UNITED NATIONS

ECONOMIC AND SOCIAL COUNCIL

ECONOMIC COMMISSION FOR AFRICA
African Centre for Women

Meeting of the Committee on Women and Development
5-8 November, 2001
Addis Ababa, Ethiopia

Monitoring and Evaluation Programme of the African Plan of Action to accelerate the implementation of the Dakar and Beijing Platforms for Action 2000 – 2004

Facilitator's Guide

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Facilitator's Guide

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- Self-confidence, appreciation of one's strengths
- Commitment to gender and gender mainstreaming

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9.00 a.m.	Official Opening
10.30 a.m.	Tea Break
11.00 a.m.	Introductions
	Workshop Expectations
12.10 p.m.	Gender and Gender Mainstreaming
1.00 p.m.	Lunch
2.00 p.m.	National Gender Policy
3.00 p.m.	Monitoring and Evaluation
4.00 p.m.	Tea Break
4.30 p.m.	Result Based Management
5.30 p.m.	Lessons Learned
6.00 p.m.	Close

Day 2

8.30 a.m.	Recap of Day 1
9.00 a.m.	RBM – Exercise – Gender Mainstreaming
10.00 a.m.	Stakeholders in the M&E Process
11.00 a.m.	Tea Break
11.30 a.m.	Data and Information in the M&E Process
1.00 p.m.	Lunch
2.00 p.m.	Data Collection and Analysis
3.30 p.m.	Analysis of Qualitative Data
4.00 p.m.	Coffee/Tea
4.30 p.m.	Data Presentation
5.00 p.m.	M&E Framework
5.30 p.m.	Lessons Learned
6.00 p.m.	Close

Day 3

8.30 a.m.	Recap of Day 2

PART I: Programme Overview

This Facilitator's Guide is proposed foi use during training workshops in monitoring and evaluation (M&E) for national and sectoral Monitoring and Evaluation Officers in gender mainstreaming from the 5 sub-regions in Africa. It is designed to equip the participants with skills of monitoring and evaluating gender mainstreaming into national policies, strategies and programmes, familiarise them with the proposed M&E Tool and enable them to interpret and report on the results. The Facilitators will use the participatory learning methodology.

Participatory Learning Approach (PLA) is a process that will enable the participants to:

- Analyse their needs and challenges in the implementation of the African Plan of Action (APA)
- Identify and analyse possible solutions and resources to meet those needs and challenges
- Develop a plan of action for implementing those solutions

PLA will be used for the following reasons:

- When participants identify their needs, challenge themselves and come up with their own solutions, the results can be both enabling and sustainable.
- PLA allows participants to discover their own wealth of knowledge and capacity for problem analysis and solutions.
- Solutions that participants identify are more likely to be feasible and implementable.

Leaning Outcomes

Participants will be able to use the Monitoring and Evaluation Tool and to produce annual national reports of satisfactory quality.

Learning Outputs/Objectives

Knowledge/Skills:

- Gender, gender equality and gender mainstreaming, African Plan of Action, national gender policies and M&E programme
- Result Based Management (RBM)
- Monitoring and evaluation process, framework, skills and techniques
- Data collection, presentation, analysis, interpretation, dissemination and use
- Monitoring and Evaluation Tool
- Advocacy
- Implementation of APA

Attitudes
- Appreciation of the importance M&E process
- Self-confidence, appreciation of one's strengths
- Commitment to gender and gender mainstreaming

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4.30 p.m.	Data Presentation
5.00 p.m.	M&E Framework
5.30 p.m.	Lessons Learned
6.00 p.m.	Close

Day 3

8.30 a.m.	Recap of Day 2

9.00 a.m.	Presentation of the ACW M&E Tool
10.30 a.m.	Tea Break
11.00 a.m.	Challenges of Implementation of the M&E Programme
12.00 p.m.	Advocacy Strategy
1.00 p.m.	Lunch
2.00 p.m.	Action Plan
3.30 p.m.	Workshop Evaluation
4.00 p.m.	Official Closing (Members of the public invited)
6.00 p.m.	Close

Preparing and Conducting the Programme

The facilitators should study the participants' profiles before making a decision on exercises that will be used. The programme will require a minimum of three days, as per the suggested timetable.

Suggested Number and Mix of Participants

The number of participants should not exceed 30 because of group work and individual action plans.

Overall Methodology/Participatory Learning

PLA is based on the needs identified and other participatory approaches. PLA will be used to empower participants to identify and analyse challenges in the M&E and acquire skills and techniques to deal with those challenges. All the learning activities are based on the examples of from the Monitoring and Evaluation Tool. The emphasis in the Guide is on the acquisition of skills although attitudinal changes may occur as a result of the workshop.

Training methodology is practical, using extensively the principles of action training. Facilitators should introduce the concepts in short sessions, followed by extensive group discussions, plenary presentations and practical exercises for skill training. A variety of facilitation methodologies should be used while developing skills and presenting topics in practice sessions. Topics should be presented through discussions, demonstrations, brainstorming sessions and simulation and practical exercises. Every session should be summarised by participants as "lessons learned and application for M&E Programme".

Group discussions are most effective when a group size is between five and eight. A member of a group should present group findings. Ensure that it is not the same member presented all the time. Group discussions should be democratic. Participants should elect a chairperson. Everybody should contribute. The facilitators and participants should agree on ground rules for group participation and ensure that those rules are followed.

The Guide is in the draft form and has to be tested. Once it is used for training, tools and methodologies may become richer as a result of the input from trainees and practitioners in M&E.

Energisers

Games and energisers can be used during evenings or when the participants need a break. The energisers are included in the appendix A. Suggested energisers that will assist the participants not only to have a break but also explore their creativity include:

- Nine dots exercise
- How many socks?
- Stereotypes

Daily Reviews

Time should be scheduled at the end of every day for the evaluation of the day's activities. This evaluation can be part of the daily debriefing, when participants gather to draw the lessons learned for the day and plan for the next day. The timetable should have an in-built flexibility to allow for modification depending on the results of the daily evaluations. The daily evaluations will be done orally. Trainers must guard against being defensive when receiving negative feedback. Questions asked should include:

- What did you learn today that would help you most in the implementation of the M&E?
- What topic was not covered adequately and may need more emphasis?
- What should be done differently tomorrow?
- What other comments do you have?

Evaluation of Reaction, Learning and Results

Final evaluation of the participants' reaction to learning will be done by the end of the workshop. The evaluation form is attached in the appendix B. Evaluation of learning application of knowledge and skills acquired) should be conducted by trainers through follow up on participants' action plan.

Suggested Materials and Equipment

The following materials and equipment are required for the suggested activities:
- Participants' manual containing key points for each sessions, checklists, case studies, analytical frameworks, handouts and suggestions.
- Flip charts, markers, tape, paper, pens and pencils
- Index cards or VIPP cards

How to Use this Guide

The manual is designed to assist the facilitators to impart skills and techniques necessary for officers to carry out the M&E process. Participants will therefore develop checklists and perform practical exercises in order to acquire the necessary skills. Each participant will develop an action plan in two copies. The participants will go with the original and a copy will be retained by the trainers for the follow-up.

