FEMINIST MONITORING AND EVALUATION TOOLKIT FOR RELOCATION CONTEXT

This toolkit gathers the experience and learnings obtained during an evaluation of the Maasai women relocation experience in Tanzania and is presented here as a practical guide for supporting feminist evaluation efforts in relocation and displacement settings.

Neema Nnko, Tanzania
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PURPOSE OF THE TOOLKIT

This feminist participatory monitoring and evaluation toolkit is designed to guide evaluators, governments, researchers, policymakers, and civil society organizations in applying feminist principles and methods within relocation and displacement settings evaluation efforts. It provides practical, step-by-step guidance for planning, designing, implementing, analyzing, and using evaluations that center women lived experiences, particularly their voice, safety, agency, and influence in the evaluation design, implementation and results.

The toolkit supports users in examining power relations, identifying patterns of inclusion and exclusion, and capturing both intended and unintended effects of relocation on women and other marginalized groups. It promotes participatory, context-sensitive, and ethically grounded approaches that value local knowledge, ensure safe engagement, and strengthen accountability to affected communities.

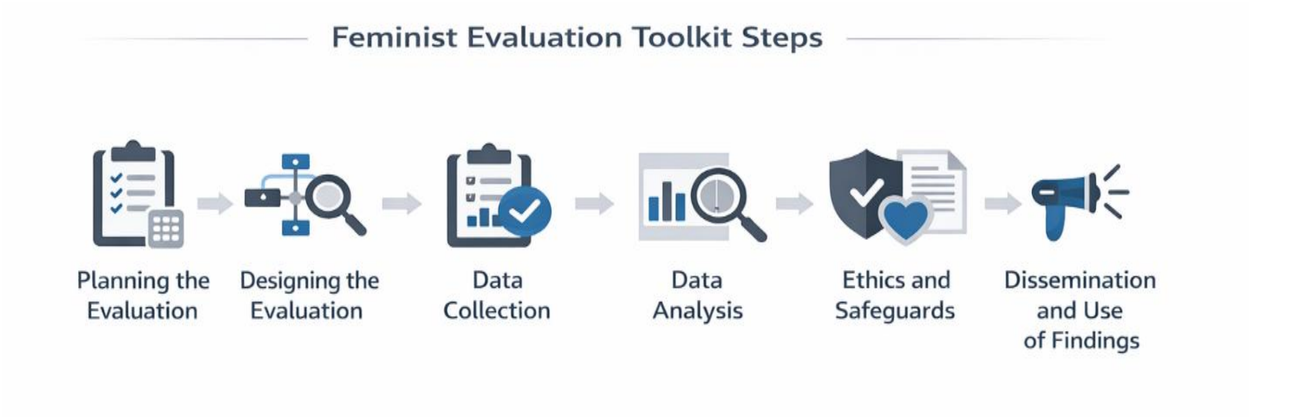
WHO IS THIS TOOLKIT FOR?

This toolkit is designed primarily for Maasai women affected by the relocation from Ngorongoro to Handeni, supporting them as co-creators of knowledge, storytellers, evaluators, and decision-makers in their own relocation process. It is also intended for women's groups and community networks in the relocation areas, as well as a broader range of secondary users including government institutions involved in relocation, local leaders at village, ward, and district levels, development practitioners and NGOs both at national and international working on gender, displacement, land rights, and community development, researchers and evaluators applying feminist or participatory M&E approaches, and advocacy groups seeking gender-responsive and equitable policy change.

NAVIGATE THE TOOLKIT

This toolkit is organized into six sections, which are **planning**, **designing**, **data collection**, **data analysis**, **ethical and safeguard**, as well as **dissemination and use of findings**. Each section guides the user through a distinct stage of conducting a feminist evaluation in a relocation setting and shows what should be done, what should be recorded, and how findings should be used as shown in plate 1.

Feminist evaluation Toolkit Steps



SECTION 1. PLANNING THE EVALUATION

In the planning phase of a feminist evaluation, participants should understand their community and the issues under review, clarify the purpose of the evaluation (See Table 1), agree on how the study will be carried out, define their roles in the process, and identify the change they hope the evaluation will help achieve (Godden et al., 2020).

