

SETTING UP A GENDER SENSITIVE MONITORING AND EVALUATION SYSTEM: THE PROCESS

Book 2

UNICEF - Regional Office for Latin America and the Caribbean

For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY



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Adolescent Development, Participation and Gender Equality

**BOOK II:
SETTING UP A GENDER SENSITIVE MONITORING AND EVALUATION
SYSTEM: THE PROCESS**

This document was developed by the consultant Lynette Joseph-Brown. The analysis, recommendations, and opinions expressed in this paper are those of the author, and may not necessarily reflect the views of UNICEF.
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INTRODUCTION

Monitoring and Evaluation (M&E) in the organizations of the United Nations is critical for the effective and efficient implementation of development programmes, as it is for all development agencies. M&E allows policy and programme planners to critically assess the ways in which they do their work in order to identify their achievements and learn better ways to implement their programmes for improved and sustainable impact on their beneficiaries, and in the most cost-effective manner. M&E also facilitates good governance since it allows for transparency and accountability in the implementation of development projects and programmes.

In recognition of the importance of monitoring and evaluation to its operations, the United Nations General Assembly, passed a resolution, which called for progress in system-wide collaboration on evaluation, in particular harmonization and simplification of methodologies, norms, standards and cycles of evaluation.¹ This mandate has been responsible, in part, for the initiative by the United Nations Evaluation Group (UNEG), as a group of professional practitioners, to define norms and standards that aim to contribute to professionalizing the evaluation function and to provide guidance to evaluation offices in preparing their evaluation policies or other aspects of their operations.

Monitoring and Evaluation is a specialized task for which expertise is needed. In this regard, staff members required to participate in this activity, and this should apply to all staff members at different stages of the process, should be exposed to training in M&E by a qualified specialist. Although M&E is formally and officially required in the implementation of programmes in most organizations of the United Nations, this is rarely undertaken, or implemented in the recommended manner. This is partly due to the perceived complexity of the task of monitoring and evaluation, lack of training and expertise in the area by staff members, and the traditional thinking that M&E is a means of policing staff members, rather than as an opportunity for learning and improvement of existing practices for greater positive impact and outcomes for target beneficiaries.

Added to low capacity in the area of M&E is the lack of gender awareness and gender-sensitive training among staff members in many organizations of the United Nations. This has been one of the concerns of UNICEF as outlined in its 'Thematic Strategic Note on Gender Equality in Latin America and the Caribbean' dated September 2004. In this document, the mandate to identify strategies for Gender mainstreaming in all UNICEF LAC Programming in 2005, was noted and supported by the ECOSOC agreed conclusions 1997/2 which stated that:

"In order to ensure effective implementation of the strategic objectives of the Beijing Platform for Action, the United Nations systems should promote an active and visible policy of mainstreaming a gender perspective... Gender mainstreaming must be institutionalized through concrete steps, mechanisms and processes in all part of the United Nations system".

¹ Resolution, A/RES/59/250, in document A/C.2/59/L.63 of 17 December 2004, paragraph 69.

It was further noted that "Progress reports on follow up to gender-related activities indicate that throughout the region there is little or no reference to the situation of the girl child within the discussions on women." In outlining some of ways in which UNICEF could further the objective of gender mainstreaming in its Latin American and Caribbean countries and offices, the document highlighted the following:

- Using sex-disaggregated data in statistical analysis to reveal how situations/policies impact differently on girls and boys (using sex-disaggregated quantitative and qualitative data)
- Providing tools and training in gender awareness, gender analysis and gender planning to staff, managers and national decision-makers
- Integrating a gender perspective in all phases of country programme planning cycles, including situation analysis, programme design, implementation, monitoring and evaluation policies, programmes and projects.

This document includes the following:

1. Elaborate a set of Gender Indicators for UNICEF programming, both quantitative and qualitative, to be organized into a standardized list for all sectors of UNICEF's work;
2. Support the integration of the standardized Gender Indicator Set into DevInfo and facilitate the use of them in DevInfo;
3. Develop a Causality Analysis framework for UNICEF programming on (i) HIV/AIDS and adolescent girls, (ii) Maternal Mortality in Adolescent Girls, and (iii) Violent behaviours towards adolescent girls by men and boys; and
4. Elaborate a guide for UNICEF staff on programming, with the steps necessary to set up a Gender Sensitive Monitoring and Evaluation System, on the basis of the existing Monitoring and Evaluation system of UNICEF;

This document specifically focuses on how to elaborate a guide for UNICEF staff on programming, with the steps necessary to set up a **Gender Sensitive Monitoring and Evaluation System**, on the basis of the existing Monitoring and Evaluation system of UNICEF.

A Gender Sensitive Monitoring and Evaluation System, helps in the identification of factors that affect the lives of women and men; influencing their roles in society and the balance of power in their relationships. It will therefore point to their differing needs; their structural and biological constraints; and opportunities; as well as the differential outcomes and the impacts that these differences contribute to life experiences in specific areas. The examples to be used in elaborating the guidelines focus on adolescent girls in specific programme areas, namely, maternal mortality, HIV/AIDS and violence.

When Gender Sensitivity is properly incorporated into a Monitoring and Evaluation system, it allows for the uncovering of information gaps and false assumptions in programme and project designs, thus allowing for more clearly stated objectives, better targeting of beneficiaries, and the identification of more relevant activities for effective implementation and achievement of goals.

It is therefore necessary to ensure a clear understanding of the basic principles of Monitoring and Evaluation before demonstrating how gender sensitivity can be introduced into such a system.

Together, each of the deliverables that are a part of this consultancy will provide the material, which allows UNICEF to implement its policy on gender mainstreaming in its country offices. It must be remembered though, that documents only provide the guidelines for implementation of goals and objectives. The only way to ensure sustainability, ownership and commitment to the principles and methods outlined in the documents is through participation, discussion and modification of what is presented, using the experiences of all stakeholders in the programme areas, including the beneficiaries and staff members.

1. DEFINING MONITORING AND EVALUATION

1. EVALUATION

An evaluation is an objective and systematic assessment of processes and outcomes related to the undertaking and implementation of an activity, project or programme. It is an important source of evidence of the achievement of results and the performance of institutions and persons in the process of achieving these results. It helps program and policy formulators to understand the processes by which intended and unintended results are achieved, and the impact of these results on stakeholders.

When done properly, evaluations can lead to the attainment of knowledge and useful insights, which can contribute to more targeted activities for the achievement of specific objectives, as well as to the growth and strengthening of the institutional framework within which these objectives are attained. Evaluation is therefore important for the achievement of positive change in an organization. It also contributes to the development of good governance, in general, and, more specifically, the establishment of transparency and accountability in the implementation of programs and policies.

2. MONITORING

There is no evaluation without monitoring! Monitoring is an important aspect of evaluation. It speaks to the continuous examination of progress achieved during the implementation of an activity project or programme, through the collection of data and information that answers questions that are relevant to the evaluation process. Both quantitative and qualitative data are used in monitoring, and information may be collected using a number of sources and research methods, including administrative records, surveys, focus group discussions, and participant observation.

