



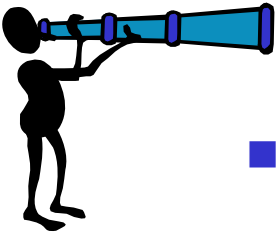
Integrating Gender into Project Monitoring & Evaluation

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Monitoring & Evaluation (M&E)

- **Monitoring** is a *continuous internal management activity* to ensure that the program implementation and on-going operation are on track.



- **Evaluation** is an *internal or external management activity* to assess whether a program is achieving its intended objectives.



M&E are used at different levels--national, sector, program, project--to assess:

- Programs involving a number of separate projects
- The effectiveness of national policies in areas such as environment, gender and indigenous peoples
- The implementation of major development strategies such as poverty reduction, community driven development or decentralization
- The implementation, effectiveness and impact of individual projects.



Importance of Gender in M&E

- Men and women have different development priorities, needs and constraints and are affected differently by development programs.
- Standard planning methods often do not capture these differences.
- Conventional M&E systems often do not capture gender differences in access and impact.
- Efficiency/ equity enhanced when gender differences taken into account.
- Enhanced validity with gender.





Issues and Challenges in Gender Sensitive M&E

- Assumed “gender neutrality” of M&E methods and processes
- M&E units directors and other technical staff may lack awareness of gender issues.
- Women may often be under-represented in evaluation and interview teams.
- Women may not be able to express themselves freely
- Obtaining information from both women and men may increase the cost and time of data collection.



Monitoring



“The periodic measurement of progress towards program/project objectives.”

- Helps ensure the program achieves its defined objectives within a prescribed time-frame and budget
- Provides regular feedback on progress of program implementation, and problems faced:
 - Tracks resource acquisition and allocation, costs, production and delivery of services
 - Degree and quality of stakeholder participation



Examples of Monitoring

	<i>Infant Health</i>	<i>Girls' Education</i>
Policy Monitoring	Decreasing Infant Mortality Rates	Increasing girls education attainment
Program Monitoring	Information on pre-natal care targeted to pregnant women	Expanding capability of school facilities
Project Monitoring	Awareness of good pre-natal care in 6 targeted villages	Number of girls completing primary education



Evaluation

- Evaluation is the

“periodic assessment of the relevance, performance, efficiency, and impact (both expected and unexpected) of the project in relation to stated objectives.”





Family Health Project

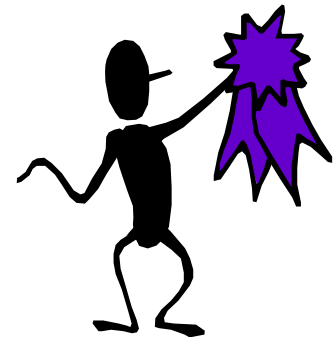


- Did the program increase the availability of services to families?
 - What else might have affected the availability of services to families?

- Did the program decrease the fertility rate?
 - What else might have affected the rate?

What Difference Did It Make?

- How would we know?
- How would we determine whether key factors of interest, such as the Health MDG indicators, would have changed without the project?
- **This is the role of M&E**



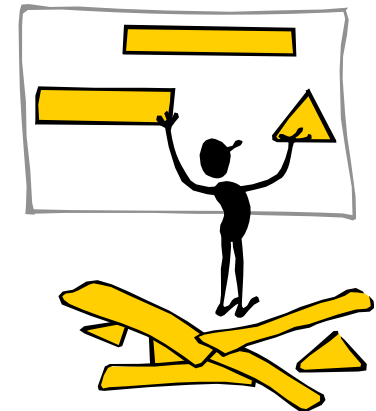
Steps to Integrate Gender into M&E:

Effective gender-sensitive monitoring and evaluation in development projects calls for

- undertaking key activities, and
- taking into account key issues

at different stages of the project cycle (handout):

- I. Identification and preparation
- II. Design and appraisal
- III. Implementation
- IV. Completion
- V. Evaluation





Steps in M & E Process

II. Doing

- Gathering the Data
- Preparing Data for Analysis
- Analyzing and Interpreting the Data



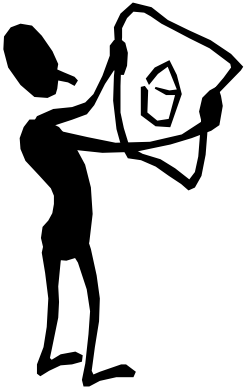
Program/Project Models

What is a Model?