PART II: The Programme

DAY ONE

Introductory Session: Introduction and Expectations

Suggested duration: 60 minutes

Session output:

- Getting to know each other
- Familiarisation with the UN-ECA African Centre for Women, the African Plan of Action and M&E Programme
- Appreciation that we need to get "out of the box"
- Levelling of expectations

Required materials:

- The nine dot exercise

Learning activities

A   Introduction (30 minutes)

The workshop will start with the introduction. Ask the participants to give their name, including how they wished to be called, their home place, brief life history and brief statement on their expectations about the workshop. The facilitators will then give a brief background to the UN-ECA's African Centre for Women (ACW) and discuss the role of participants in the APA.

ACW – one of the substantive divisions of the ECA which was created in 1975. It has the mandate of the UN to promote gender equality and the advancement of women. The Centre works with governmental institutions and the civil society at the national, sub-regional, regional and international levels. It reports to a governing body, the Committee on Women and Development, which consists of 19 ECA member States, 16 national and subregional NGOs and 4 resource persons selected on the basis of their personal profiles.

B   Getting out of the box (10 minutes)

The facilitator then gives the participants a nine-dot exercise. The participants then discuss the importance of "getting out of the box", of appreciating that the conventional methods do not work, and that we need to start thinking differently.

C   Levelling Expectations (10 minutes)

The facilitator gives the workshop objectives from the point of view of organisers (See page 1). She or he then goes with the participants through their expectations, asking questions such as "Is this really possible? Can we achieve this within the given time?" The agreed upon expectations are recorded on the flip chart. The flip chart is put on the wall so that by the end of the workshop the participants can refer to them during the workshop evaluation.

D   Norms and Working Procedures (10 minutes)

Agree with the participants on the working procedures that the participants will follow during the workshop. The facilitators should ensure that issues such as timekeeping, one person talking at a time, etc. are addressed. ach group comes up with the list of workshop expectations. Facilitators sit in one group and come up with the list of their expectations.

Topic: Gender, Gender Mainstreaming and National Gender Policy

Outputs:

- Consensus on the definitions of gender, gender equity and gender mainstreaming
- Understanding of the M&E process in the context of the APA implementation

Learning Activities

A   Gender and Gender Mainstreaming (30 minutes)

1. Brainstorm and write up on flip paper two word explanations for the terms: SEX, WOMEN and GENDER
2. Use the results of the brainstorming to briefly describe and summarise the differences between sex, women and gender. Give some examples of the differences, if needed.

Sample responses may include:

SEX	WOMEN	GENDER
Male or female	Mother	Inequality
Masculine	Weaker sex	Power
Feminine	Sisters	Discrimination
Physical attributes	Fairer sex	Descriptive terms for women and men

Reproduction	Softer	Cruelty to women
Husband and wife	Authority (Mother)	Roles
Biological	Maternal	Domination
Relationships	Cook	Liberation
Roles	Discipline	Feminism
Inequality	Caring	New man
Childbearing	Breast feeding	Political
Pregnancy	Pregnancy	Non-static
Responsibility	Period	Human rights
	Not homogeneous	Planning
	Submission	Advocacy
	Tenderness	Mobilisation
	Beauty	Misunderstood
	Love	

Summarise main points.

"Sex" describes biological differences
"Women" assumes a homogeneous category
"Gender" is socially constructed and recognises the economic, social and political relations between women and men in different contexts. Gender crosscuts class, ethnicity, religion and age.
Gender relations are context specific.
Gender relations are not universal; therefore it is not possible to make assumptions.
Gender relations can and do change.
Gender relations can be resistant to change.
Gender relations are interactive and inseparable.
Women and men have different decision-making powers, different access to and control over resources and different needs. Women are often subordinate in gender relations.

Summarise the definition of gender.

Gender refers to socially constructed roles and socially learned behaviours and expectations associated with women and men. Women and men are different biologically and these biological differences are not an issue in gender. How different cultures interpret these biological differences, assigning certain behaviour and activities to women and men, what rights, resources and power they possess by virtue of their gender, constitute gender issues. Although they may be some variations across Africa, there are also many similarities. For example, across African cultures, primary responsibility for small children is given to women, and in most African cultures land is a resources that is often controlled by men. All societies experience gender differences and disparities to various degrees. Although these disparities may take time to change, they are

dynamic and not static. In times they may change radically in response to policy and changing socio-economic conditions.

Ask the participants to give you an example of such changes that they have witnessed.

Brainstorm with the participants on the definition of gender equality. Record all the answers on the flip chart. Review, combine, subtract if necessary, classify, and reach the consensus. Summarise.

Gender equality refers to:

1. Equality under law
2. Equality of opportunities (rewards, access to resources that enable opportunities, etc.)
3. Equality of voice (the ability to influence and contribute towards the developmental process)

B   Gender Mainstreaming (30 minutes)

Distribute the document Mainstreaming Gender in REFUGEE ASSISTANCE (RA), a local NGO in East Africa. Ask the participants to discuss the mainstreaming of gender in RA in groups and answer the two questions.

Policy on Gender Mainstreaming in REFUGEE ASSISTANCE (RA)

REFUGEE ASSISTANCE recognises the existence of embedded gender disparities in the protection and promotion of refugee rights. Therefore, REFUGEE ASSISTANCE will work towards gender equity within REFUGEE ASSISTANCE by:

1. *Develop a policy on gender equality. The policy contains the objectives, implementation modalities, and responsibility for the implementation, M&E arrangements and sanctions for non-compliance.*
2. *Mainstreaming gender in its administration and programmes, through taking into account gender dimensions in all policies, administrative structures, programmes and operations to ensure that women are adequately represented at all levels of decision-making.*
3. *Developing, advocating and promoting gender responsiveness among staff, stakeholders and consultants.*
4. *Strengthening the capacity of staff for gender responsive programming and orientation.*
5. *Undertake gender analysis as pre-requisite in project identification, appraisal, design, planning, and implementation and M&E.*
6. *Design programmes that target both women and men as equal beneficiaries, participants and sources of information.*
7. *Desegregate all data by gender.*
8. *Stating the commitment to gender equality in all reports.*

9. Working towards creating an understanding that addressing women's strategic needs is not a stereotype struggle over power and resources but a change towards social justice, equality and development.

REFUGEE ASSISTANCE will:

1. Undertake gender analysis prior to programme development in order to identify the relevant components to include for gender mainstreaming, define outcomes and get the relevant baseline data for development of gender indicators.
2. Design projects (or encourage stakeholders to design) that target both men and women equally at all project stages: identification, design, and implementation, M&E.
3. Create structures and opportunities that will enable women to participate in decision-making.
4. Develop indicators that meet refugee women's practical needs (short-term) and strategic needs (e.g. redefinition of gender power relations, women get control of resources, etc.).
5. Desegregate all data and information by gender. Conduct periodic evaluation on implementation of gender mainstreaming and the achievement of stated objectives as per developed gender equality indicators.
6. Keep an up-dated inventory of gender specialists.
7. Include awareness of and adherence to gender issues in terms of reference for any consultant.
8. Brief any visiting mission on gender mainstreaming in REFUGEE ASSISTANCE programmes.
9. Hold regular consultations for sharing experiences and information with REFUGEE ASSISTANCE staff, GOK officers and other stakeholders.
10. Work towards gender balance among programme staff and consultants.
11. Incorporate gender as a special topic in REFUGEE ASSISTANCE annual reviews.
12. Ensure gender sensitive language in all reports and correspondence.
13. Ensure that staff, consultants and stakeholders are aware of the national and international human rights instruments for the promotion and protection of women's rights.