1.1 Define the purpose, intended use, and intended users

Write the purpose of the evaluation in one direct sentence. The purpose should state what will be assessed, for whom, and for what decision or action. Avoid generic formulations such as "to understand the situation of women." A usable purpose statement names the domain of change, the intended users, and the expected use of findings.
A strong purpose statement for this toolkit would be: "To assess how relocation has affected women's voice, safety, agency, and influence over decisions, and to generate findings that communities, programme actors, and public authorities can use to improve accountability and practical responses."

1.2 Set scope and boundaries

Define the geographic area, population, time period, and stage of relocation covered by the evaluation. State clearly whether the evaluation concerns pre-relocation planning, transition, early settlement, medium-term adaptation, or a longer-term period of change. Also specify whether the focus is on all affected women or on particular groups such as widows, women with disabilities, young mothers, female-headed households, or women who lost access to livelihood assets.

1.3 Review context before designing questions

Document why relocation took place, who made the decision, which institutions control implementation, what compensation or support mechanisms exist, and what informal social norms shape women's participation. A context review should also identify conflict points, barriers to speaking, land and asset questions, language issues, mobility constraints, and the major risks associated with public disagreement or complaint.

1.4 Apply a feminist operating approach

From the start, treat women's lived experience as core evidence rather than supplementary testimony. Ask who holds power, who is excluded, whose account is treated as authoritative, and which women are least likely to be heard. Disaggregate where relevant by age, marital status, disability, household role, livelihood status, ethnicity, education, and settlement location. Use intersectional analysis to prevent average findings from hiding unequal impacts since Feminist evaluation draws on critical theory to expose the structural forces shaping gendered and intersectional experiences (Brisolara et al., 2014; Haylock & Miller, 2016; Podems, 2010, 2018)

1.5 Prepare the work plan and field arrangements

Prepare a realistic work plan covering permissions, community entry, translator selection, tool testing, fieldwork, daily debriefs, analysis, validation, dissemination, and follow-up. Decide in advance who will facilitate women-only sessions, how privacy will be protected, when interviews can be scheduled safely, and what the team will do if a participant is distressed or faces risk after speaking.

Table 1. Planning checklist before design starts

Planning item	Minimum requirement	Completion check
Purpose and users	One-sentence purpose, named users, and intended decisions or actions	Completed / pending
Scope	Population, location, time period, and relocation stage defined	Completed / pending
Context review	Power map, institutional actors, and key risks documented	Completed / pending
Safeguards	Consent plan, referral options, privacy arrangements, complaint route	Completed / pending
Field logistics	Facilitators, translation, transport, scheduling, daily debrief process	Completed / pending

Field note

In settings similar to the Maasai relocation experience, planning must account for care work, water collection, livestock responsibilities, travel time, local authority influence, and the possibility that women may be publicly present but privately unable to speak.

SECTION 2. DESIGNING THE EVALUATION

Use this stage to turn the plan into a coherent design. The design should show exactly how the evaluation will move from feminist priorities to questions, from questions to methods, and from evidence methods that can support action (See Table 2). Feminist movements informed by third-wave feminism accentuate the need for inclusive evaluation methodologies and practices (Podems, 2010).

Field grounding: Given the diverse outcomes of Maasai women's relocation, which are embedded in their lived experiences, the toolkit uses mixed methods to capture these outcomes comprehensively.

For example, in evaluating women's experiences in the relocation of Maasai women in Tanzania, the study applied a combination of purposive sampling and simple random sampling techniques to select participants.

2.1 Write focused objectives

Keep the objectives limited and operational. In most relocation evaluations, three to five objectives are enough. Each objective should be tied to a domain of change and framed so that evidence can reasonably answer it. Do not promise to measure every possible consequence of relocation.

