difficulty Yes – a lot of difficulty Yes – cannot do at all
Do you have difficulty with self-care, such as washing all over or dressing?	No – no difficulty Yes – some difficulty Yes – a lot of difficulty Yes – cannot do at all
Using your usual language, do you have difficulty communicating, for example understanding or being understood?	No – no difficulty Yes – some difficulty Yes – a lot of difficulty Yes – cannot do at all

People who respond with ‘Yes – a lot of difficulty’ or ‘Yes – cannot do at all’ are likely to be at risk of disability.

## **Annex B: Further Reading**

- Washington Group on Disability Statistics
- Practice Note: Collecting and using data on disability to inform inclusive development (Plan and CBM, 2016)
- Disability Data Collection: A summary review of the use of the Washington Group Questions by development and humanitarian actors (Leonard Cheshire International and Humanity & Inclusion, 2018)
- Washington Group Short Set of Disability Questions: Identification and use of disability data (Video) (ASB, 2020)