Gender Specific Obligations

1. Data and information in all REFUGEE ASSISTANCE reports will be gender segregated and presented in such a way as to show the different results all actions have on (fe)male persons.
2. Methodologies, information and analysis that promote gender equality for monitoring and reporting will be used. All reports will pay attention to the gender biases underlying the economic, social and cultural rights of refugee women.
3. Gender sensitive nouns and pronouns will be used whenever referring to (fe)male persons and relations. The noun man or woman will be used as (wo)man, and girl/boy. Use of the pronoun he will be replaced by she and he, while hers/his will replace his.
4. Where illustrations are used, care will be taken to avoid gender stereotyping.
5. Identifying women professionals by their marital or family status or physical appearances will be strictly avoided.

6. *Tokenism will be avoided. Issues that specifically address the gender (im)balance and gender (dis)parities will be placed centrally in reports and not as an appendix.*
7. *Name title used will be Mr. and Ms.*
8.

Questions:

1. What are the main components of RA's gender mainstreaming policy?
2. What would gender mainstreaming mean for a Government ministry? Give specific examples.

Possible answers from groups may include:

- Commitment to gender equality (policy)
- Advocacy
- Capacity-building
- Addresses gender issues at all levels, programmes and organisation
- All data and information is segregated on gender basis
- Recognises that there is a need for responsive gender programme
- Monitoring and evaluation of the gender mainstreaming (sanctions)
- Allocating responsibility for implementation of the policy

Summarise the session with the definition of gender mainstreaming and components of mainstreaming.

Gender mainstreaming can be defined as the (re) organisation, improvement, development and evaluation of policy processes, so that gender equality perspective is incorporated in policies at all levels and at all stages, by all the actors normally involved in policy in policy-making.

The first step of a gender mainstreaming policy plan consists in giving an overview of the degree to which the necessary prerequisites and facilitating conditions, which stipulate the framework for mainstreaming, are available. Not all prerequisites have to be met in order to be able to start gender mainstreaming. The following questions are meant to help in identifying more clearly what could be a possible asset, what could be a problem when starting gender mainstreaming.

Considering these necessary prerequisites and facilitating conditions, the following aspects should be kept in mind:

✓ Is there political will?
- To what degree has the goal of gender equality already been accepted and defined as one of the important goals for the institution to obtain?
- Do current institutional commitments explain the importance of achieving gender equality in all areas of the institution's work?

- Do they state the intention to mainstream a gender equality perspective into all policies and programmes?
- Do they indicate that the objective is that these programmes and policies will effectively promote and lead to gender equality?
- Has the institution set clear criteria for gender mainstreaming?
- To what degree is there awareness in the institution of gender equality issues?
- Is the political will to adopt the goal of gender equality visible?
- Where is the political will concentrated in the governing bodies, the Cabinet, Division/Sector Heads?
- Does the institution have a mission statement or any other document on gender equality?
- Does the institution have a mission statement or any other document on gender mainstreaming?
- To what extent have existing commitments been put into practice?
- Is there support for gender equality in the administration?
- What is the mandate of the equality machinery within the institution?
- What are its human and budgetary tools and resources?
- What is the position of the gender equality machinery in the hierarchy of the institution?
- What equal opportunities and anti-discrimination policies, rules and regulations exist and how comprehensive are they?
- How much capacity does the gender equality unit have to build up further gender expertise?
- What specific equality policies do exist?
- Are there focal points on gender equality at relevant levels or parts of the institution?

- ✓ What statistics are available?
- How complete is the range of statistics available now, compared to what is needed for gender mainstreaming?
- Are regular statistics desegregated by sex? By other background variables?

- ✓ Is comprehensive knowledge of gender relations available?
- Is comprehensive knowledge of gender relations available within the institution? If so, where can it be found?
- Does the institution have access to outside gender expertise, such as women's or gender studies, available in universities?
- Does the institution have effective relationships with gender experts in other bodies (NGOs, research and documentation centres)?

- ✓ How does the administration work?
- How is the decision-making process organised?
- What actors are normally involved in policy-making?
- Which steps are taken to involve them in mainstreaming?
- Who is normally responsible?

- What are key positions in the administration in relation to mainstreaming?
- How are key administrators trained?

✓ Where are funds and human resources to be found?
- What financial and human resources will be needed for gender mainstreaming?
- What budget is available for specific gender equality policy?
- What decisions are needed to reallocate regular financial or human resources for gender mainstreaming?

It is important to draw a precise picture of the degree to which these prerequisites or facilitating conditions are available. Some of the prerequisites mentioned above might not yet be available, but could be easily achieved in the near future. In that case, the question to ask is what, in terms of money, time and input of human resources is necessary in order to achieve them. A precise overview of the available necessary prerequisites and facilitating conditions outlines the framework in which gender mainstreaming can take place. It gives a clear picture of the margin for mainstreaming, e.g. this overview might already indicate the actors available and initiatives that can be taken. In that way, it helps to put the task of mainstreaming in a realistic perspective.

Responsibilities for Gender Mainstreaming

Senior decision-makers and managers have primary responsibility for mainstreaming gender and for providing leadership in the implementation of gender policies. Gender Focal Points are not required to assume sole responsibility for the mainstreaming of gender equality considerations. They have a major responsibility for being catalysts for change.

To be effective as catalysts for change GENDER FOCAL POINTS must have strengthened capabilities and the support of senior management.

Gender Focal points have a specific responsibility to:
- Co-ordinate work on gender mainstreaming;
- Facilitate the work of others;
- Collect and disseminate information;
- Act as catalysts
- Connect people together as they integrate gender into their responsibilities.

C   *National Gender Policy (NGP) (30 minutes)*

In small groups of 3, participants define:
1. What is the NGP?
2. What are the objectives of the NGP?
3. What should the NGP include?

Record answers on the flipchart. Panel discussion follows. The facilitator summarises and leads the participants through a checklist on assessing an institutional gender policy.

National Gender Policy

This is an important indicator of a government's commitment to gender equality. The GNP should be designed to ensure that concrete measures are taken at the national level to achieve the goals set. The GNP should complement the National Development Plan.

The GNP should include:

- A policy statement and sectoral plans to mainstream gender in al policies, plans and programmes in all sectors of government;
- A policy statement with clear goals and objectives, including sectoral targets, which reflect national priorities in relation to international action plans and which include such critical areas as women's economic empowerment, the participation of women in political decision-making, and women's' rights as human rights;
- A strategy and timetable for the revision of existing policies and administrative procedures to bring them in line with the goals of the Plan. This may include legislative or administrative instructions or procedures from the highest political authority and accountability measures to elicit and sustain effective participation at all levels in the implementation of the Policy
- Broad guidelines on engendering macroeconomic and sectoral government policies and programmes
- A strategy and timeframe for the review of national legislation and practices to eliminate discrimination on the basis of sex, and to adopt necessary legislation for promoting and protecting women" human rights and
- A strategy for the mobilisation of resources – human, technical and financial to support implementation of the policy.

The policy should provide clear guidelines on measures to be taken on:

- Engendering work plans of all government ministries
- Timeframe for implementation and
- Indicators for monitoring and evaluation

Implementing the NGP requires the following steps:

- Securing political and administrative commitment at the highest level, including that of the President, Prime Minister, Cabinet, individual ministers or equivalent office holders, and senior managers
- Putting in place integrated structures and mechanisms, and appropriate administrative processes and procedures, including accountability measures to implement the policy

- Securing partnership and collaboration among the key stakeholders and
- Developing an effective monitoring and evaluation process

Other initiatives in the implementation of the GNP include;

- Designing and implementing a programme of gender analysis training
- An effective communication strategy to raise public awareness about and support for the NGP

The mainstreaming of gender equality goals into all the activities of an institution presupposes transformation of the organisation. Transformation means recognising that gender is not just about programmes, policies and personnel balance, but also about institutional culture. It is about caring, flexibility and empowerment, which affects behaviour, rules, programmes and impacts. Each individual stands to benefit and each individual must take responsibility.