3. A MONITORING AND EVALUATION SYSTEM

In establishing a system of Monitoring and Evaluation (M&E), it is important, not only to understand the role of monitoring and evaluation separately, but to see it as a part of a holistic, integrated framework that is necessary for the achievement of results and the management of outcomes. Monitoring and Evaluation are therefore seen as "intimately related activities" , in which the collection of information on inputs and outputs (monitoring) is targeted towards the assessment of outcomes and impact (evaluation). Simply put, **monitoring collects information that primarily answers WHAT questions, while evaluation allows this information to be put at the service of answering primarily WHY questions.**

When built into the programming activities of the implementing institution or organization, M&E allows for the following:

- Assessment of performance in the implementation of policies and programmes;
- Institutional development and strengthening, through learning;
- Ensuring evidence-based decision making;
- Support of good governance and accountability;
- Capacity building among beneficiaries and programme and policy formulators.

Organizational change and learning from best practices, as well as from mistakes are therefore important reasons for undertaking M&E. There are different models and methods for monitoring and evaluation based on specific contexts and objectives. Monitoring and evaluation is also best integrated into a larger planning framework that includes the design and implementation of a project or programme, in which M&E is but a part of the planning process. In this way M&E is linked and tailored to the project or programme goals, purpose, inputs, outputs and processes.

The decision to evaluate projects and programmes may also be made after implementation has started or at the end of the project or programme cycle. This is not recommended since relevant information, usually collected during monitoring, may be absent, and information about inputs and processes, which would have been better collected during the process of the activity to be evaluated, would have to be collected at the end of the activity, with diminished results.

When monitoring and evaluation is built into a project, programme or activity, it allows for systematic planning, so that monitoring is conducted on a regular basis and the collection of information is targeted at the questions to be answered during the evaluation.

2. ESTABLISHING A SYSTEM OF MONITORING AND EVALUATION

2.1. SETTING THE CONTEXT

In attempting to establish a gender sensitive monitoring and evaluation system, there is a choice of engendering a *pre-existing* system that lacks such sensitivity, or creating one within which a gender-sensitive approach is embedded. This document originally envisaged the first approach, establishing gender-sensitive guidelines for a pre-existing system of monitoring and evaluation, the absence of one that is specific to UNICEF creates an opportunity for identifying monitoring and evaluation guidelines that are gender sensitive, from the start.

The proper planning of any Development Intervention, for example, a development project or programme, is important to successful monitoring and evaluation. If the design of the intervention is well done, the evaluator can base his or her work on fixed, clearly defined objectives with relevant and measurable indicators. It is for this reason that most M&E guidelines are integrated into a framework that includes the project design.

The Logical Framework Approach (LFA) is the recommended framework for integrating monitoring and evaluation into development interventions, since this approach is usually the basis for the design and implementation of most development projects and programmes.

In this paper, a brief analysis and discussion of the use of the LFA for the design and implementation of development interventions, is followed by basic guidelines for setting up a monitoring and evaluation system. A recent document by the United Nations Evaluation Group provides guidelines for conducting Evaluations and this has been summarized and adapted for this document.

2.2. DEVELOPMENT INTERVENTIONS AND THE USE OF THE LOGICAL FRAMEWORK APPROACH

There can be different approaches to Monitoring and Evaluation, based on the context and objectives of the undertaking. Within organizations such as UNICEF, *development interventions* are the most common reasons for the use of monitoring and evaluation. Development Interventions refer to the work of the organization, which usually takes the form of projects and programmes designed to find solutions to social problems in member countries.

The essential difference between a project and a programme is that a project is an endeavour undertaken to create a unique product or service, with specific start and end dates that tend to be short term. A programme, on the other hand, is more long-term in nature and can either consist of a collection of projects that are directed toward a common goal, or a broad framework of goals, which serve as a basis to define and plan specific projects.³

In this regard, *projects* tend to be geared more often towards the monitoring and evaluation of project performance and outputs. The objectives are short-term in nature and the outcomes are

³ Wikipedia.

specific to the project. The monitoring and evaluation of **programmes** tends to focus more on outcomes and impact at the aggregate level; involves judgments on the relevance of programme goals; and deals with the assessment of intended and unintended outcomes since programmes are more commonly influenced by external factors. It is for these reasons that it is often recommended that programme evaluations be made jointly with all stakeholders.

The programmatic work of UNICEF and a number of other development organizations is illustrative of both of the definitions of a programme, that is, *(a collection of projects directed towards a common goal or a broad framework of goals which serve to define and plan specific projects)*. For example, there are a number of projects that are directed toward the programme goal of poverty reduction. These include small business development; the establishment of a social safety net for vulnerable groups; the creation of employment opportunities for unemployed persons; skills training for unemployed persons and youth; etc. On the other hand, the establishment of the Millennium Development Goals is a good example of a broad framework of goals which provides a basis for plans, including the development of projects, for the reduction of vulnerability, the enhancement of capability and elimination of poverty.

2.3. PLANNING A DEVELOPMENT INTERVENTION

The proper planning of any Development Intervention, for example, a development project or programme, is important to successful monitoring and evaluation. If the design of the intervention is well done, the evaluator can base his or her work on fixed, clearly defined objectives with relevant and measurable indicators. It is for this reason that most M&E guidelines are integrated into a framework that includes the project design.

The establishment of guidelines for the Project Management Cycle, and the use of the Logical Framework method is not explored here. Programme officers should therefore be exposed to training in these areas as a prerequisite to understanding how to integrate gender analysis in the M&E process. Nonetheless, the paper offers a basic discussion towards understanding these processes in order to establish guidelines for gender sensitive monitoring and evaluation.

The planning of a development project, **or any other type of development intervention**, starts with a thorough understanding of the problem that is being targeted, including the circumstances surrounding the situation, the people that are involved (beneficiaries and stakeholders⁴), and the resources that are available to deal with it. This situational analysis will enable planners to identify the needs, interests, priorities and resources of all stakeholders, as well as the causes of the problems identified. The Logical Framework Approach is used for these purposes.

⁴It is recommended that for maximum participation, stakeholders should be involved in the process from the beginning.

2.4. THE LOGICAL FRAMEWORK APPROACH

The Logical Framework Approach (LFA) is normally used to design and implement development interventions, under the Project Management framework⁵. Monitoring and Evaluation is very important to project management, including the design and implementation. The LFA involves the undertaking of a number of analyses using background studies and various research methods, as well as the conduct of monitoring and evaluation throughout the life of the project - specifically, at the beginning (baseline studies); middle (mid-term evaluations); and at the end (final evaluation). The products of the approach include:

2.4.1. Baseline studies, including:

- a) **A causality analysis, also referred to as problem analysis** - This allows for the understanding of the problem, including cause and effect at various levels. This is important for the setting of the objectives of the planned intervention;
- b) **A stakeholder analysis** - This describes stakeholders, making a distinction between primary stakeholders or beneficiaries and others who have an interest or stake in the project. This analysis allows for distinctions to be also made between primary stakeholders, since they are not necessarily a homogenous group. The stakeholder analysis allows for identification and prioritization of needs and interests of the various persons involved in project, as well as levels of participation.

2.4.2. The development of a hierarchy of objectives This is also described as an objective tree, which outlines what the project hopes to achieve at various levels. It shows how lower-level objectives contribute to the achievement of higher level goals and objectives. Higher level goals usually require a number of components to be achieved. Getting the logic of the hierarchy clear is very important, and is another aspect of planning in which it is important to include stakeholders. Some objectives may not be realistically achieved in the short term, especially given resources and budgets, and can lead to failure of the project. Designing a hierarchy of objectives allow for the selection of realistic objectives to be achieved in the short, mid and long term. It also allows for clear identification of what needs to be monitored and evaluated, and:

2.4.3. The selection of a preferred implementation strategy This exercise is influenced by the analyses conducted previously. Based on an understanding of the problem, the outline of objectives, the available resources, and the profile of the stakeholders, including their needs and interest, an implementation strategy has to be developed that allows for best outcomes. The more complex the purpose of the development intervention, the greater is the need for collaboration and partnerships among stakeholders, as well as for more resources, longer time frames and multiple components in order to attain the stated goal. Programmes generally fall into this category. Simple interventions with simple objectives, on the other hand, are more likely to be achieved using a single project and in a shorter time frame.