Example

In the Maasai women relocation study, the general objective was to assess how relocation has affected women's livelihoods (agency, control over resources, and ability to make and influence decisions)

Specific objective

- ✓ To determine how relocation has affected women's access to, ownership of, and control over livelihood assets
- ✓ To examine changes in women's livelihood outcomes.
- ✓ To analyse how women's livelihood strategies have changed after relocation

2.2 Formulate the core evaluation questions

Develop a short set of questions that are specific enough to guide tools and analysis. Strong questions are not vague “how do women feel?” prompts. They ask about changes, mechanisms, uneven effects, and institutional response.
Examples:

- ✓ To what extent are women informed of relocation decisions in time to respond?
- ✓ How has relocation changed women’s control over livelihood resources, income, or productive assets?
- ✓ Which women feel least safe in everyday movement, and why?
- ✓ Where are women present in meetings but unable to influence outcomes?
- ✓ What actions by authorities or programme actors have reduced or worsened harm?

2.3 Build a question-to-evidence matrix

Every core evaluation question should be matched to data needs, methods, timing, and an analysis plan. This prevents tool overload and keeps the design tied to use. If a question cannot be linked to feasible evidence, revise or remove it.

2.4 Choose methods deliberately

A mixed-methods design is often appropriate in relocation contexts because pattern data alone cannot explain unequal experience, and qualitative testimony alone may not show distribution across respondents. Use qualitative and quantitative methods only where each adds distinct value as shown in Table 3
A practical combination is:
- a structured questionnaire for comparable respondent-level data;
- semi-structured interviews for detailed life experience;
- women-only focus group discussions for shared barriers and priorities;
- key informant interviews for institutional accountability;
- structured observation for environmental and social conditions;
- document review for official records, plans, meeting minutes, or entitlements.

Example

In evaluating women’s experiences in the relocation of Maasai women in Tanzania, the study applied a combination of purposive sampling and simple random sampling techniques to select participants

2.5 Develop a sampling strategy

Sampling should be explicit, not implicit. Define the respondent categories, inclusion criteria, exclusion criteria, and recruitment logic. If the evaluation uses a survey, specify the target respondent group, intended sample size, and the basis for that decision. If it uses qualitative sampling, explain how variation will be captured across groups of women and why those groups matter in the relocation context.

At minimum, the sample should consider whether to include widows, female-headed households, women with disabilities, adolescent girls or young women where ethically appropriate, older women, women with limited mobility, and women with different livelihood positions or settlement histories.

2.6 Engage multiple stakeholders without diluting women's evidence

Men, host community members, officials, and service providers may all be relevant sources, but their role is different. Women's evidence remains central. Other stakeholders are included to explain norms, decisions, implementation behaviour, accountability gaps, and contradictions between official claims and lived reality. Their accounts do not override women's accounts.

2.7 Pilot and refine all tools

Pilot tools with participants whose circumstances resemble those of the intended respondents. Remove questions that are repetitive, unsafe, ambiguous, too abstract, or disconnected from the evaluation questions. Test timing, translation, ordering, response options, and privacy risks before full fieldwork begins.

Table 2. Example question-to-evidence matrix

Evaluation question	Primary data needed	Method(s)	Timing	Analysis approach
To what extent has relocation changed women's influence over household and community decisions?	Examples of who decides, who speaks, who is heard, and where women can alter outcomes	Questionnaire, interviews, women-only FGDs, meeting observation	Main fieldwork round; validate during analysis	Compare self-reported influence patterns and test with narrative and observational evidence

How has relocation affected women's safety in daily movement and access to services?	Reported risks, route conditions, timing, incidents, and coping strategies	Questionnaire, interviews, safety observations	Main fieldwork round; update during debriefs	Identify where safety is improved, worsened, or mixed, and for which groups
How has access to livelihood assets changed?	Access to land, livestock, income sources, tools, markets, and decision-making over use	Questionnaire, interviews, key informants, documents	Main fieldwork round	Assess distribution of loss, adaptation, and control over resources