D   Monitoring and Evaluation (30 minutes)

Monitoring

Individuals write their definition of monitoring on a blue card. The individuals share their definitions in groups and agree on the common definition of MONITORING. The agreed upon definition is then written on the flip chart paper. The group then continues discussion on the following two aspects:

- What are the common questions asked in a monitoring?
- How are the results of the monitoring used?

The groups present their definitions, common questions and uses of results on the flip chart and display flipcharts on the wall. Participants move around reading the flip charts. A panel discussion follows on the group presentation to arrive at the consensus on the:

1. Definition of monitoring
2. Common questions asked
3. Uses of monitoring results

Monitoring is a continuous, methodical process of data collection and information gathering throughout the life of a project or programme. Monitoring can also systematically track a particular condition or a set of conditions such as the situation of women, to identify trends. Monitoring does the following:

- Tracks resources, staff employed and output results achieved. It matches performance with the planned schedule.
- Reviews aspects of the programme outside the control of management.

- Detects failures and provides an early warning system.
- Detects successes and positive results.
- Provides necessary information for evaluation.

Common questions in monitoring are:

- Are we on schedule?
- Are we within our budget?
- Is our output of required quality?
- How are we using our inputs?
- How is beneficiaries' participation?
- What about gender concerns?
- What about environmental concerns?
- Are the assumptions valid?

Monitoring information is used for taking any corrective action or making the necessary adjustments.

In monitoring, information for tracking progress against agreed on plans and milestones is routinely collected. Changes resulting from activities are identified. When there is gap between actual and expected results, the corrective action can be taken. Monitoring also tracks the use of resources. Monitoring helps managers with information needed to:

- Analyse the current situation
- Identify problems and challenges and find solutions
- Discover trends and patterns
- Keep programme activities on schedule
- Make decisions about human, financial and material resources

Monitoring is carried out by programme staff through field visits, review of service delivery, input from MIS and from reviews of programme quarterly reports and other reporting documents.

Evaluation

Individuals write their definition of evaluation on a red card. The individuals share their definitions in groups and agree on the common definition of EVALUATION. The agreed upon definition is then written on the flip chart paper. The group then continues discussion on the following two aspects:
- What are the common questions asked in evaluation?
- How are the results of the evaluation used?

The groups present their definitions, common questions and uses of results on the flip chart and display flipcharts on the wall. Participants move around reading the flip charts. A panel discussion follows on the group presentation to arrive at the consensus on the:

- Definition of evaluation
- Common questions asked
- Uses of evaluation results

Evaluation is learning and management tool, an assessment of what has taken place in order to improve future work and plans. In the evaluation we measure, analyse and interpret changes in order to determine how far the objectives have been achieved, have the initial assumptions been valid and to make overall judgements of programme effectiveness, efficiency, relevance, impact and sustainability. Evaluation differs from monitoring in timing, focus and level of detail.

Evaluation uses information collected from monitoring but also usually needs additional information. Evaluation uses baseline data collected at the beginning of the project or programme, against which a progress can be measured. It looks at the relevance, effectiveness and impact, with the aim of improving the existing project, programme or situation and influence future policies, programmes and projects. Evaluation involves an assessment of results (what was accomplished) and process (how it was accomplished). Lessons learned from the evaluation should be incorporated in future planning. Evaluation can be conducted periodically, mid-term, at the end of a programme (final evaluation) or after the end of the programme (post-evaluation).

E   The Monitoring and Evaluation Programme in the Implementation of the APA (30 minutes)

Discuss with the participants the objectives and scope of the M&E Programme. The M & E Programme focuses on the performance of governments in relation to their commitments, as reflected by political will and the existence of viable mechanisms to co-ordinate and monitor how governments implement their commitments.

The implementation of the African Platform for Action is the primary responsibility of African Governments and peoples. The ADB, ECA and OAU were mandated to closely monitor the implementation of the Platform and to submit periodic reports to Council of Ministers.

The overall goal of the monitoring and evaluation programme is to promote and advocate for the integration of the gender dimension into national development policies, plans and programmes, with the aim of contributing toward policy adjustment and strategies that will accelerate the achievement of gender equality and sustainable development.

Under **coordination mechanisms**, the focus will be on:

At National Level:

- Existence of a viable mechanism to coordinate and monitor how governments implement their commitments.

Box 1: Focus of the monitoring and evaluation programme:
Box 1: Focus of the monitoring and evaluation programme: • **Performance of governments** in relation to their commitments as reflected by political will and the existence of a viable mechanism to co-ordinate and monitor how governments implement their commitments.   • **National gender policy** for engendering national development policies, plans and programmes, with emphasis on its scope, contents and process of implementation.   • **Institutional mechanisms** for **coordination** and **accountability** put in place to facilitate implementation of national gender policy.   • Mechanisms set up for **capacity building** in order to facilitate implementation of the gender policy.

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- Demonstration by the mechanism, of
  its mandate, location, financial and human
  resource allocation, and action oriented
  recommendations.
- Access to information by the mechanism,
  with regard to who and where actors are
  at national, provincial, and local levels,
  and what constitutes their activities.

At Sub-regional Level:

- The establishment of and/or strengthening of a gender mechanism responsible for overseeing and coordinating follow-up to the Platforms in each Regional Economic Commission (REC).

At Regional Level:

- Strengthening of the gender units of the ECA, OAU and ADB to play the coordinating role at the regional level as well.

Under **accountability mechanisms**, the focus will be on:

At National Level:

- The political will to facilitate the work of the coordinating committee as demonstrated by the provisions of the statutory decisions establishing them. The decisions should stipulate the mandate, powers and functioning modalities of the Committees, including the nature of the reporting meetings.
- Decentralization of accountability mechanisms to provincial and local levels and equipping of the same, with the necessary mandate and authority to function similarly to their equivalents at the national level.
- Transparency of the Committees at the national, provincial and local levels. Their membership, mode of operation including their rules and regulations should be open and available to the public including the media.
- Provision of sufficient resources to the Committees.
- Provision of training programmes to the members of the Committees, so as to equip them with the necessary knowledge and skills for the purpose of evaluating government performance.

At Sub-regional Level:

- RECs' performance reports to the heads of State through the Council of Ministers in each subregion.

At Regional Level:

- Monitoring of the effectiveness of the mode of operation of each of the three regional institutions (ECA, OAU and ADB) by the respective structures to which they are accountable.

The capacity building process will be monitored along the following parameters.

At National Level:

- Building capacity for mainstreaming gender by planning and executing training programmes in gender analysis, planning and programming for policy makers and high level managers in all government ministries as well as parliamentarians.
- Ensure gender mainstreaming in government structures at the provincial and local levels - heads in government sectors, provincial and local councillors should all be trained in gender analysis, planning and programming.

At Sub-regional Level:

- The parameters discussed above are applicable at the sub-regional level. Each of the sub-regional RECs should formulate a capacity building programme for staff at all levels in order to facilitate the mainstreaming of gender in all its operations.