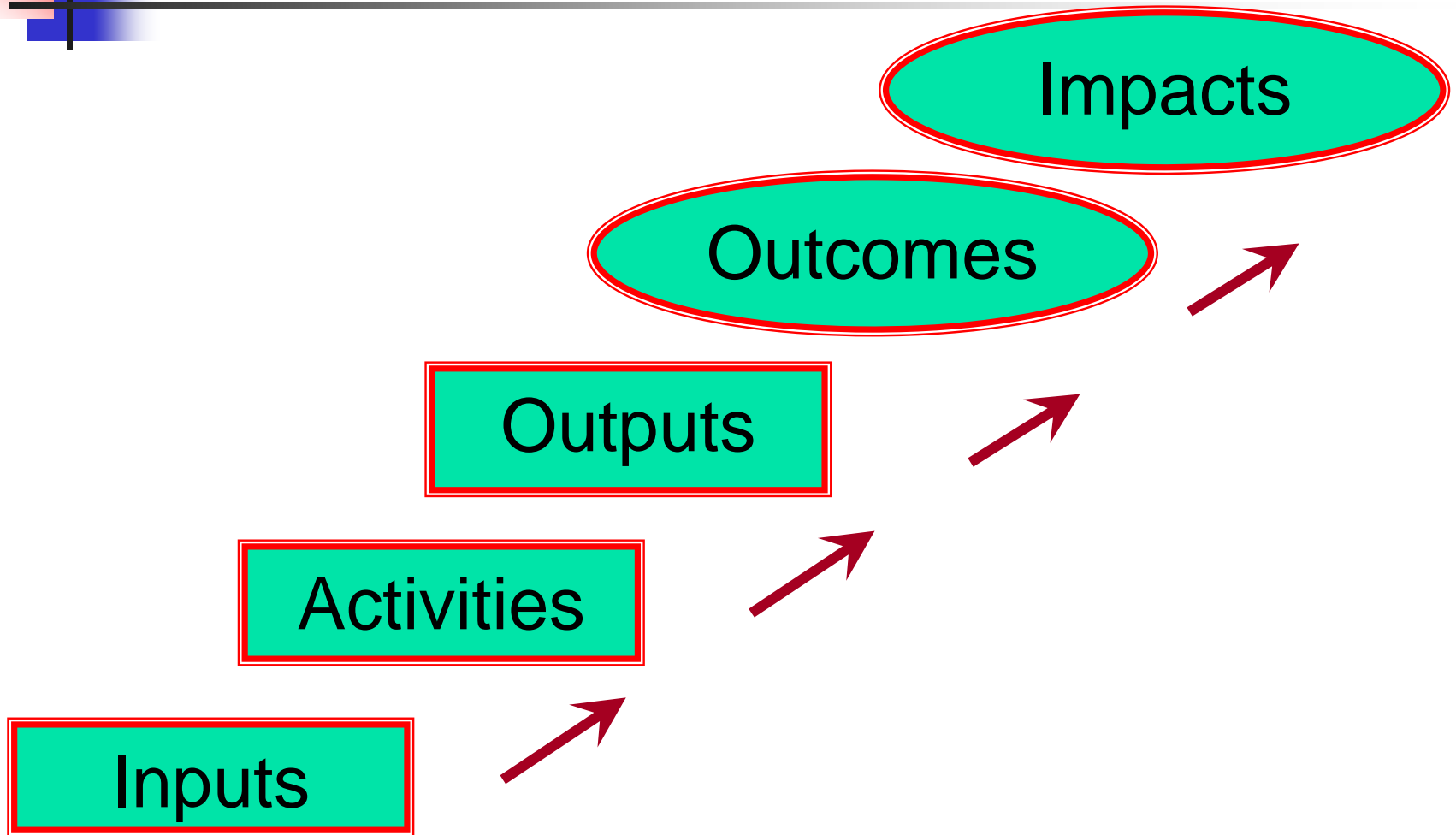
- A simplified abstraction of the program or project
- It shows the major parts, or elements, of the program and their relationships

Program/Project Models help:

- Visualize a program in context
- Identify the relationships between various components
- Think more analytically about cause and effect
- Identify key assumptions that can be tested
- Recognize role of gender in program or project



