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Method Form – W+ Domain on Education & Knowledge	
Method Number: W+ Education & Knowledge 2.0	
Name of the proponent:	WOCAN
Title of the proposed method:	Quantification of Increased Education & Knowledge for Women as a result of a Project or Program Level Intervention
Type to which the new proposed method (category) belongs to:	Type I Women's social and economic empowerment projects
The accompanying questionnaire and formula may need to be adapted according to numerical values attributed by women themselves for each of the variables in the formula. This method is to be used in conjunction with: • W+ Program Guide • Guidance on stakeholder process (<i>4 Step Process for Stakeholder Analysis</i>) • Project Design Document Template • Education & Knowledge Survey Questionnaire (including Do-no-harm Assessment) • Tool for Verification of Financial Payments to Primary Beneficiaries as a result of a Project or Program Level Intervention	



Section A: Introduction

The following describes the key elements of the method:

A.1 Typical projects:

Typical projects that can apply this method are as follows:

- Capacity development activities that are targeted for women's empowerment (e.g. increased education and knowledge on financial literacy, income generation, micro enterprise management and other such skills)
- Introducing activities that increase women's income and assets
- Gender mainstreaming activities within organizations
- Introduction of technologies that decrease women's time in household and productive chores while increasing women's discretionary time

A.2 Type of benefit for women:

Project or program intervention results in women being able to retain and utilize education and knowledge gained to become more effectively overcome challenges from gender asymmetries, and grow their small businesses, while becoming effective leaders in their communities and households. Additional benefits for women will result in increased confidence or agency through the validation of their education and knowledge and skills.

A.3 W+ Project Design Activities:

Project Developers describe the project design elements that are implemented to build readiness for the generation of the benefits for women identified in A.2 and to safe-guard the participation of women in relation to decisions about and control over the use of these benefits.

Typical activities include:

- Stakeholder consultations to raise awareness about the objectives and functioning of W+, identify women's empowerment needs and select domains of W+ to be used (see *W+ Program Guide*)
- Development of indicators, activities and monitoring plans and mechanisms (see *W+ Program Guide, Monitoring Report Template*)
- Establishment or use of existing women-controlled savings or micro-finance schemes for the processing of W+ linked payments (see *Tool for Monitoring, Reporting and Verification of Financial Payments to Primary Beneficiaries*)

Section B: Scope, Applicability, and Origination Period

B.1 Scope

The scope includes project interventions for use in residential, commercial or institutional applications.

B.2. Applicability

Increases in education and knowledge and its application contributing to behavioral changes that lead to growth in small businesses, increased access to information and market and other services, improved organizational skills and ability to influence others in the household and communities.

The increases in education and knowledge to mitigate challenges and affect behavioral outcomes must be material and relevant for women by demonstrating, i.e. as a result of a stakeholder consultation, that it is identified as a priority benefit by a simple majority of participants. (Refer to the guidance on stakeholder process).

B.3. W+ Unit Origination period

The W+ Unit Origination period refers to the time-period of the project activity or program for which it is permitted to generate W+ units. The W+ Unit Origination period starts from the date of W+ project registration minus two years OR the start of project operation if project operation commenced less than two years after W+ registration.

If the project/program is already registered under a carbon standard, it can earn retroactive units for a maximum of two years prior to the W+ registration date and lasts for 10 years (not extendable) OR seven years and can be renewed twice; if Project Developers can demonstrate that the project still meets method eligibility criteria (established via revalidation) before start of second origination period.

B.4 Normative References

Project Developers need to refer to the following tools and guidance:

- W+ Program Guide
- Guidance on stakeholder process (*4 Step Process for Stakeholder Analysis*)
- W+ Education and Knowledge Survey Questionnaires (including Do-no-harm Assessment)
- Guidance on how to carry out survey and baseline (Section C, Quantification of Outcomes)
- Tool for Monitoring, Reporting and Verification of Financial Payments to Primary Beneficiaries

B. Definitions

Literacy:

The W+ approach for understanding education and knowledge is closely tied to the idea that non-academic literacy is a complex set of socially situated and non-linear set of practices that are based on the principle that literacy and numeracy are complex capabilities rather than a single set of skills.¹

¹ This definition of literacy ties more broadly with the *growth* principle used to measure academic attainment as individual progress that acknowledges familial, community or cultural experiences of learners as compared to measuring *proficiency*, which posits that all students should be held to the same standard without adjusting to these factors.