At Regional Level:

Each of the regional institutions should formulate an internal policy for training staff in mainstreaming gender in all its work and ensure that it responds to the parameters above.

In groups the participants discuss the following questions:

1. What will be the focus of M&E Programme at the sectoral level?
2. What will be the focus of the M&E Programme at the local (district, province, etc) level?
3. What will be the focus of the M&E Programme at the NGO or programme level?

Groups present their findings in plenary. The facilitators summarise.

F   Introduction to Result Based Management (RBM) (30 minutes)

Introduce RBM. Use small group planning technique and ask the participants to define (i) result and (ii) management. Record the answers on the flip chart.

RBM is a process of designing and managing an environment in which individuals work together to accomplish measurable results. This process helps managers and employees to redirect their efforts by using lessons learned from the past in future decision-making.

By RBM we mean:

1. Defining realistic expected results, based on external and internal analysis
2. Clearly identifying our beneficiaries and designing programmes to meet their needs
3. Monitoring progress towards results and resources used by using appropriate indicators
4. Identifying and managing risks
5. Documenting lessons learned and using them for replanning
6. Reporting on the results achieved and resources involved.

Now assess yourself and see how result oriented are you by answering the four questions:

1. Are you excessively concerned with protocol, compliance and procedures?
2. Do you negotiate out of self-interest, or with building stakeholder consensus in mind?
3. Are you more concerned with planning activities, then defining results?
4. Do you analyse the cause-effect relationships between activities and results?

If you answered no to the first three questions and yes to the fourth one, then you are highly result oriented.

Ask the participants: "What are the main benefits of the RBM"? Possible answers may include:

- Better method of managing
- RBM generates a greater spirit of participation
- More effective communication with stakeholders
- Objectives are concrete and well defined
- Responsibilities and accountabilities are clear
- Critical assumptions and risks are analysed and monitored
- Forces an organisation to collect baseline data for monitoring
- Improved reporting

What is a result/indicator?

Discuss with the participants the definition of a result and the indicator.

A result is a desirable or measurable change resulting from a cause-effect relationship. A result can be defined clearly in the form of impacts, outcomes and outputs of planned activities so that progress towards achieving results can be cleanly demonstrated.

So in summary the RBM approach requires:

- Collaboration with partners and beneficiaries
- Planning for expected results
- Identifying critical assumptions and risks
- Determining appropriate performance indicators

- Monitoring indicators and progress towards results
- Reporting on performance
- Applying lessons learned for future decision-making.

Using the diagram, summarise RBM.

RESOURCES ⟹ TRANSFORMATION TO ACTIVITIES ⟹ RESULTS

Now ask the groups to define resources and transformation to activities.

Resources include organisational governance and management systems, skills, intellectual competencies, funds, information and other physical and material resources.

Transformation process occurs through programme and project activities.

Now lead the participants through definition of results at three levels, outputs, outcomes and impact using the example of this workshop. In small groups the participants define results and indicators at the level of outputs. Those results will be in terms of increased capacity (skills, knowledge) and increased awareness (appreciation of the importance of the M&E).

Outputs are short-term development results that are logical consequence of project activities. An example would be "40 people trained in M&E of gender mainstreaming".

Now lead the participants through definition of a result at the outcome level. Outcomes are defined in terms of actions that come as a consequence of one or several outputs.

An outcome is a medium term developmental result that is a logical consequence of achieving a combination of outputs. An example would be "40 people monitoring gender mainstreaming".

Repeat the process for impact.

An impact is a long-term developmental result that is the logical consequence of achieving a combination of outputs and outcomes. An example would be "gender sensitive policies".

OUTPUTS ⟹ OUTCOMES ⟹ IMPACT

RBM is therefore based on three Rs:
1. Results: outputs, outcomes and impact
2. Resources: money, material, organisation, people, information, skills
3. Reach: project delivery partners, intermediate groups, beneficiaries, and society

G   Indicators (30 minutes)

Introduce indicators. Define an indicator with the participants. Every result has to be defined in terms of indicators.

An indicator is a variable, measure or criterion used to assist in verifying whether a proposed change has occurred, and thus whether an impact or outcome has been achieved. Indicators provide a standard against which we assess the progress. Indicators can be direct or indirect when a direct measure is not feasible or cost effective.

Emphasise that indicators define results. Use small group planning technique (participants sit in groups of 3 in the training room and work while the facilitator leads the session). Small groups develop three indicators at the five levels using the example of this workshop:

1. Input indicators will describe what goes into the programme, such as a number of hours in training, funds spent, etc.
2. Process indicators describe programme activities such as the number of training sessions held, the number of sensitisation materials developed, etc.
3. Output indicators describe immediate results of programme such as the number of policy makers trained, the number of ministries that have mainstreamed gender, etc.
4. Outcome indicators describe the change in condition or behaviour as a result of one or several outputs.
5. Impact indicators measure actual change in condition of the basic problem identified.

Now ask the groups to assess the indicators that they have developed against the following eight criteria:

1. Validity: actually measure what they intended to measure.
2. Reliability: produce the same results when used more than once to measure precisely the same phenomenon.
3. Relevance: should apply to outputs, outcomes and impact.
4. Sensitivity: to the situation being observed, reflect changes of the phenomenon under study.
5. Specificity: measure only what they are intended to measure.
6. Operationality: be measurable or quantifiable with developed and tested definitions and reference standards.
7. Cost-effectiveness: results should be worth the time and money it cost to apply/collect them
8. Timeliness: it should be possible to collect data in reasonable time.

Make sure that all the indicators developed by small groups meet the eight criteria.

Discuss the value and characteristics of quantitative and qualitative indicators. Why are the qualitative indicators so important yet so difficult to develop? How do we measure political will and

commitment? Give examples of impact, outcome and output indicators? What are the process indicators that measure what is being done and how it is being done? Illustrate each indicator with an example. An example of an impact indicator can be number and quality of reforms in legal and economic institutions in order to establish a foundation for equal rights and opportunities for women and men, increased access and control resources for women and equal representation in the decision making.

Go through the table and discuss indicators in terms of importance and ease of data collection.

	Data Collection		
Importance of Indicator	Easy	Feasible	Difficult
High	High priority	Worth collecting if possible	Worth collecting if possible
Low	Worth collecting part of instrument for "important indicator"	Worth collecting part of instrument for "important indicator"	Low priority

Summarise the session with the relationships between programme hierarchy, (cause-effect logic), types of information and monitoring and evaluation activities.

Hierarchy of Cause-Effect Logic	Types of Information	Monitoring Activities	Evaluation Activities
Impact	Impacts (fundamental sustainable changes in the lives of people)	Few, if any	Summative or ex-post evaluation
Outcome (Effects)	Behavioural and system changes	May use periodic assessment to measure change	Formative and summative evaluations; annual reviews
Outputs	Outputs (goods and services produced)	Regular verification and reporting	Formative and summative evaluations; annual reviews
Processes	Activity targets	Regular verification and reporting	Usually assessed through analysis of monitoring data
Inputs	Planned inputs	Regular verification and reporting	Usually assessed through analysis of monitoring data

Before you conclude the session, request the participants to complete the short exercise on matching terms and definitions that we dealt with today (5 minutes).

Impact   1 . The process of routinely gathering information on all aspects of the project in order to take corrective action if necessary.

Monitoring   2. Direct result of process, results of project activities.

Indicators   3. Sustainable improvement in human conditions and well-being.

Output   4. Resources needed by the project.