Table 3. Method selection guide

Method	Best used for	Key advantage	Main limitation or risk
Structured questionnaire	Comparable data across respondents	Shows patterns across groups	May flatten lived experience if overused
Semi-structured interview	Detailed personal experience	Captures nuance and sequence of change	Requires privacy and skilled facilitation
Women-only FGD	Shared barriers, priorities, norms	Reveals collective patterns quickly	Unsafe if power-holders intrude
Key informant interview	Institutional accountability and implementation logic	Clarifies policy and delivery systems	Can reproduce official narratives
Structured observation	Routes, facilities, meeting settings, visible conditions	Tests claims against lived environment	Does not explain hidden meanings on its own

Document review	Entitlements, plans, meeting records, official commitments	Checks formal records	Documents may be incomplete or self-serving

SECTION 3. DATA COLLECTION

This section provides practical guidance on how to gather evidence in the field. Data collection in relocation settings must be both technically disciplined and socially realistic. Evidence is weak when the team gathers too much unfocused information, schedules activities at impossible times, or relies on public settings where women cannot speak honestly. This section sets out the minimum standard for field implementation.

3.1 Prepare the field team and entry process

Brief the field team on the purpose of the evaluation, the relocation context, gender and power dynamics, confidentiality, distress handling, referral options, and complaint procedures. Where possible, use female facilitators for women-only sessions and ensure interpreters understand that literal translation and confidentiality matter more than helping local leaders manage the conversation.

Community entry should be planned carefully. Formal permission may be required, but community permission never replaces individual consent.

3.2 Use a small number of strong tools

Collect only information that serves the evaluation questions. Long generic instruments increase fatigue and reduce data quality. Use fewer tools, better. Each tool should have a clear purpose, defined respondent group, approximate duration, and instructions for safe administration (See Table 4)

3.3 Schedule for participation, not convenience

Set interview and group discussion within a timetable that is convenient for the team but impossible for participants is not inclusive design.

3.4 Record observation and contradiction systematically

Observation should be structured rather than anecdotal. Record where the interaction occurred, who was present, whether women spoke freely, what barriers were visible, and where observed conditions contradicted official claims. In relocation settings, contradictions often reveal the gap between formal provision and lived experience.

3.5 Conduct daily review and adaptation

At the end of each field day, review who was reached, which groups were missed, what evidence was useful, what risks emerged, and what should change the next day. Adjust immediately. Waiting until the end of the field period is too late.

Table 4. Core field tools and when to use them

Tool	Purpose	Typical respondent group	Field note
Structured questionnaire	Capture comparable data on voice, safety, agency, and influence	Adult women respondents; additional groups only if justified	Keep it concise; do not ask sensitive questions in public
Semi-structured interview guide	Capture detailed lived experience, sequence of change, and meaning	Women with varied experiences or positions	Use private settings where possible
Women-only FGD guide	Identify shared barriers, priorities, coping strategies, and collective proposals	Women grouped by relevant characteristics where safe	Avoid mixed sessions when power asymmetry suppresses speech
Key informant guide	Assess institutional behaviour, accountability, and implementation logic	Officials, leaders, service providers, programme actors	Use to test, not replace, women's evidence
Observation checklist	Record environmental and social conditions affecting access, dignity, and safety	Homes, paths, schools, markets, clinics, meeting venues	Write what was observed, not what was inferred
Daily debrief log	Track inclusion gaps, contradictions, distress events, and adaptations	Field team	Complete at the end of every field day

Minimum daily debrief questions

- ✓ Which women were reached today, and which groups were not reached?
- ✓ Did any participant appear unable to speak freely? If so, why?
- ✓ Which questions produced strong evidence, and which produced confusion or repetition?
- ✓ Did any safety, privacy, or distress issue arise?
- ✓ What contradictions appeared between respondent accounts, observed conditions, and official claims?
- ✓ What needs to change tomorrow in scheduling, facilitation, translation, or site selection?

SECTION 4. DATA ANALYSIS

Use this stage to turn field evidence into findings that can guide action. Analysis should move from organised evidence to judgment and then to a response. It should explain what changed, for whom, how strong the evidence is, and what must happen next.

4.1 Organise evidence by domain and group

Sort all evidence under the four core domains of this toolkit: voice, safety, agency, and influence. Then review how experience differs across groups of women. This prevents average findings from masking unequal effects.