Generic Program Model





Program Model

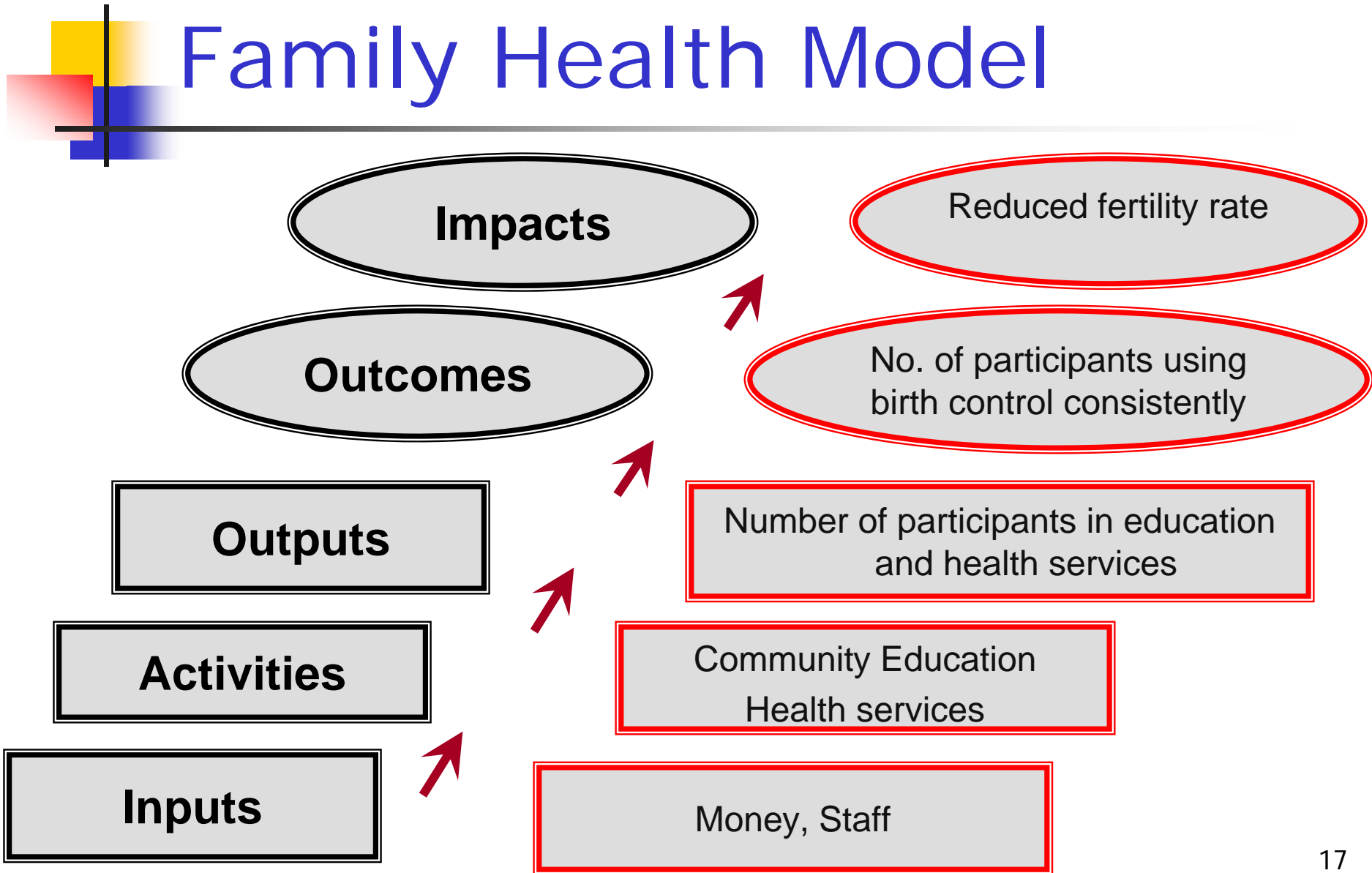
- **Input:** Resources -- people, dollars, medicine, facilities, etc.
- **Activity:** What the program does
 - Provides health education
 - Provides health services
- **Output:** Products or Services --a calculation of effort or activity
 - How many men and women have participated?
 - How many men and women received birth control services?
- **Outcome:** Benefits to participants -- results, changes, more immediate
 - More people use birth control consistently
- **Impact:** Long Term Benefits -- Achievement of the project's goals
 - As more men and women use birth control consistently, the fertility rate will decrease