The use of the logical framework approach enables planners to do the following:⁶

- analyse the existing situation during project preparation;

- establish a logical hierarchy of means by which objectives will be reached;
- identify the potential risks to achieving the objectives, and to sustainable outcomes;
- establish how outputs and outcomes might best be monitored and evaluated;
- present a summary of the project in a standard format;
- **monitor and review projects during implementation.**

The information gleaned from the various analyses undertaken using the Logical Framework Approach (LFA) is then used to create the *Logical Framework Matrix*, otherwise known as the Log frame. The Log frame summarizes and further analyzes what the project intends to do, how it intends to this, what are the key assumptions, and how outputs and outcomes will be monitored and evaluated.⁷ Figure 1 below, shows the structure of the Log frame. The first column identifies what is to be achieved at the general and specific levels, and what is needed to achieve these goals and objectives. The next three columns explain how the achievements in each row of the first column will be measured, how these measurements will be verified and some of the assumptions that have been made. Assumptions refer to external conditions which could affect the progress or success of the project, over which the project implementers have little or no control.

The matrix should provide a **summary** of the project design. The aim should be to present a snapshot, which will be referred to and modified as the project progress, and, which should generally not be too long. It may not be practical to list all of the activities that are a part of the project, in detail, but rather to broadly indicate the nature of the activities in the log frame and describe them in the main project document, separately.

⁶ AusAID - the Australian Government's overseas aid program© Commonwealth of Australia 2000.
<http://www.ausaid.gov.au/ausguide/ausguidelines/1-1-1.cfm>

⁷ *ibid.*

FIGURE 1: LOG FRAME MATRIX

Project Description	Performance Indicators	Means of Verification	Assumptions
Goal: The broader development impact to which the project contributes. The ultimate reason for which the project was undertaken.	Measures of the extent to which a sustainable contribution to the goal has been made. Used during evaluation.	Sources of information and methods used to collect and report it.	
Objective: The direct objectives expected to be achieved as a result of the outputs produced by this project.	Conditions at the end of the project indicating that the Purpose has been achieved and that benefits are sustainable. Used for project completion and evaluation.	Sources of information and methods used to collect and report it.	Assumptions concerning the purpose/goal linkage.
Outputs: The direct measurable results (goods and services) of the project which are largely under project management's control	Measures of the quantity and quality of outputs and the timing of their delivery. Used during monitoring and review.	Sources of information and methods used to collect and report it.	Assumptions concerning the output/component objective linkage.
Activities/Inputs: The tasks carried out to implement the project and deliver the identified outputs.	Implementation/work program targets. Used during monitoring.	Sources of information and methods used to collect and report it.	Assumptions concerning the activity/output linkage.

3. ESTABLISHING STANDARDS FOR MONITORING AND EVALUATION⁸

Monitoring and Evaluation is easier to conduct when a logical approach to programme planning and implementation is in place. Notwithstanding the approach used above, there are other frameworks that can be used. What is important is that the conduct of evaluations must follow the project or programme to be evaluated at the various levels of planning, design, implementation and follow-up.

The key components of designing a Monitoring and Evaluation System have been identified by the United Nations Evaluation Group (UNEG)⁹. In this paper, these guidelines have been summarized, simplified and adapted for use by UNICEF, and in order to introduce notions of gender sensitivity, to be used by programme officers in the monitoring and evaluation of their own work.

It should be noted that the general evaluation guidelines as outlined by UNEG, is much more gender sensitive than would otherwise be found in an organization in which gender awareness and sensitivity has been identified as a problem. In fact, gender awareness is implicit in the guidelines set out by this group. The task of this paper, after setting out the general guidelines will therefore be to make the gender considerations more explicit, by outlining the principles of gender analysis in monitoring and evaluation using the programmatic areas of *adolescents and maternal mortality, adolescents and HIV/AIDS and violence against adolescent girls by men and boys*.

It should also be remembered that **monitoring and evaluation is a reflexive exercise**, in which activities are constantly being assessed and modified as necessary.

3.1. BROAD INSTITUTIONAL REQUIREMENTS

3.1.1. A comprehensive institutional framework for the management of the evaluation function and conduct of evaluations is crucial to ensure an effective evaluation process. Among the concerns to be addressed in setting up such a framework are:

- Institutional and high-level management understanding of and support for Monitoring and Evaluation as key to the effectiveness of the organization.
- The availability of adequate financial and human resources for monitoring and evaluation
- Establishment of partnerships and cooperation on evaluation within the UN system, as well as with other relevant institutions.

3.1.2. Guidelines should include mechanisms to ensure appropriate evaluation follow-up as well as an explicit disclosure policy, which ensures the dissemination of evaluation results in a transparent manner, including making reports broadly available to the Governing Bodies and the public, except in some cases due to the reasonable protection of and confidentiality related to some stakeholders.

⁸ Adapted from UNEG's 'Standards of Evaluation in the UN System'. April 29, 2005.

⁹ United Nations Evaluation Group (UNEG). April 29, 2005. 'Standards for Evaluation in the UN System'.

- 3.1.3. Evaluation guidelines should reflect the highest professional standards. Persons engaged in designing, conducting, and managing evaluation activities should possess core evaluation competencies. This refers to the suitability of qualifications, skills, experience and attributes required by those employed within the evaluation function to carry out their duties as stipulated and to ensure the credibility of the process.
- 3.1.4. Evaluators should accurately represent their level of skills and knowledge. Similarly, evaluators should practice within the limits of their professional training and competence, and should decline to conduct evaluations that fall substantially outside those limits.

3.2. MONITORING/ COLLECTING THE DATA

- 3.2.1. Baseline data should be collected, and relevant indicators for monitoring the outcomes and impacts of the development intervention should be identified or constructed.
- 3.2.2. The methodologies to be used for data collection, analysis and involvement of stake holders should be appropriate to the subject to be evaluated, to ensure that the information collected would be valid, reliable and sufficient to meet the evaluation objectives, and that the assessment would be complete, fair and unbiased.
- 3.2.3. The data should come from a variety of sources to ensure its accuracy, validity and reliability, and should include quantitative and qualitative data. The methodology for collecting data should be participatory.
- 3.2.4. Where necessary, baseline studies should be conducted to provide information that would aid in the assessment of the objectives and impact of the project or programme to be evaluated.
- 3.2.5. All data collected should explicitly address issues of gender and under-represented groups.

3.3. CONDUCTING EVALUATIONS

- 3.3.1. The evaluation should be designed to ensure timely, valid and reliable information that will be relevant for the subject being assessed. It follows the cyclical planning at various levels which is comprised of different stages: planning, design, implementation and follow-up.
- 3.3.2. The purpose of the evaluation must be clearly and accurately defined bearing in mind the main information needs of the intended users of the evaluation. The purpose discusses why the evaluation is being done, what triggered it and how it will be used. The purpose also relates to the timing of the evaluation at various junctions in the management cycle. The most common timings are i) at the beginning (baseline assessment); ii) mid-term review (to review progress in order to make necessary corrections); iii) end of project evaluation.