4.2 Identify and verify outcomes

Where useful, apply an Outcome Harvesting logic: identify a concrete change, describe it clearly, determine why it matters, and work backward to assess contribution and supporting evidence. Keep only those candidate outcomes that describe a real change, relate to one or more core domains, and can be tested against another source.

4.3 Rate the strength and direction of evidence

For each finding, rate evidence as strong, moderate, or weak as shown in Table 5. Strong evidence usually means at least two independent sources point in the same direction without major contradiction. Then classify the direction of change as improved, worsened, unchanged, or mixed. Mixed is often the most honest category in relocation settings.

4.4 Write findings in action format

Each finding should contain five parts: the finding statement, the evidence base, the strength rating, the feminist implication, and the required action. Do not stop at description. If the finding does not imply action, it is probably not yet analytic enough.(See Table 6)

4.5 Validate interpretation without surrendering judgment

Return provisional findings to affected women and, where appropriate, other stakeholders for factual checking, risk review, and interpretation. Validation is not a plebiscite. It is a method for improving accuracy and reducing harm. The evaluation team still retains responsibility for judgment.

Table 5. Evidence rating guide

Rating	Minimum basis	Interpretation
Strong	Two or more independent sources support the same conclusion with no major contradiction	The finding can be used with high confidence for action
Moderate	Evidence points in one direction but is incomplete, narrow, or partially contradictory	The finding is credible but should be qualified
Weak	Evidence is thin, anecdotal, or not yet triangulated	Do not make strong claims; use as a prompt for further inquiry

Table 6. Action-oriented finding template

Element	What to write
Finding statement	A concise statement of what changed, for whom, and in what direction
Evidence base	Sources used: interviews, questionnaires, FGDs, observation, documents, key informants
Strength rating	Strong, moderate, or weak, with one sentence explaining why
Feminist implication	What the finding shows about power, exclusion, control, safety, or participation
Required action	What should happen next, by whom, and in what timeframe

Illustrative analysis judgment

A relocation process can improve housing quality while simultaneously reducing women's control over livelihood resources and weakening support networks. Those are not contradictory findings. They are mixed results. Good analysis does not force a single verdict where the evidence shows a split pattern.

SECTION 5. ETHICS AND SAFEGUARDS

The ethics and safeguards of a gender transformative evaluation would not necessarily be different from any ethically conducted evaluation. A feminist evaluation would be based on values of egalitarianism, inclusion, participation, and transparency (Khanna, 2012).

5.1 Ethical foundation

The evaluation should be guided by respect, do no harm (Lykes & Hershberg, 2012; McDiarmid et al., 2021), justice and inclusion, integrity, transparency, and accountability to affected people. Participants are rights-holders, not data sources. The team's responsibility is not only to collect evidence but also to minimise harm and prevent misuse, as shown in Table 7and 8.

5.2 Use informed and ongoing consent

The principle of safety goes beyond free, prior, informed, and continuing consent for all who participate in any evaluation activity and the option for any participant to withdraw at any time (Godden et al., 2020).

5.3 Protect privacy and reduce retaliation risk

Use private settings where possible. Avoid recruitment and scheduling methods that reveal who is speaking about what. Remove identifying details from notes unless strictly necessary. Report in ways that reduce re-identification risk, especially when discussing unfair allocation, grievances, intimate partner control, or conflict with leaders.

5.4 Manage power dynamics in facilitation and reporting

Do not allow leaders, husbands, officials, or translators aligned with powerholders to dominate women-only spaces. Create opportunities for women to review how their experiences are represented before public dissemination. In politically sensitive settings, decide carefully which findings can be shared with which audiences and in what format.

5.5 Reduce participation burden

Schedule activities around women's practical responsibilities. Keep sessions focused. Avoid repeated consultation without purpose. Where feasible and ethically appropriate, consider transport reimbursement, refreshments, childcare support, or other measures that reduce the cost of participation.

5.6 Respect local and contextual knowledge

Treat oral testimony, collective storytelling, local metaphors, and contextual interpretation as valid forms of evidence. Use local language where possible and work with facilitators or translators who understand both the community and the evaluation discipline.