Literacy therefore is more than the capacity to understand the conceptual content of writing and utterances, but the ability to participate fully in a set of social and intellectual practices and, that are often, unintended goals set by the training event (s)².

Such a view theorizes literacy as socially constructed practice that is “*experienced in different roles and contexts, that is formed by different discourses that are powerful (or not) in cultural, political and social contexts, and that literacy is practiced for different reasons that are embedded in broader social goals and cultural practices*”³.

Measuring non-academic literacy outcomes:

For non-academic learners, research shows that building skills and confidence are inseparable and are linked to changes attributed to learning events (e.g., adult literacy classes), increased self-confidence, independence, standing -up for oneself, and increased relationships with the community. The measurement of non-academic literacy is complicated by the many variables that impact on the learners’ life⁴.

Women learners in particular have to contend with gender asymmetries that often result in compounded poverty, violence, time poverty, and socio- cultural norms and practices that inhibit mobility and self-confidence. Hence, the measurement of literacy applied in the W+ Education and Knowledge Domain has identified three specific variables and sub-variables within each variable that would be useful in measuring the non-academic outcomes attributable to training and or learning event (s):

- A: refers to the ability or level of confidence women demonstrate in their ability to remember what they learned in the training event (s)
- B: refers to behavioral changes that result from the application of the education and knowledge gained
- C: refers to the challenges for women that result from existing gender asymmetries. These could manifest in socio cultural norms and practices that inhibit self-confidence, or gender roles and responsibilities that produce time poverty and limited mobility, access to resources and services, etc.

Section C: Quantification of Outcomes

C.1 Baseline Situation

The baseline is the prevailing practice prior to project implementation and prior to the implementation of W+ project design activities. It is established through user surveys (and potentially other means) by implementing the knowledge survey prior to the start of project activities with identified (representative sample size) of women leaders in the community.

C.2 Determination of Education and Knowledge Increase as Result of Project Activity

Education and Knowledge increases are determined by comparing the baseline results with the

¹ Gillespie, Marilyn K. 2000. *The Annual Review of Adult Learning and Literacy*: Research in Writing; Implications for Adult Literacy Education, Vol.12, Ch. 3.

² For more detailed analysis, see Barton, David and Mary Hamilton, 1998. *Local Literacies: Reading and Writing in One Community*. Routledge.

³ For more detailed analysis, see Barton, David et al, 2004. Adult Learners Lives Projects: Setting the Scene; *Progress Report, National Research and Development Centre for Adult Literacy and Numeracy*. See also: *Measuring Need and Effectiveness in Adult Education*. Prepared for the California Community Colleges Chancellor’s Office, October 2015.

measurement results generated after an appropriate period determined by the Project

The survey design is in compliance with the general guidance on sampling, as found in Guidelines for Sampling and Surveys for CDM project activities and program of activities: http://cdm.unfccc.int/Reference/Guidclarif/meth/meth_guid48.pdf.

Sample size calculations

a) Small-scale examples

For small-scale sampling, we require 90% confidence that the margin of error is not more than $\pm 10\%$ in relative terms.

b) Large-scale examples

For large-scale sampling, we require 95% confidence that the margin of error is not more than $\pm 10\%$ or $\pm 5\%$ in relative terms.

C.3 Calculation/Formula:

The total impact of women's knowledge is calculated by the total sum of the difference between knowledge retention (A) added to the behavioral changes that result from knowledge (B), minus the challenges for women as a result of gender asymmetries (C), multiplied by the number of women benefitted by the project within a verification period.