Outcome   5. Improvement in access to or quality of resources and changes in practices.
indicator

Inputs   6. Measures used to ascertain or verify that a planned change has occurred.

Outcome   7. Describe a range of conditions or behaviour as a result of achieving output(s).
Process   8. Describe what goes into the project, project activities, such as the number of
indicator   hours of training, the number of people attending a consultative meeting, etc.

Answers:
Impact – 3
Monitoring – 1
Indicators – 6
Output – 2
Outcome indicator – 7
Process indicator – 8
Inputs – 4
Outcome - 5

H   Lessons Learned (10 minutes)

One of the participants summarises lessons learned and applications of skills to the M&E Programme.

DAY TWO

A   Recap of Day 1 (30 minutes)

One of the participants recaps day 1, particularly lessons learned and the application of skills to the M&E Programme.

B   Development of Indicators – Practical Session (30 minutes)

In groups, the participants identify five indicators of the gender mainstreaming into the national policies and strategies at the impact, outcome and output levels. Each group deals with all levels. After the presentation the participants use the checklist for "good indicators" to assess their work. Do the developed indicators meet the eight criteria? What is missing? The plenary gives suggestions on how the indicators that did not meet the eight criteria could be improved.

C   Stakeholders in the Evaluation Process (30 minutes)

Introduce by asking the participants the question: "Who are the stakeholders in an evaluation process"? In any evaluation there are many interested parties (stakeholders) with different and sometimes conflicting agendas that may constitute occasionally grounds for conflict. The facilitator then starts the exercise according to the following steps:

1. The participants agree in plenary on the stakeholders in the M&E process in the National Gender Mainstreaming Programme.
2. The facilitator and the participants divide the stakeholders equally am9ng the groups. Each group will deal with 2 – 4 stakeholders depending on the number of the groups.
3. The groups define agenda for each stakeholder and potential for conflict. Each group also suggests ways of preventing the conflict (diffusing it in advance) or dealing with it when and if it arises. Each group writes answers on the small stickers and then stick them on the brown paper on the wall.
4. Groups review each others' work from the brown paper on the wall and receive input from other groups.

Format of the Group Discussion

Stakeholder	Agenda	Potential areas of conflict	Strategies for preventing conflict	Strategies for dealing with conflict once it occurs
NFP				
Sectoral ministries				
Cabinet				
Parliament				
African Centre for Women				
Donors				

NGOs				
Local authorities				
Ordinary African Women				
Ordinary African Men				
Women Organisations				
Others (specify)				

Possible answers may include:

Stakeholder	Agenda	Potential areas of conflict	Strategies for preventing conflict	Strategies for dealing with conflict once it occurs
Government	Formulation of gender policy	Ignorance on the part of policy makers	Advocacy and sensitisation, capacity building	Dialogue
NGOs	Complimenting the government in development	Lack of clarity of roles between NGOs and government, duplication of effort, competing for funds	Mechanisms for dialogue between government and NGOs, defining of roles, joint fundraising	NGO policy arbitration requirements will be implemented (made up different bodies)
Women	Eradication of harmful practices,	Resistance from traditional authorities, men, government and	Sensitisation campaign, counselling and those who are affected are rehabilitated, treatment, punishment with those who have not complied with the law	
Men	Giving women a chance to participate	Gender issues such as equality	Advocacy and sensitisation	Dialogue
Legislators	Establishment of national gender	Geographical location, low level	Creating awareness, capacity building,	Prompt response to

	policy	income,		problem areas, advocating
Politicians	To	Inadequate,	Proper advocacy on gender sensitisation	Dialogue and lobby
Traditional rulers	Changing attitudes on gender and complimenting government		Sensitisation and mobilisation	Creating good environment for dialogue
CBOs	Economic empowerment, train entrepreneurs	Financing, acknowledge from government especially when programmes conflict, men preventing their women from participating in NGOs	Accountability and honesty, mobilisation of sympathisers	Record keeping and mobilisation and
Corporate bodies	Mainstream gender by employing more women – reduced taxes, improve the image of women	If taxes are not reduced, inflation will occur – there will be resistance, women may not be employed in certain areas	Monitor governments, allow women to work in whatever area they want	Mechanisms for dialogue

The participants report in plenary. The facilitators summarise the session.

Topics:

- Data and Information in the M&E Process
- M&E Framework

Learning Outputs

By the end of the day the participants will be able to:
- Develop M&E Matrix
- Analyse various methods in data collection, presentation, analysis and dissemination
- Analyse quantitative and qualitative data

A   Developing M&E Matrix (30 minutes)

Discuss with the participants the importance of planning for M&E. Effective and efficient M&E requires careful planning. The best time to develop M&E plan is during programme design. The plan can then be modified if necessary. Although LFM are useful starting points in M&E plan, they are not sufficient. M&E needs to include:

1. How will the information needed be collected? Who will collect it? When will it be collected?
2. How will data collected be analysed? Who will analyse it? When will the analysis be done?
3. Who will receive results? In what format? What decisions can be made?

Demonstrate the M&E Framework Matrix on the flip chart.

Hierarchy	Indicators	Data Needed	Data Source and Method	Frequency of Data Collection	Person(s) Responsible	Dissemination and Utilisation
Impact						
Outcomes						
Outputs						
Process (Activities)						
Inputs						

B Data and Information (1 hour)

Using cards, ask small groups to define (i) data and (II) information. While they present their definition, make sure that consensus is reached ion the difference between data and information.

Data is defined as facts and figures while information is data that is processed and analysed in such a way that it is useful for decision making. We say that data has a cost (associated with costs of collection, analysis and interpretation) while information has a value (in terms of better decision made because of the information). Although both terms are used interchangeably by laypersons, they have distinct meanings:

- Data are facts, events, transactions and so on, which have been recorded. They are the input raw material from which information is produced.
- Information is data that have been processed in such way as to be useful to the recipient.

Discuss with participants the value of information in the evaluation process.

Evaluators rarely observe operations directly but rely mostly on good quality information from formal or informal sources. The evaluator will never get all the facts that he or she needs. Most conclusions and recommendations are based on incomplete knowledge - either because information is not available or it would cost too much to get it. Yet there is nothing more dangerous

that to make precise decisions on the basis of coarse or incomplete information. Evaluator needs relevant information, where relevancy is defined as:
- Information that increases knowledge
- Information that reduces uncertainty
- Information that is usable for the intended purpose

Information can be classified as:

By Source	Internal, external, primary, secondary, Government, NGOs
By Nature	Quantitative, qualitative, formal, informal
By Level	Strategic, tactical, operational
By Time	Historical, present, future
By Frequency	Continuous (real time), hourly, daily, monthly, annual
By Use	Planning, control, decision-making
By Form	Written, oral, visual, sensory
By Occurrence	At planned interval, occasionally, on demand
By Type	Detailed, summarised, aggregated, abstracted

Data are facts obtained by reading, observation, counting, weighing, etc., which are then recorded. They are derived from both external and internal sources. Data from external sources is usually readily available e.g. bank statements while internal data collection requires setting up a system. Frequently, considerable attention is given to the methods of data processing whilst the quality of the source data is mistakenly taken for granted. If the source data are flawed any resulting information will be worthless. Below is an example:

In order to meet quotas, interviewers working for an opinion survey firm just filled in the questionnaires themselves without actually interviewing people. The opinions recorded in the questionnaires were used to decide on National Condom Use Strategy.