5.7 Put a response protocol in place

Before fieldwork starts, define what the team will do if a participant discloses distress, intimidation, violence, acute need, or other protection concerns. A team that collects sensitive testimony without a response protocol is not ready for fieldwork.

Table 7. Ethical risk scenarios and responses

Scenario	Primary risk	Minimum response
A widow wants to speak about unfair allocation but fears leaders will find out	Retaliation and social isolation	Move to a private setting, minimise identifying details, and do not use the case publicly without explicit consent
Young mothers leave a group session early because water collection starts at noon	Participation burden and exclusion	Reschedule to match care and labour routines; shorten meeting blocks
A male leader insists on joining a women-only session to “help” with translation	Power distortion and inhibition	Use an independent female translator or postpone until a safe arrangement is possible
A participant becomes distressed while describing loss or conflict	Emotional harm	Pause, check whether she wants to continue, stop if needed, and follow the response protocol
An official requests raw notes or names after the meeting	Confidentiality breach	Decline, explain confidentiality limits, and share only approved aggregated products

Table 9. Minimum safeguards checklist

Safeguard	Minimum standard
Consent process	Ongoing consent explained in accessible language
Private engagement	Safe settings used for sensitive topics
Referral or response route	Named person and process for distress, intimidation, or complaint
Data handling	Secure storage, limited access, anonymisation rules
Facilitation	Qualified facilitators and interpreters, with gender-sensitive arrangements
Reporting controls	Audience-specific dissemination with risk review before release

SECTION 6. DISSEMINATION AND USE OF FINDINGS

A feminist evaluation is not complete when the report is written. It is complete when findings are returned in forms that affected women can understand and use, when risk is managed, and when agreed actions are tracked. Dissemination is therefore part of the method, not a final communications task.

6.1 Plan dissemination from the start

Develop the dissemination approach during evaluation planning, not after analysis is finished. (See Table 9). Define the audiences, intended products, languages, facilitation needs, confidentiality rules, and practical costs at the start.

6.2 Segment audiences and products

Do not use one product for everyone. Community members may need oral or visual summaries. Women's groups may need a facilitated action discussion. Implementers and local authorities may need a concise findings-and-actions brief. District or national actors may need an executive note linking evidence to action points, responsible actors, and timelines.

6.3 Return findings to the community first

In relocation settings, do not bypass the people whose knowledge created the evidence. Share provisional findings with affected women and community groups first so they can check accuracy, flag risk, and advise on what should remain private or anonymised.

6.4 Link dissemination to action and accountability

Every major dissemination event should end with agreed next steps: what action is required, by whom, by when, and how progress will be monitored. The commitments should be returned to the community, not only to programme actors or funders.

6.5 Collect feedback and revise the toolkit

Use a structured feedback process after field implementation and after dissemination. Ask whether the toolkit was clear, relevant, safe, inclusive, and practical; which tools worked; which groups were missed; what adaptations were necessary; and what should change before the next cycle.

Table 9. Dissemination products by audience

Audience	Recommended product	Main purpose
Affected women and community groups	Local-language oral summary, visual summary, or facilitated dialogue	Return findings, validate interpretation, and identify actions
Women's groups and community networks	Action session with simple matrix of issues, actors, and next steps	Support collective response and follow-up
Implementers and local authorities	Concise findings-and-actions brief	Clarify required operational changes
District or national actors	Executive note with evidence, implications, actions, and timelines	Support policy or management response
Internal evaluation team	Learning note and revision tracker	Improve methods and toolkit quality

Annex 4. Daily debrief template

Daily debrief template

Prompt	Notes
Who was reached today?	
Which groups were missed?	
What evidence was strongest?	
What contradictions emerged?	
Did any safety or distress issue arise?	
What must change tomorrow?	

Annex 5. Toolkit user feedback form

Toolkit feedback prompts

Question	Response notes
Was the toolkit clear and easy to navigate?	
Which tools were most useful?	
Which parts felt unsafe, unclear, or too long?	
Which groups were missed or insufficiently included?	
What adaptations were necessary?	
What should change before the next cycle?	

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