- 3.3.3. The project, programme or plan to be evaluated should be described in terms of what it aims at achieving, how the designers thought that it would address the problem they had identified, implementation modalities, and any intentional, or unintentional, change in implementation. This description should also include the importance of the subject to be evaluated, its scope, its cost, and its relative weight with respect, for example, to the Organization's overall activities. At the very least, the description should also include the number of participants/people reached by the undertaking.
- 3.3.4. The objectives of the undertaking should follow from the purpose. They should be clear and agreed to by all stakeholders involved.
- 3.3.5. Scope determines the boundaries of the evaluation, tailoring the objectives and evaluation criteria to the given situation. It should also make the coverage of the evaluation explicit (time period, phase in implementation, geographical area, and the dimensions of stakeholder involvement being examined). The limits of the evaluation should also be acknowledged within the scope.
- 3.3.6. Evaluations may also be oriented by evaluation questions. These add more detail to the objectives and contribute to defining the scope. **The most commonly applied evaluation criteria are the following: relevance, impact, effectiveness, efficiency, sustainability and assumptions and risks. (See figure 2).**

Figure 2: COMMONLY APPLIED CRITERIA TO M&E

1. **Relevance:** The degree to which the proposed strategy corresponds to the needs of the beneficiaries.
2. **Impact:** The proposed strategy's predicted impacts on the beneficiaries.
3. **Effectiveness:** The degree to which achieving the specific objectives of the proposed strategy will contribute to achievement of the overall goal or purpose.
4. **Efficiency:** The estimated quantity, quality and availability of means and resources required by the proposed strategy. The presumed cost-effectiveness of the proposed strategy in transforming the means into results.
5. **Sustainability:** The likelihood of the proposed strategy to do the following: correspond with local policies; be in line with, or strengthen, local institutional capacity; be economically and financially sound; be suitable to local socio-cultural context; be based on participation of local stakeholders; be based on participation of both men and women; create positive impacts on environment; apply appropriate technology.
6. **Assumptions and Risks:** Likelihood of external factors and risks to negatively affect the proposed strategy.

Adapted from: UNEG's Standards of Evaluation in the UN System.

- 3.3.7. Cost analysis in evaluation builds on financial information, but may also involve calculating "economic costs" such as human resources, labour-in-kind, opportunity costs, etc. Cost analysis is not always feasible. Where no cost analysis is included in an evaluation, some rationale for this exclusion should be included in the objectives or methodology section. It is however expected that evaluators point out areas of obvious inefficient use of resources.

- 3.3.8. UN organizations are guided by the United Nations Charter, and have a responsibility and mission to assist Member States to meet their obligations towards the realization of the human rights of those who live within their jurisdiction. Human rights treaties, mechanisms and instruments provide UN entities with a guiding frame of reference, and a legal foundation for the ethical and moral principles, and should guide evaluation work. Consideration needs to be given also to gender issues and hard-to-reach and vulnerable groups.
- 3.3.9. Stakeholders must be identified and consulted when planning the evaluation (key issues, method, timing, responsibilities) and should be kept informed throughout the evaluation process. The evaluation approach must consider learning and participation opportunities (e.g. workshops, learning groups, debriefing, participation in the field visits) to ensure that key stakeholders are fully integrated into the evaluation learning process.
- 3.3.10. When feasible, a core learning group or steering group composed of representatives of the various stakeholders in the evaluation may be created. This group's role is to act as a sounding board, facilitate, and review and the work of the evaluation. In addition, this group may be tasked with facilitating the dissemination and application of the results and other follow-up action. Depending on the scope and complexity of the evaluation it may be useful to establish a peer review or reference group composed of experts in the technical topics covered by the evaluation. This group would provide substantive guidance to the evaluation process (e.g. provide inputs on the Terms of Reference and provide quality control of the draft report).

3.4. IMPLEMENTATION

- 3.4.1. Evaluations should be carried out in a participatory and ethical manner and the welfare of the stakeholders should be given due respect and consideration (human rights, dignity and fairness). Evaluations must be gender and culturally sensitive and respect confidentiality, protection of source and dignity of those interviewed.
- 3.4.2. Evaluation procedures should be conducted in a realistic, diplomatic, cost-conscious and cost-effective manner.
- 3.4.3. Evaluations must be accurate and well-documented and deploy transparent methods that provide valid and reliable information. Evaluation team members should have an opportunity to disassociate themselves from particular judgments and recommendations. Any unresolved differences of opinion within the team should be acknowledged in the report.
- 3.4.4. Evaluations should be conducted in a complete and balanced manner so that the different perspectives are addressed and analyzed. Key findings must be substantiated through triangulation. Any conflict of interest should be addressed openly and honestly to avoid such conflict undermining the evaluation outcome.
- 3.4.5. Evaluators should discuss, in a contextually appropriate way, those values,

assumptions, theories, methods, results, and analyses that significantly affect the interpretation of the evaluative findings. These statements apply to all aspects of the evaluation, from its initial conceptualization to the eventual use of findings.

- 3.4.6. The rights and well-being of individuals may not be affected negatively in planning and carrying out an evaluation. This needs to be communicated to all persons involved in an evaluation, and its foreseeable consequences for the evaluation discussed.

3.5. REPORTING

- 3.5.1. A reader of an evaluation report must be able to understand:

- the purpose of the evaluation;
- exactly what was evaluated;
- how the evaluation was designed and conducted;
- what evidence was found;
- what conclusion were drawn;
- what recommendations were made, and;
- what lessons were learned.

3.6. FOLLOW-UP

- 3.6.1. Follow-up should be systematically carried out on the implementation of the evaluation recommendations that have been accepted by management and/or the Governing Bodies.

3.7. EVALUATION REPORTS

- 3.7.1. The following information should be easily accessible in the first few pages of the report:

- name of the subject(i.e. activity, programme, policy etc.) being evaluated;
- date;
- table of content, including annexes;
- name and organization(s) of the evaluators;
- name and address of the organization(s) that commissioned the evaluation.

- 3.7.2. An Executive Summary should provide a synopsis of the substantive elements of the evaluation report. To facilitate higher readership, the Executive Summary should be short, two to three pages, and should "stand alone". The level of information should provide the uninitiated reader with a clear understanding of what was found and recommended and what has been learned from the evaluation.

- 3.7.3. The evaluation report should clearly describe what the purpose of the subject being evaluated is and how the designers thought it would address the identified problem. Additional important elements include: the importance, scope and scale of the subject being evaluated; a description of the recipients / intended beneficiaries and stake holders; and, budget figures.
- 3.7.4. Not all criteria are applicable to every evaluation. The rationale for not using a particular criterion should be explained in the report as should any limitations in applying the evaluation criteria. Performance standards or benchmarks used in the evaluation should also be described.
- 3.7.5. The role and contributions of the UN organizations and other stakeholders to the subject being evaluated should be clearly described.
- 3.7.6. The evaluation report should include a description of the following:
- how gender issues were implemented as a cross-cutting theme in programming, and if the subject being evaluated gave sufficient attention to promote gender equality and gender-sensitiveness;
 - whether the subject being evaluated paid attention to effects on marginalised, vulnerable and hard-to-reach groups;
 - whether the subject being evaluated was informed by a human rights approach, including treaties and instruments.
- 3.7.7. Findings regarding inputs for the completion of activities or process achievements should be distinguished clearly from outputs, outcomes and impact. Outcomes and impacts should include any unintended effects whether beneficial or harmful.