Education and Knowledge Formula

$$EKI = \#women \times \frac{[\text{Sum of (A+B +C) at the time of verification - Sum of (A+ B +C) at baseline}]}{\text{Sum of (A+ B + C) at baseline}} \times 100$$

Where:

EKI refers to the education and knowledge impacts generated by women during the project operation, that will contribute in intended and unintended ways to women's empowerment.
women refers to the number of women aged 16 and above that are the beneficiaries of the project activities

A refers to Education and Knowledge Retention

B refers to Behavioral Change (intended and unintended)

C refers to Challenges for Women

Units: each sub-variable in a larger variable are given numerical values to calculate knowledge units. The corresponding numerical values for A (education and knowledge retention) and B (behavioral changes) are 5 – 1, where 5 is the highest and 1 is the lowest. These values are based on the objectives and goals of each project.

The numerical values for C (challenges) are based on the degree of severity identified by the individual learners. These numerical values can range from 3 to 1, where 3 is the most severe, 2 is moderately severe, and 1 is least severe.

A: Education and Knowledge Retention has the following components

A.1= recall: refers to participants' ability to remember terms and facts

A.2 = comprehension: refers to the participants' ability to understand meanings by explaining, predicting, interpreting of giving examples

A.3 = application: refers to the ability of participants' ability to use information learned in new situations, through calculation, solving, application or demonstration.

A.4 = analytical: refers to the ability of participants' to see organization and patterns to

knowledge, by distinguishing, comparing or contrasting different scenarios

A.5 = *synthesis*: refers to the participants' ability to generate or create new ideas from old sources of knowledge through designing, constructing, developing or formulating

A.6 = *evaluation*: refers to the participants' ability to discriminate and assess of evidence through justifying which is better from two opposing forms of knowledge/practice, and appraise or educate others.

B: Behavioral Change (intended & unintended)

B.1 = *Intended change* : refers to impacts of education and knowledge on behavior patterns that are contained in the project objectives/goals. Examples from a capacity development course on financial literacy for women could be as follows:

- Use of financial products from banks
- Active sharing of education and knowledge with family and neighbors
- Customer education and knowledge of banking rules and regulations

B.2 = *Unintended change* : refers to impacts on behavior from capacity development that are not anticipated in the project objectives/goals. Capturing these unintended changes are important because they represent individual agency and are often a source of innovation. Examples of unintended behavioral changes from education and knowledge interventions could be:

- Use of knowledge to generate income by training others
- Demonstration of knowledge could improve the status of women in the household / community

C: Challenges

C.1= Socio cultural challenges and obstacles

Perhaps some of the key obstacles for women to grow and apply their knowledge through training events come from their need to balance the often competing interests of home and work. It is not uncommon for many women to assume the larger share of cooking, child-care and care for the elderly parents or in-laws while contributing to household productive work. Women are also more likely to be confronted with limited physical mobility and hence, limit themselves to opportunities such as attending self-improvement programs or those that require travel away from home (e.g. field visits, workshops, etc.).

In some cases, women may face opposition from family members from participation in knowledge training events for a variety of reasons that range from 'proper' social roles for women to not wanting to expose daughters and wives to community gossip, etc.

C 2= Emotional challenges.

Due in large part to socio cultural norms and values that determine private and public roles for women and men, it is not uncommon for women to question their ability to occupy or move into public spaces that require increased knowledge and skills.

Emotional challenges can also manifest in a high degree of uncertainty from not knowing if their newly acquired knowledge will be accepted readily by others, or may even be viewed as contesting and challenging existing gender norms and values that underlie traditional roles and responsibilities for women and men.

C. 3= Limited skills

Women generally, are more likely to have limited skills to move into or occupy public spaces than

men. Existing gender asymmetries combined with social roles for women, ensure that knowledge and skills related to production (e.g., marketing, communications, etc.) are likely to reside with men because of their social roles in productive activities.

C. 4= Limited access to services and information

Existing gender asymmetries and social roles for women and men also limit women's access to new forms of information and services that would grow their knowledge. Often institutional gender blindness of service- providing organizations (e.g., extension services, etc.) also contribute to women being excluded from training and other services that are provided to farmers (who are commonly assumed to be male).

Section D: Monitoring Plan for Output and Outcome Indicators

Describe in the Project Design Document (PDD) how the project will measure results, through specific indicators, means of verification and procedures for obtaining, recording, compiling and analyzing data and information important for quantifying and reporting of education & knowledge increases.