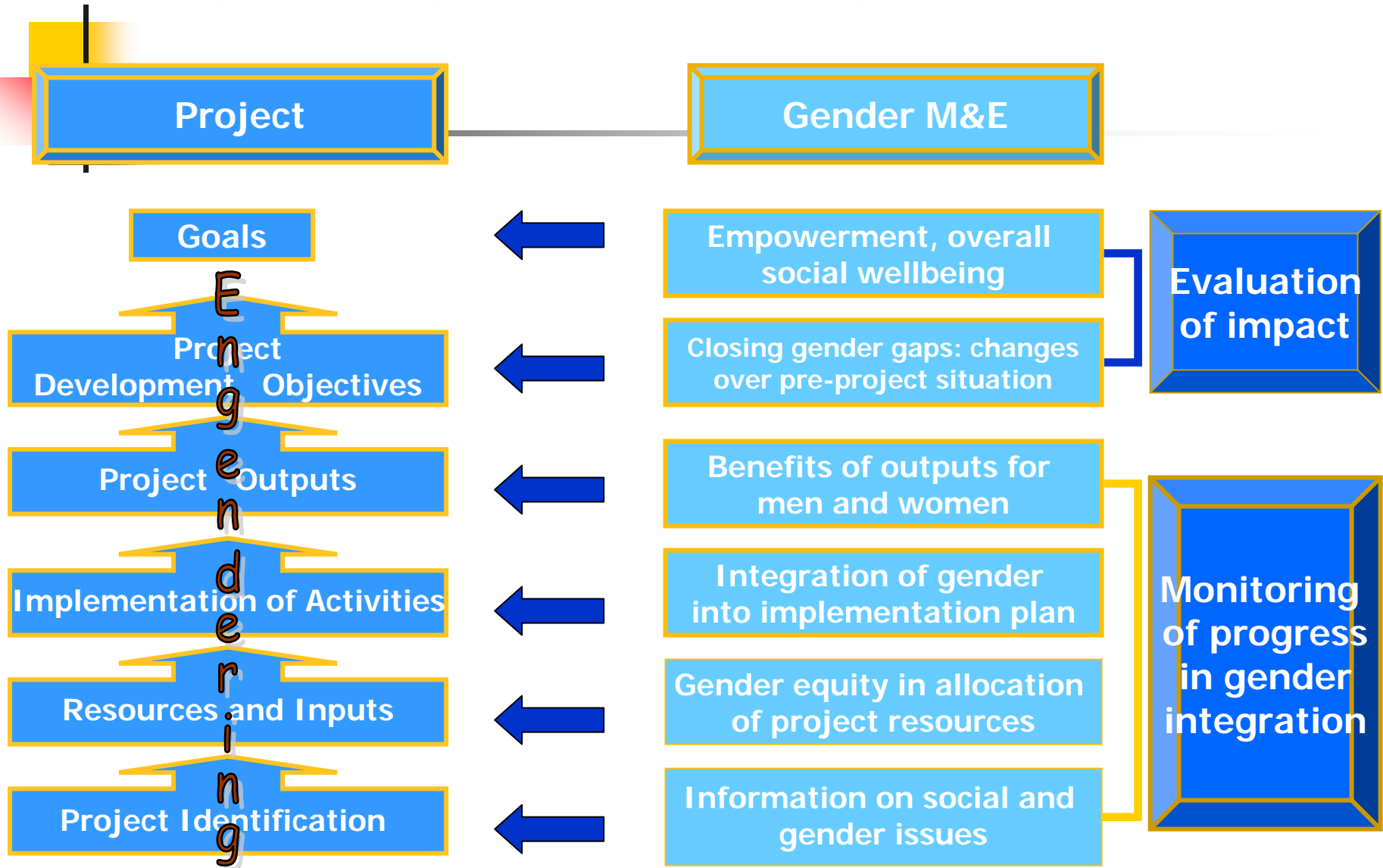
Gender in Program Models

- Are there differences in inputs and activities based on gender?
- Are there different outputs based on gender?
- Does the program cause different outcomes based on gender?
- Are there differences in impact on gender groups (causality)?

Family Health Model



“Engendering” the Project Logical Framework





Questions?