4. ELABORATING GENDER-SENSITIVE GUIDELINES FOR MONITORING AND EVALUATION

An effective gender-sensitive monitoring and evaluation system requires that key activities be undertaken at different points of the project cycle, based on gender awareness, and the use of gender analysis. Although, specific program areas, of *adolescents and maternal mortality; adolescent girls and HIV/AIDS; and violence against adolescent girls by men and boys* are being used to give examples of the process, the establishment of guidelines in this document defies the kind of detail that participatory goal setting and in-depth stakeholder knowledge can provide. In the final analysis this is an exercise that staff members must be exposed to through rigorous, hands-on training, with a qualified monitoring and evaluation specialist, in collaboration with gender experts.

In order to integrate Gender into Monitoring and Evaluation, in the areas identified, there are activities that must be undertaken that are common to all areas, and some that are specific to the goal of the particular undertaking. The broad guidelines outlined below are generic to the establishment of gender sensitive development interventions in any program area. This will be followed by the operationalization of aspects of these guidelines in the area of adolescent girls and HIV/AIDS, adolescent girls and maternal mortality and violence against adolescent girls by men and boys.

4.1. PLANNING AND PREPARATION - INSTITUTIONAL GUIDELINES

- 4.1.1. Although monitoring and evaluation has not yet begun, there is need to ensure that gender sensitivity is integrated into the institutional arrangements that are put in place for the process of monitoring and evaluation. Ideally, this should include an institutional framework that is gender-sensitive and which addresses the following concerns:
- Ensuring that all staff members, especially, programme and field officers and management at the highest levels in the regional and country offices, receive training in gender analysis and planning. This results in greater gender awareness and sensitivity. Training needs to be supported and reinforced by refresher training over a period of time since adequate gender-sensitivity is not usually acquired in a single session.
 - Creating awareness, during training of regional and country office staff members, of the effects of gender socialization and gender relations on the behaviour of adolescents, given the specific importance of these to the areas of focus.
 - Establishment of partnerships with agencies that have capacity in gender training and analysis, as well as those that possess gender sensitive data and information that can be used in monitoring.
 - Ensuring that evaluators be qualified, not only in the conduct of evaluations, but also in the theory and practice of gender analysis, in order to apply this knowledge to their evaluation tasks.

4.1.2. At this stage, it is also important to identify the sources of data and information that will form the basis of monitoring and evaluation of progress in the achievement of the objectives of the intervention being examined. The following steps can be taken in the fulfilment of these requirements:

- Familiarity and awareness of studies that deal with the gender specific manifestations and impacts of violence, maternal mortality, and HIV/AIDS, as well as the factors that have been identified as being of importance in causing the problems related to these social problems.
- It is recommended that a causality analysis, which is analyzed from a gender perspective, be prepared in the areas of focus, since this is one way of bringing together, in one place, the available data and information found in background papers and studies. It also allows for the conduct of gender analysis of the information that is gathered, even if the analyses and studies that have been identified were not analyzed from a gender perspective in the original studies.
- It is also important to identify country datasets and databases that contain the relevant indicators for the work to be undertaken. This includes, Population and Housing Censuses; Country Poverty Assessments; DEVINFO; the MDGs databases; Sample surveys conducted by agencies and researchers in the areas of focus; Electronic data bases and publications containing specific information and data from organizations that have comparative advantage in the areas of focus. For example UNICEF, UNFPA, and PAHO/WHO/CAREC in the area of maternal mortality; UNAIDS, PAHO/WHO/CAREC in the area of HIV/AIDS; UNICEF in the area of adolescents; UNIFEM, DAWN, CAFRA, World Bank, and a number of NGOs in the area of Gender and Domestic Violence.
- The methodologies used for data collection and the M&E strategy adopted should also be appropriate to the subject to be evaluated. In applying gender-sensitivity to this requirement, account should be taken of the fact that adolescent social problems often require confidentiality, over and above that which is required for adults. Adolescents are vulnerable, not only in the context of their specific social situation, but also in the context of being wards of adults and minors in society. Social taboos, stigma and disapproval do not always allow for the collection of data on issues of incest, teenage pregnancy, contraction of HIV/AIDS, sexual and physical abuse in the traditional ways used for many other social problems. In this context, qualitative data, including focus group discussions, participant observation and role play will often have to support, supplant and reinforce whatever quantitative data is available.

4.2. DESIGN - ASSESSING AND ENGENDERING THE LOG FRAME APPROACH AND MATRIX

4.2.1. Identify gender sensitive goals, outcomes, outputs and inputs of the *development intervention*, using the Log Frame Approach. The following questions can be used

to ensure a gender sensitive approach:

- **How is this intervention addressing the needs of men and women? Is the purpose of this intervention in keeping with the goals of gender equity and beneficial outcomes for women and men?**
- **What are the expected differential impacts of the intervention on women and men?**
- **Do the planned activities take account of the roles and responsibilities of women and men, in order to ensure maximum participation and cooperation?**
- **Have gender considerations and the effect of gender socialization on culture and social values been factored into the assumptions and risks?**
- **Has gender sensitivity been applied to the intervention strategy in order to ensure its success?**

4.2.2. Create a **monitoring and evaluation framework** for the project that assesses the gender sensitivity of its various components, and the extent to which the outcomes and impacts achieved the goals of gender equity and equality. Among the evaluation issues to be addressed are the following:

- Whether the activities planned for the evaluation reflect the project's gender sensitive goals and objectives;
- If the project produced the intended benefits for men and women;
- What are the assumptions about gender norms and identity that supported or hindered the project;
- How will these factors affect the sustainability of the results.

4.2.3. Identify gender sensitive indicators that are needed for each stage in the project hierarchy.

4.2.4. Ensure that the targets are being set in consultation with stakeholders, especially the primary stakeholders, and that there is gender balance, as appropriate, in the participation of primary stakeholders.

4.2.5. Ensure gender balance in the inputs, especially as this relates to the identification of staff, who will have to collect data and interact directly with the beneficiaries. Ensure that these staff member receive in-depth gender training.

4.2.6. Organize the reporting and feedback mechanisms, clearly identifying who will collect and analyze information, and when and to whom the information will be disseminated, and ensuring gender balance in this process.

4.3. IMPLEMENTATION - GENDER SENSITIVE OPERATIONALIZATION OF DESIGN

4.3.1. Collect gender-sensitive data as part of the monitoring exercise during the implementation of the project. Confidentiality and sensitivity are critical to this exercise. Both qualitative and quantitative methods help to support findings.

4.3.2. Use various sources and methods for the collection of data and information, including focus group discussions and participatory observation. Ensure that the information is collected from women and men, girls and boys and that the voices and opinions of

the target population are represented in the information gathering exercise.

- 4.3.3. Evaluate data with a view to answering whether the project produced the intended benefits for men and women. Examine the intended and unintended outcomes of the project and identify the factors accounting for variations in the impact of the project.
- 4.3.4. Explain how critical assumptions about gender interact with the project's input to support or hinder the progress of the project.
- 4.3.5. Ensure that the project activities are participatory and inclusive. Account should be taken of gender roles and responsibilities, as well as time and other types of constraints in the setting up of activities in which stakeholder participation is expected.
- 4.3.6. Another aspect of gender balance in inputs, include the use of resources. Conduct a cost analysis to assess the proportionate use of resources to ensure gender equity in the outcomes of the project
- 4.3.7. Conduct mid-term evaluations to ensure that progress is being made against set gender-sensitive targets and make corrections if needed in order to obtain planned outcomes.
- 4.3.8. Evaluations should assess whether the programme strategy dealt sensitively with the issue of gender, in recognition of the fact that failure to do so could result in negative impacts for the beneficiaries.