Explain the organization chart and persons responsible for each task.

D. 1 Data and Parameters Available at Validation and Verification of Output and Outcome Indicators

The monitoring of outcome indicators associated with education and knowledge is required for the application of the W+ Education and Knowledge Domain. The Project Design Document (PDD) shall describe how the project will measure results, through specific indicators, means of verification and procedures for obtaining, recording, compiling and analyzing data and information important for quantifying and reporting of Education and Knowledge units.

The following should be described in the PDD and reported in the Monitoring Report:

- Expected Changes (based on qualitative and narrative indicators) that show a change in the levels of education and knowledge retention, their use in intended and unintended ways, and the ability to negotiate the obstacles and challenges resulting from gender asymmetries.
- Project indicators, targets, and logic chain that link all the elements of the results chain, as below:

Provide data/parameter which will be required for calculation during validation and verification. Copy/ paste each table with parameter in the benefit evaluation document. See the samples in the boxes below:

SL no.	1
Monitoring parameter name	Number of beneficiaries of intervention
Indicator	
Data Sources	Survey report
Monitoring requirements/frequency	- At each survey - At each verification
Justification of data source	Representative sample

QA/QC procedures	
Any comment	

SL no.	2
Monitoring parameter name	Knowledge retention of six components
Indicator	Recollection of number of components
Data Sources	Survey report Post workshop knowledge evaluation
Monitoring requirements/frequency	At each survey At each verification
Justification of data source	Representative sample
QA/QC procedures	
Any comment	

SL no.	3
Monitoring parameter name	Behavioral change (intended)
Indicator	Knowledge applications
Data Sources	Survey report
Monitoring requirements/frequency	At each survey At each verification
Justification of data source	Representative sample
QA/QC procedures	
Any comment	

SL no.	4
Monitoring parameter name	Behavioral change (unintended)
Indicator	Application of knowledge not anticipated in project goals
Data Sources	Survey report Observations Statements of participating individuals and peers
Monitoring requirements/frequency	At each survey At each verification
Justification of data source	Representative sample
QA/QC procedures	
Any comment	

SL no.	5
Monitoring parameter name	Social and cultural challenges

Indicator	Attendance in capacity interventions
Data Sources	Survey report Statements of participating individuals Studies
Monitoring requirements/frequency	At each survey At each verification
Justification of data source	Representative sample
QA/QC procedures	
Any comment	

SL no.	6
Monitoring parameter name	Emotional Challenges
Indicator	Limited verbal participation in training events
Data Sources	Survey report Observations of training team Workshop evaluations
Monitoring requirements/frequency	At each survey At each verification
Justification of data source	Representative sample
QA/QC procedures	
Any comment	

SL no.	7
Monitoring parameter name	Limited skills
Indicator	Communication abilities
Data Sources	Survey report Training events Training evaluations Observations by training team Personal statements
Monitoring requirements/frequency	At each survey At each verification
Justification of data source	Representative sample
QA/QC procedures	
Any comment	

SL no.	8
Monitoring parameter name	Limited access to services and information
Indicator	Trainings attended

Data Sources	Survey report Training events
Monitoring requirements/frequency	At each survey At each verification
Justification of data source	Representative sample
QA/QC procedures	
Any comment	

Section E: Do No Harm Indicators

Do No harm Indicators specific to the Education and Knowledge method are described below. Corresponding questions should be included in the survey questionnaire.

Do No Harm Indicators and Questions

Indicators for the Education and Knowledge Domain	Not less than 97% of both women and men report that the project has not caused a loss of self-confidence, use of education and knowledge for untoward gains by the project developer, or other any unwelcome effects.
Question (s) for the Education and Knowledge Domain	▪ Has the increase in your education and knowledge application led to any physical or emotional abuse? (e.g. from peers, family members etc.)? ▪ Has the project developer engaged (intended or unintended) in practice (s) that target only few privileged members of the community resulting in elite capture of internal and external resources through application of education and knowledge?

Section F: Stakeholder processes

Project Developers should refer to the **4 Step Process for Stakeholder Analysis** document for guidance on stakeholder processes.