The Functions of Information

Without an efficient means of filtering and aggregating data, an evaluator could be data rich yet information poor. Information has the following functions:
- It reduces uncertainty. This is particularly relevant in planning and decision-making.
- It assists in monitoring and control by provision of information on performance deviations.
- As means of communication: organisations need to know about the progress of the assignment.
- As a memory supplement: by having historical information that serves as reference to supplement personal memories.
- As an aid to simplification by reducing uncertainty and enhancing understanding, problems and situations are simplified and become more manageable.

The value of information is measured in terms of improved decision-making. The user is very important. Data capture, handling, recording and processing incur costs and do not produce value. It is only when data is communicated and understood by the recipient and is thus transformed into information, that value may arise - provided the information is used for improved decision making.

To ensure that information does have value means considering both the user and the problem or decision dealt with. This is summarised in the table below:

Relevance of information to the problem	Understanding by user	Value of information
None	None	None (still data)
High	None	None (still data)
None	Some	None
Some	Good	Moderate
High	Good	High
Critical	Good	Maximum

An evaluator should remember that the primary objective of information is to achieve understanding and through this understanding to produce an alteration in decision behaviour. To do this, an evaluator must consider the characteristics, which make the information relevant, the way the information is communicated and how the client perceives and understands the information.

Good information is:

1. Relevant for its purpose (relevant to the problem being considered)
2. Sufficiently accurate for its purpose (the level of accuracy must be related to the decision level involved: less accuracy at the strategic and more at the operational level)
3. Complete enough for the problem: all the key aspects of the problem are covered.
4. From a source in which the user has confidence (reliable, good relationships)
5. Communicated to the right person (decision maker)
6. Communicated in time for its purpose
7. That which contains the right amount of detail (exception reporting which focuses attention on those items where performance differs significantly from standards or budget)
8. Communicated by an appropriate channel of communication
9. Is understandable by user

Now discuss with the participants primary and secondary data. In groups the participants discuss the following questions:

1. What are some of the limitations in using secondary data?

2. How can these limitations be overcome? Give specific suggestions based on your experiences.

The groups report. Some of the likely responses may be:

1. Getting wrong answers to questions. Solution: cross check
2. Unwillingness of people corporate: Solution: persuade them
3. Lack of trust by respondents: Solution: explain purposes, use the people they know
4. Wrong figures and statistics: Solution: analyse them and validate them
5. Inadequate funding: Solution: budget for M&E
6. Hoarding information: Solution: subsequent discussions and dialogue, follow the channels – follow the right channels
7. Logistical problems e.g. bad roads, etc. Solution: look for alternative routes, use local people, NGOs, CBOs – if you cannot get primary data then use secondary
8. Inadequate time to monitor and evaluation: Solution: ensure enough time

Now discuss various methods of collecting primary data and the advantages and disadvantages of each. In groups, the participants also suggest ways of overcoming the limitations.

Method	Advantage	Limitation	Ways of overcoming the limitations
Interviews			
Questionnaires			
Focus Group Discussion			
Observation			
Others (specify)			

The groups report. The facilitators summarise the session.

C   *Data Analysis and Presentation (1 hour)*

Discuss with the participants common data analysis measures such as percentages, mean, mode, median, range and standard deviation. What kind of information do they provide? What are the advantages and disadvantages of each?

The arithmetic mean is the average of all values. It can be distorted by extremes. Median is the value such that 50% of values fall below it and 50% above it. It tells us little about other values. Mode is the most common value. Range is the difference between highest and lowest values. Standard deviation is the average deviation from the arithmetic mean, defining the spread of observations.

In groups, the participants discuss the following:
- What are the various data presentation techniques that they are familiar with? Discuss the advantages and disadvantages of each.

Method	Advantages	Disadvantages
Table		
Bar chart		
Pie chart		
Time series graphs		
Scatter diagrams		
Pictograms		

Summarise the session by giving the participants general principles in graphical presentation.

D   *Quantitative and Qualitative Data (30 minutes)*

Discuss with the participants criteria for selecting quantitative and qualitative methods in M&E.

Quantitative Methods	Qualitative Methods
Obtain precise, statistical answers to defined questions Collect information at large Quantifiable information which can be extrapolated and generalised Part of information may be readily available	Rich information and understanding of the situation, attitudes, opinions, beliefs and behaviour Possible to research sensitive topics Evaluator gets "feel" of the problem

Ask the participants: Are quantitative methods adequate in M&E for gender mainstreaming? Is the indicator such as 25% increase in women parliamentarians sufficient? Is the quality of participation important? How do we monitor issues such as increased confidence, changed attitudes?

The best is a mixture of the two, quantitative and qualitative methods. If for example, there is no qualitative information available prior to a major quantitative survey, it is essential to conduct first qualitative research, which will allow a good survey questionnaire. Quantitative information describes the extent of the problem studied while qualitative allows further and more in-depth understanding.

How do we analyse qualitative data. Demonstrate with example.

Sample Matrix

Key Question: Why don't mothers bring their children to be immunised?

Region	Dispensary too far away (35)	Nurses treat mothers badly (55)	Mothers did not know (12)	Others 8
A	10	5	2	2
B	15	10	4	4
C	6	5	5	1
D	4	35	1	1

E   Exercise in Qualitative Data Analysis (30 minutes)

Situation

You have just conducted a survey on attitudes of Parliamentarians on Gender Equality and Gender Mainstreaming. Quantitative data showed that over 60% supported the objectives of the National Gender Mainstreaming Programme. In order to understand reasons why 40% did not support you have conducted in-depth interviews with a random sample of 20 Parliamentarians who were not fully supportive of the Programme. Below are sample answers.

1. *Our resources are very limited, so why are we focusing on women? If men have resources they will look after women and children.*
2. *Why do we want to give women greater representation in Coffee Board, Tea Board and Sugar Board? They do not control these sectors. By the way they are hardly in these sectors. So what will they be doing in these boards! Just to say that we have equality and can get donor money!*
3. *Our government is committed to gender equality. Look the President has just appointed Mrs. Ollu as a permanent secretary in the Ministry of Social Services that also looks after women, children, handicapped and youth. What more do women want?*
4. *Women themselves do not like to put themselves forward. Where are the women? So having few women in decision-making places is not our fault. Women themselves like to stay at home and look after children.*
5. *Affirmative action discriminates against men. We should promote people on merit and not gender.*
6. *Women are not really ready for leadership. They are too emotional.*
7. *Women were very much respected in traditional African societies and had their right place. These new concepts like gender equity and gender mainstreaming are Western impositions, corrupting our women. African woman should refuse these foreign notions and not be easily cheated.*
8. *God created Man first and then a woman to help the man. The natural order of things is that a man is the head of the family and the woman a neck.*

9. Why do we need to burden our women with so many things? Our women do not want to be involved in state matters. They have their portfolio at home as ministers in charge of domestic affairs. That is a very important job, looking after the husband and the children.
10. We respect our women very much. They are the mothers of the nation.
11. I am all for gender equality. Let women compete with men on equal footing. Who discriminates against them, I wonder.
12. Women are their worst enemies. Look at them, they say that they are the majority yet when it comes to elections, very few stand as candidates and if they stand, other women do not want to vote for them. It is women who do not want to be led by other women. I would have no problems voting for a woman if she is capable.
13. There are issues like trade, transport, industry, defense and treasury that are really for men! Women should be involved in health, education and social services. That is a more efficient division of labour. One contributes where the expertise are.
14. There is no gender discrimination. What you call discrimination is a fair distribution of labour as God ordained. I am all against some bad practices that men have, such as not providing for the family or being irresponsible.
15. Men today should go back to their traditional values where women were respected. We talk so much about gender violence. It has goner out of hand. Traditionally husbands would never beat the wife the wife so as to harm her. They understood that beating was for discipline and not harming.
16. Why do women want to own property? There should be mutual trust in marriages between husband and wife.
17. In any family there must be a head and it follows as men are the ones who go out to earn they should be heads. This is not discrimination.
18. It would be wrong to replace a man with many years of experience with a woman just so that we can have gender equality.
19. Women are expensive to employ because of their maternal responsibility. They will have to take long maternity leave. They may also be absent because of children getting sick. On top, how can you transfer a married woman away from her family? And then there is travel and mothers do not like to be away for long periods.
20. I personally have nothing against women. I have worked with some of them in senior positions. But when it comes to leadership especially at the national level we have hardly any women that can become statesmen. Look at the history! We have had Churchill, Kennedy, Nkrumah, and Mandela! How many women of this caliber do you know?