4.4. IMPLEMENTATION - COMPLETION OF PROJECT AND FOLLOW-UP

- 4.4.1. Conduct evaluation of the completed project, assessing the overall impact of the intervention within the context of the intervention - community, nation, and region.
- 4.4.2. Evaluate the differential impact of the project on males and females, as well as key stakeholders in their capacity as duty bearers.
- 4.4.3. Conduct evaluation of the process, outlining best practices and lessons to be learned.
- 4.4.4. Disseminate reports to appropriate audiences, in various formats, sharing lessons learnt.

5. CONCLUSION

BRINGING IT ALL TOGETHER

The task of establishing gender sensitive guidelines for monitoring and evaluation may be relatively simple or complex, depending on the structures that are already in place. This is because the establishment of a culture of monitoring and evaluation, as well as the development of guidelines for this task is by itself a huge task.

In many organizations, setting up the structures for monitoring and evaluation may seem burdensome to staff members, as if they are being asked to do more work in addition to what they already have to do. For others it may seem as if they are being policed and watched over. The task of managers of this process is to introduce the Monitoring and Evaluation system as a method that encourages best practices, promotes learning and helps in the delivery of quality products as it relates to the work of the organization.

Notwithstanding this, the effort in the beginning is one that requires staff members to go the extra mile in order to understand the workings of the Monitoring and Evaluation System. It can be complex and iterative; it also calls for analytical capability and research capacity. It definitely gets easier with thorough training and constant use of the tools of monitoring and evaluation. It is also flexible and adaptable, once staff members become familiar with the basic tools.

In this document, the basic guidelines for monitoring and evaluation, as well as the basic stages of project management and implementation was introduced to readers as a prerequisite for the discussion surrounding the elaborating of a gender-sensitive monitoring and evaluation guideline. In attempting to simplify a complex process, details get lost. This is not unexpected however, and points to the importance of participatory process, using the experiences of participants, to create an environment in which sustainable learning takes place.

There are also many approaches to monitoring and evaluation, from different perspectives, emphasizing different aspects of programming or all aspects of programming. This can make M&E a very complex undertaking. The literature advises simplicity of structure in some cases and in others, it provides detailed manuals on how to undertake M&E. This document provides a simple graphic representation on how to conduct gender sensitive monitoring evaluation, as it relates to Maternal Mortality. This can be expanded to other thematic areas.

Reference to a manual that outlines in 82 pages, “A guide to indicators for monitoring and evaluating national HIV/AIDS prevention programmes for young people”¹⁰ is also being provided in this document. Not only is it a useful detailed guide in one of the programme areas identified by UNICEF, but it also demonstrates the level of detail and the complexity that could be involved in elaborating M&E guidelines for any programme area. Training allows implementers to identify what aspects they need to highlight in their programme areas depending on their contexts.

Annex 1-3, which follows, attempts to graphically represent the process of establishing monitoring and evaluation guidelines; and of integrating gender sensitive considerations into

¹⁰ World Health Organization, Department of HIV/AIDS. NATIONAL AIDS PROGRAMMES: A guide to indicators for monitoring and evaluating national HIV/AIDS prevention programmes for young people. Geneva 27:Switzerland.
http://www.who.int/child-adolescent-health/New_Publications/ADH/ISBN_92_4_159257_5.pdf

these guidelines - Annex 1. This is followed by a concrete example in which a project to reduce the incidence of maternal mortality among adolescent girls is represented, taking into consideration the guidelines that were established and discussed in the document. Annex 2 represents the development of the objective hierarchy using the Log Frame Approach, which ought to be done, before developing the Log Frame Matrix to summarize the project, which is shown in Annex 3.

In conducting the evaluation of the project, a causality analysis has to be conducted, and a number of indicators used to describe and analyse the social problem that gave rise to the project. These include among others, indicators and information that can be used to provide a demographic profile of the target population; socioeconomic conditions; health profile and access to health facilities; education characteristics; national maternal mortality rates; maternal mortality rates among adolescents; knowledge of birth control; use of birth control; information on sexual activity; and access to trained medical personnel during pregnancy. These resources are found in the Book 1.

6. ANNEX 1

MATRIX OUTLINING MONITORING AND EVALUATION GUIDELINES FOR THE IMPLEMENTATION OF DEVELOPMENT INTERVENTIONS AND THE STEPS NECESSARY FOR INTEGRATING GENDER-SENSITIVITY INTO THIS FRAMEWORK

	BROAD M&E GUIDELINES	ELABORATION OF GENDER SENSITIVE GUIDELINES
	PLANNING AND PREPARATION	
Broad Institutional Requirements	<ul style="list-style-type: none"> • Develop interventions for and ensure institutional and high-level management understanding of and support for Monitoring and Evaluation • Ensure the availability of adequate financial and human resources for monitoring and evaluation • Establish partnerships and cooperation on evaluation within the UN system, as well as with other relevant institutions • Establish mechanisms to ensure appropriate evaluation follow-up • Develop explicit disclosure policy, identifying who is to access reports (reports should be broadly available, except where it harms stakeholders) • Identify suitability of qualifications, skills, experience and attributes required by those employed within the evaluation function 	<ul style="list-style-type: none"> • Ensure that all staff members, especially, programme and field officers and management at the highest levels in the regional and country offices, receive training in gender analysis and planning • Reinforce initial training with refresher training since adequate gender-sensitivity is not usually acquired in a single session • Establish partnerships with agencies and institutions that have capacity in gender training and analysis, as well as those that possess gender sensitive data and information that can be used in monitoring • Ensuring that evaluators be qualified, not only in the conduct of evaluations, but also in the theory and practice of gender analysis, in order to apply this knowledge to their evaluation tasks
Monitoring/ Collecting the data	<ul style="list-style-type: none"> • Identify sources of data and information for baseline studies as well as mid term and end of project evaluation • Identify relevant indicators for monitoring and evaluation • Select methodologies to be used for data collection, analysis and participation of stakeholders. The methodologies used for data collection and the M&E strategy adopted should also be appropriate to the subject to be evaluated 	<ul style="list-style-type: none"> • Conduct causality analysis, using a gender perspective (how are men and women affected; how do gender roles and responsibilities manifest themselves in problem identified; what are the needs of women and men in dealing with the negative impact of the problem; how do societal norms and values impact on the ability of women and men to obtain help in dealing with the problem; etc.) • Identify gender sensitive indicators for M&E. • Apply gender-sensitivity to the methods and strategies used for M&E. In this regard qualitative methodologies, including the use of focus group discussions, participant observation and role play should support and reinforce quantitative data