STAGE I - IDENTIFICATION & PREPARATION: Actions

- Conduct initial gender study or analysis to identify potential negative impacts of project intervention on women and men
 - If possible, conduct gender-sensitive social assessment to broadly cover social, cultural and economic aspects
- Identify gender-related goals and priorities based on available information and consultation with stake-holders
- Assess institutional capacity for integrating gender into development activities.
- Ensure benchmark survey or baseline study are gender-sensitive



Key Issues To Consider during *Identification & Preparation*

- Are the project's goals and objectives gender-sensitive: do they adequately reflect women's and men's needs?
- What is the level of input from men and women stakeholders, local women's NGOs, community based organizations, etc., in setting goals and objectives?
- Is baseline information, against which results can be measured, being collected through gender analysis and/or social assessment?
- Does the client (country, state, district) have the policy and institutional framework to promote gender equality in development activities?
 - Checklist on capacity (handout)



STAGE II - DESIGN & APPRAISAL: Actions

- Monitoring and evaluation system set up:
 - Adopt and “engender” the Program/Project Results Framework (see handout)
 - Identify and select key gender-sensitive indicators for input, output, outcome and impact
 - Develop/select the “best” data collection methods and decide on timing
- Key Questions for “Engendering” the Project Results Framework (handout)



DESIGN & APPRAISAL (cont.)

- Ensure gender is integrated into goals and objectives and set clear targets
- Plan for developing capacity among decision-makers and implementers to address gender issues and to monitor and evaluate progress
- Organize reporting and feedback processes, clearly identifying who will collect and analyze information and when, and who will receive it.



Key Issues to consider during *Design & Appraisal*

- Do the activities planned reflect the project's gender-sensitive goals and objectives?
- Is there a credible implementation plan that links courses of action and intermediate targets to expected final outcomes which benefit both men and women?
- Are gender-sensitive target and M&E indicators identified in consultation with stakeholders? Have the beneficiaries identified performance indicators they would like to monitor?
- Does the project design take into account how the information will be used and by whom, and are these needs being assessed in light of budgetary and time constraints?

Introduce Gender During Design and Appraisal



Critical Point



If gender sensitive questions are not introduced during design and appraisal, you miss the opportunity to consider gender in later stages of the evaluation or in monitoring the program.



STAGE III – IMPLEMENTATION: Actions

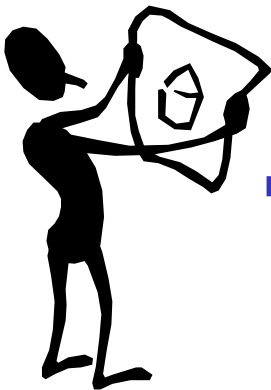
- *During Supervision:*
 - Collect gender-sensitive data based on the selected indicators
 - Monitor progress against targets for the period under evaluation and feed back results into the system to allow for midterm corrections.
 - Set up capacity development for integrating, and for monitoring and evaluating gender-related issues

- *During Mid-term Evaluation:*
 - Assess progress and make corrections if needed to obtain expected gender-related outcomes.

Key Issues to consider:

Implementation

- Are gender-sensitive and sex-disaggregated data being collected to keep track of inputs and outputs, and to measure outcomes? From what sources?
 - See Results Framework Checklist (handout)
- Is the same information as the baseline data being collected for the indicators at one or several times during the life of the project in order to measure and evaluate impact?
- Is there thematic unity in all data collection formats and reports?





Key Issues to consider: *Implementation*

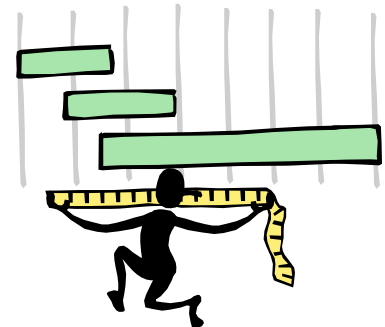
- Are there specific and adequately detailed references to gender in progress/supervision reports?
- Are the data fed back to project personnel and beneficiaries on a timely basis to allow for project adjustments?
- Are local women's organizations, NGOs, research institutes, etc., involved in monitoring the progress of the project's gender integration?
- Are the results/findings being disseminated and consulted? How? When?

Key Issues to consider:

Implementation

Data Collection Methods

- Do the tools and methods reflect gender outcomes and impacts?
- Are there male and female data collectors, and have they received gender sensitivity training?
- Are standard data collection and analysis methods complemented with qualitative methods such as PRA, focus groups, etc? Is gender analysis being integrated into these?
 - See Data collection Checklist (handout)



STAGES IV-V: COMPLETION AND EVALUATION

- Assess impact of gender integration in the overall project context:
 - How has integrating the gender perspective changed project implementation and results?
- Assess impact of project interventions on men and women
 - How have men and women benefitted from or been harmed by the project?
- Identify and document what resources project beneficiaries—female and male--contributed to the project.
- Derive and share lessons to feed into overall Development goals and objectives.



Comments and Questions