1. Group the answers into some sensible categories and represent data in a matrix form. Why do you think the qualitative data was important in addition to quantitative data?
2. Suggest ways of complimenting the M&E Tool with additional qualitative data in the M&E Programme? `

F   Dissemination and Utilisation of M&E Information (15 minutes)

Discuss with the participants how the results of M&E will be disseminated and utilised. In order to be effective we should:

1. Define the users of the evaluation results (audiences)
2. Clearly describe the purpose of the evaluation, methodology, limitations
3. Use tables, graphs, charts and matrices to summarise quantitative and qualitative information
4. Do not make unsupported statements and recommendations
5. Provide practical and constructive recommendations
6. Include a separate section on lessons learned

We can use different dissemination strategies:

1. Written evaluation reports
2. Workshops with counterparts and staff
3. Information highlights through a pamphlet, newsletter
4. Case studies
5. Lessons learned report
6. Formal power point presentations
7. Meetings with donors and other stakeholders
8. One to one discussions
9. Media reports

G   *Lessons Learned (10 minutes)*

In panel, summarise lessons learned and the application of skills acquired for the implementation of the M&E Programme.

DAY THREE

Learning Outputs

By the end of the day the participants will:
- Critique the Tool and provide their input
- Analyse challenges in the implementation of the M&E Programme
- Develop the advocacy strategy for influencing the decision makers to support the implementation of the APA
- Develop individual action plans for the M&E Programme

Learning Activities

A   *Recap of Day 2 (30 minutes)*

One of the participants recaps day 1, particularly lessons learned and the application of skills to the M&E Programme.

B   *Presentation of the ACW M&E Tool (90 minutes)*

Introduce the M&E Tool to the participants. Explain to them that one of the objectives of the workshop is to get their inputs into the Tool so that it can be improved. After discussing the Tool (which they have received well in advance before the workshop), they critique the tool in groups.

The groups discuss the following:
1. Does the Tool meets the objectives of the M&E Programme for the APA?
2. Is the tool practical, clear and understandable?
3. What are the omissions?
4. Any other suggestions on how the Tool can be improved?

The groups present their findings and suggestions in plenary. Participants discuss the suggestions and arrive at the consensus on any modification of the Tool.

C   *Challenges of Implementation of the M&E Programme (60 minutes)*

The participants discuss challenges in the implementation of the M&E Programme. In order to come up with concrete problems, groups should be constituted per country or any other category that may face similar challenges. The participants also suggest ways of overcoming those challenges. Groups make their presentations in plenary.

D   *Advocacy Strategy (1 hour)*

Ask participants to define advocacy. Possible answers may include:
Advocacy is:

1. Lobbying for issues
2. Influence
3. Marketing

One of the challenges that participants should have identified in the previous learning activity would be the support of top leadership to the gender mainstreaming process. The participants will in this activity develop in groups an advocacy strategy to influence the policy makers to support the M&E Programme in the implementation of the APA. The strategy should include:

- Main outputs
- Proposed actions
- Time scale

- Responsibilities
- Anticipated constraints and suggestions for overcoming them
- Progress tracking mechanism
- Ways of sustaining commitment of the change agents (this group) in the advocacy strategy and the overall M&E Programme

Groups make their presentations in plenary. Discussion follows.

E   *Sustaining Interest and Motivation (30 minutes)*

Reflect on the 3 days and agree on:
How will motivation be sustained? The participants of this workshop are the core group, which consists of change agents for gender mainstreaming.

What can participants do to sustain the interest and motivation of this group?

What can organisers do to help to sustain motivation?

What can governments do to help motivation to be sustained?

F   *Action Plan Development (1 hour)*

The participants develop Action Plan individually. Refer the participants to page 11 of the Instrument and ask them to include any other aspect they consider necessary. Action plans are produced in duplicate.

APPENDIX

Energisers

1. 9 dots – getting out of the box exercise

Ask the participants to connect the nine dots with four straight lines without lifting their pen or repeating any line. Demonstrate with five lines. Give them about five minutes to try.

X   X   X

X   X   X

X   X   X

Most likely they did not get it. Show them the correct way. Discuss why they did not get it. It is important to get out of the box. Discuss how this exercise is applicable to their desire to enter politics.

2. How many socks exercise?

There are 12 white socks and 49 red socks all mixed up in a drawer. These are individual socks not pairs. What is the minimum number of socks you must pull out of the drawer with your eyes closed, to ensure one matching pair was among the chosen? All the socks are the same size and made of the same material so that no distinction can be made by smell or touch.

Answer: 3

3. Stereotype Discussion

Give the participant a list of stereotypes of male and female leader and ask them to comment on it. How prevalent are the stereotypes? Ask the participants to add any other stereotypes about women leaders? How can a woman leader deal with these stereotypes?

How to differentiate a male leader from a female leader?

A male leader is	A female leader is
Dynamic	Aggressive
Firm	Inflexible
Prone to lose temper	Malicious
Action oriented	Pushy
Confident	Conceited
Visionary	Suffering from delusions of grandeur
Standing by his convictions	Stubborn
A man of the world	She has "been around"
Only human	Emotional
Authoritative	Power crazy
Does not say much	Secretive
Decisive	Impulsive
Strict, demanding excellence	Hard to work for or with

Workshop Evaluation Questionnaire

Complete the questionnaire. Put X in an appropriate place in Section A and write your opinions in the space provided in Section B. Do not put your name unless you so wish. Your feedback is very valuable to us, as it will help us to improve as facilitators. Thank you.

Section A

Key:
4 = excellent; 3 = very good; 2 = fair; 1 = unsatisfactory

Variable	4	3	2	1
1. The content of the workshop				
2. The sequence of topics				
3. Facilitators' effectiveness				
4. The organization of the workshop				
5. Workshop objectives				
6. Facilitators' knowledge of the topic				
7. Explanation by facilitators				
8. Questions asked by facilitators				
9. Communication at participants' level				
10. Use of examples and illustrations				
11. Encouragement of participation				
12. Facilitators' challenge of participants' convictions				
13. Facilitators' answers to participants' questions				
14. Quality of handouts				
16. Facilitators' interest in participants' learning				
18. Contribution of exercises				
19. Energisers				
20. Overall assessment of the workshop				

Section B

21. What was particularly useful in the workshop?

22. What was not so useful?

23. What practical action will you take as a result of this workshop?