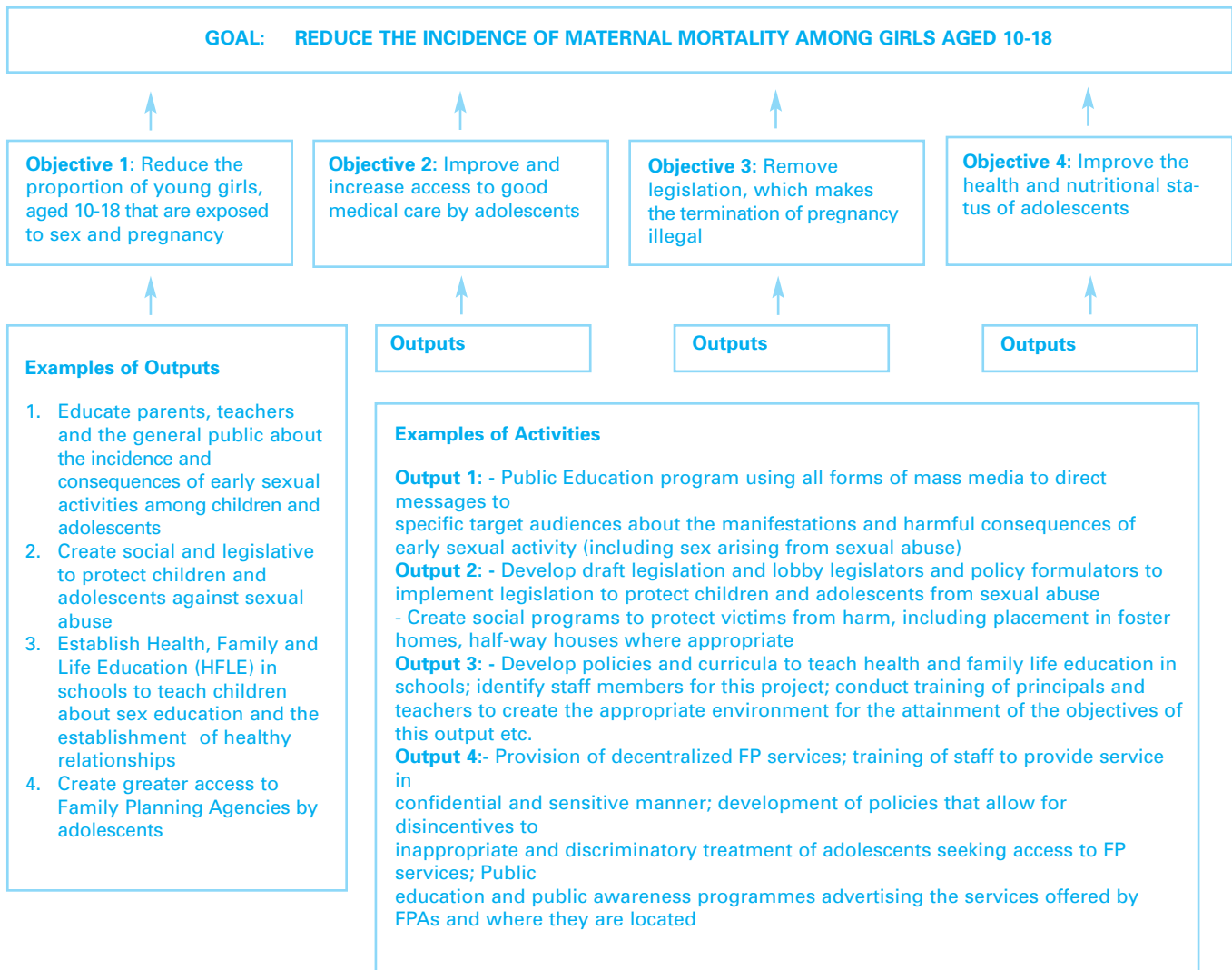
	BROAD M&E GUIDELINES	ELABORATION OF GENDER SENSITIVE GUIDELINES
	DESIGN USING THE LOG FRAME APPROACH	
Identify the Goal purpose/ objectives, outputs and inputs of the development intervention	<ul style="list-style-type: none"> Describe the project, programme or plan to be evaluated in terms of what it aims at achieving and how the designers thought that it would address the problem they had identified Include in this description the importance of the subject to be evaluated, its scope, its cost, and its relative weight with respect, for example, to the Organization's overall activities, and the number of participants/people reached by the undertaking Conduct a causality analysis of the social problem on which the development intervention (project or programme) will be based Create a hierarchy of objectives or an objective tree to ensure clear goals and targets for the development intervention Identify the indicators needed for verification of the goals, objectives and outputs of the project Identify the assumptions that are relevant to the success of the project 	<ul style="list-style-type: none"> Identify gender sensitive goals, outcomes, outputs and inputs, using the Log Frame Approach. The following questions can be used to ensure a gender sensitive approach: <i>How is this intervention addressing the needs of men and women: Is the purpose of this intervention in keeping with the goals of gender equity and beneficial outcomes for women and men: What are the expected differential impacts of the intervention on women and men: Do the planned activities take account of the roles and responsibilities of women and men, in order to ensure maximum participation and cooperation: Have gender considerations and the effect of gender socialization on culture and social values been factored into the assumptions and risks: Has gender sensitivity been applied to the intervention strategy in order to ensure its success?</i> Identify the key indicators, including gender sensitive indicators that are needed for each stage in the project hierarchy
Design the M&E component of the project	<ul style="list-style-type: none"> Clearly explain the purpose of the evaluation and how it will be used Establish time-frames for the conduct of evaluations at various junctions of the programme management cycle. (For example will there be two mid-terms and one follow-up evaluation etc.) Frame the evaluation around the criteria of <i>relevance, impact, effectiveness, efficiency, sustainability and assumptions and risks</i>. These add more detail to the objectives and contribute to defining the scope Conduct cost analysis if possible, or at least assess the effectiveness and efficiency of use of resources Identify strategies for consulting with stakeholders throughout the evaluation process Identify strategies for providing feedback to stakeholders, and for creating learning and capacity-building opportunities The rights and well-being of individuals may not be affected negatively in planning and carrying out an evaluation. This needs to be communicated to all persons involved in an evaluation, and its foreseeable consequences for the evaluation discussed 	<ul style="list-style-type: none"> Identify the evaluation's gender-sensitive goals and objectives. These include: <i>whether the activities planned for the evaluation reflect the project's gender sensitive goals and objectives: If the project produced the intended benefits for men and women: Will the positive impact of the project be sustained: What are the assumptions about gender norms and identity that supported or hindered the project: How will these factors affect the sustainability of the benefit?</i> Ensure that the targets are being set in consultation with stakeholders, especially the primary stakeholders Ensure gender balance, as appropriate, in the participation of primary stakeholders Ensure gender balance in the inputs, especially as this relates to the identification of staff who will have to collect data and interact directly with the beneficiaries. Ensure that these staff member receive in-depth gender training Another aspect of gender balance in inputs, include the use of resources. Conduct a cost analysis to assess the proportionate use of resources to ensure gender equity in the outcomes of the project

	BROAD M&E GUIDELINES	ELABORATION OF GENDER SENSITIVE GUIDELINES
	IMPLEMENTATION OF THE EVALUATION PROCESS	
Collect data and information	<ul style="list-style-type: none"> • Attention must be paid to confidentiality, protection of source and dignity of those interviewed • Data should be assessed for validity, accuracy, and reliability • Interaction with stakeholders while collecting data should be participatory 	<ul style="list-style-type: none"> • Collect gender-sensitive data as part of the monitoring exercise during the implementation of the project. Confidentiality and sensitivity are critical to this exercise. Both qualitative and quantitative methods help to support findings • Use various sources and methods for the collection of data and information, including focus group discussions and participatory observation. Ensure that the information is collected from women and men, girls and boys and that the voices and opinions of the target population are represented in the information gathering exercise • Ensure that in the project activities are participatory and inclusive. Account should be taken of gender roles and responsibilities, as well as time and other types of constraints in the setting up of activities in which stakeholder participation is expected
Analyze data and evaluate development intervention	<ul style="list-style-type: none"> • Evaluations should be carried out in a participatory and ethical manner • The welfare of the stakeholders should be given due respect and consideration (human rights, dignity and fairness) in the conduct of the evaluations • Evaluations must be accurate and well-documented • Evaluation methods must use transparent methods that provide valid and reliable information • Evaluation team members should have an opportunity to disassociate themselves from particular judgments and recommendations, and any unresolved differences of opinion within the team should be acknowledged in the report • Evaluations should be conducted in a complete and balanced manner so that the different perspectives are addressed and analyzed • Key findings must be substantiated through triangulation • Any conflict of interest should be addressed openly and honestly to avoid such conflict undermining the evaluation outcome 	<ul style="list-style-type: none"> • Conduct mid-term evaluations to ensure that progress is being made against set gender-sensitive targets and make corrections if needed in order to obtain planned outcomes • Evaluations should advance the goal of gender equity in society • Evaluations should be clearly set against a backdrop of the effect of gender socialization on gender identity and societal norms • Evaluations should assess whether the programme strategy dealt sensitively with the issue of gender, in recognition of the fact that failure to do so could result in negative impacts for the beneficiaries

	BROAD M&E GUIDELINES	ELABORATION OF GENDER SENSITIVE GUIDELINES
	IMPLEMENTATION OF THE EVALUATION PROCESS	
Reporting	<ul style="list-style-type: none"> A reader of an evaluation report must be able to understand: <i>the purpose of the evaluation; exactly what was evaluated; how the evaluation was designed and conducted; what evidence was found; what conclusion were drawn; what recommendations were made; and what lessons were distilled</i> The following information should be easily accessible in the first few pages of the report: <i>name of the subject(i.e. activity, programme, policy etc.) being evaluated; date; table of content, including annexes; name and organization(s) of the evaluators; name and address of the organization(s) that commissioned the evaluation;</i> Not all criteria are applicable to every evaluation. The rationale for not using a particular criterion should be explained in the report as should any limitations in applying the evaluation criteria. Performance standards or benchmarks used in the evaluation should also be described Findings regarding inputs for the completion of activities or process achievements should be distinguished clearly from outputs, outcomes and impact. Outcomes and impacts should include any unintended effects whether beneficial or harmful 	<ul style="list-style-type: none"> The evaluation report should include a description of the following: <i>how gender issues were implemented as a cross-cutting theme in programming, and if the project being evaluated paid sufficient attention to promoting gender equality and gender-sensitivity;</i> The evaluation report should also state whether the project being evaluated paid attention to: <i>the effects on marginalised, vulnerable and hard-to-reach groups; and whether it was informed by a human rights approach</i>
	BROAD M&E GUIDELINES	ELABORATION OF GENDER SENSITIVE GUIDELINES
	FOLLOW-UP	
	<ul style="list-style-type: none"> Follow-up should be systematically carried out on the implementation of the evaluation recommendations that have been accepted by management and/or the Governing Bodies 	<ul style="list-style-type: none"> Implementation of the evaluation recommendations that have been accepted should be continuously monitored for its gender sensitivity, until it becomes a part of the culture of the implementing bodies Some form of incentive, should be developed to recognize the organizations that are achieving progress in the implementation of recommendations that achieve the gender sensitive goals and objectives that were set out

7. ANNEX 2

OBJECTIVE HIERARCHY/TREE - MATERNAL MORTALITY



8. ANNEX 3

LOG FRAME MATRIX OF PROYECT TO REDUCE MATERNAL
MORTALITY AMONG 10-18 YEAR OLDS

PROJECT DESCRIPTION	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p>Goal: Reduce the incidence of maternal mortality among girls aged 10-18</p>	<p>1. The proportion of pregnant girls aged 10-18 who died while pregnant or within 42 days of termination of pregnancy, irrespective of the duration and the site of the pregnancy, from any cause related to or aggravated by the pregnancy or its management, but not from accidental or incidental causes.</p>	<p>1. Hospital administrative records 2. Census data from country statistical offices 3. Databases of international and regional organizations with comparative advantage in this area e.g. PAHO/WHO/CAREC</p>	<p>1. There is a strong capacity and capability for the collection of gender sensitive social statistics, including statistics on maternal mortality</p>
<p>Objective: Reduce the incidence of young girls, aged 10-18 that become pregnant</p> <p>Reduce the incidence of sexual abuse among adolescents 10-18</p> <p>Reduce the proportion of young girls, aged 10-18 that are sexually active at an early age</p>	<ol style="list-style-type: none"> 1. 50% reduction, over a two-year period, in pregnancy rates among girls aged 10-18, compared to baseline data 2. Increase in the use of birth control methods among sexually active adolescents of consenting age 3. Reduction in reports of incest among adolescent girls 4. Reduction in the reports of rape and sexual assault of adolescent girls 5. Reduction in the incidence of minors who reported having sex 6. Reduction in the incidence of adolescent girls who report having multiple sex partners 	<ol style="list-style-type: none"> 1. Data from Reproductive Health Surveys 2. Administrative records of Family Planning Agencies 3. Police records on reports of rape and incest 	<ol style="list-style-type: none"> 1. Reduction in reports are not due to poor response, including failure to report on behalf of minors, from duty bearers 2. Police maintain proper administrative records of reported incidents of rape and incest. 3. Gender norms are not so rigid and inflexible as to create resistance to any initiative to deal with the issue
<p>Outputs: Policy reforms Legislative reforms Social Programs Institutional reforms Capacity development</p>	<ol style="list-style-type: none"> 1. The development of policy for the introduction of HFLE in schools 2. Age-appropriate curriculum development for HFLE in primary and secondary schools 3. Training of teachers/educators to teach HFLE in schools 4. Drafting and enforcement of legislation that protects children from all forms of violence and abuse, including rape and sexual abuse, in and out of the home 5. Creation and identification of physical places of protection for children who need to be removed from places of abuse 6. Decentralization of Family 	<ol style="list-style-type: none"> 1. Ministry of education through administrative reports and interviews with key program and policy formulators 2. Reports of training activities conducted 3. Review of draft legislation (Justice Department) 4. Review of activities and the reports of the Social Welfare Department in the areas of child welfare and 	<p>Governments commitment and support to the creation of the legislative and policy environments within which these activities need to take place</p>

PROJECT DESCRIPTION	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
	<p>Planning Agencies (FPAs) to increase accessibility to adolescents</p> <p>7. Training of staff members of FPAs to deliver service that is confidential and preserves the dignity of clients</p>	<p>reproductive health</p> <p>5. Interviews with key social policy formulators in the relevant departments</p>	
<p>Activities/Inputs:</p> <ol style="list-style-type: none"> 1. Public Education activities using all forms of mass media, as well as popular communication 2. Workshops for parents and teachers on the education of children on issues related to HFLE 3. Legislative committee consisting of lawyers and gender experts to draft legislation and policies 4. Committee of educators and other stakeholders to draft education policy on the teaching of HFLE in schools and the development of relevant curricula in this area. 5. Financial resources, budgeted according to the components of the project 	<ol style="list-style-type: none"> 1. Number of Public service announcements delivered on radio, television and newspaper 2. Use of theatre, community announcements, flyers 3. Number of workshops conducted in schools within the areas in which the project is being implemented 4. Public consultations around the draft legislation and policies created 5. The introduction of HFLE curriculum, starting with a pilot test in at least two schools 	<ol style="list-style-type: none"> 1. Media analysis 2. Surveys 3. Interviews with school children and parents separately to evaluate their response to the new curriculum 4. Mid term reviews 	<p>Social values and norms are not so rigid as to preclude debate on matters relating to sexuality</p>

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