



TOWARD EQUITY SERIES

TAKING THE PULSE OF GENDER

Gender-Sensitive Systems
for Monitoring and
Evaluation

GUISELLE RODRÍGUEZ
NARDA MELÉNDEZ
EMMA VELÁZQUEZ
MARÍA ALICIA FUENTES
in collaboration with

LORENA AGUILAR, FRANCISCO AZOFEIFA, DINA ROSALES Y LIZETTE MONTOYA

WORLD CONSERVATION UNION
Mesoamerican Office - Social Policy Program
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This logo reflects the basic principle that should be present in any vision of sustainable development: equilibrium between human beings and nature, regardless of sex, age, ethnic group, or economic status.

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INTRODUCTION

The Social Program of the World Conservation Union Regional Office for Mesoamerica (IUCN-ORMA) and the Arias Foundation's Center for Human Progress began this project in March 1997, thanks to the special interest and financial support of The Netherlands. Our objective is to unify gender and environmental efforts by providing technical assistance for regional organizations and rural development projects interested in incorporating a gender equity perspective into their programs.

The challenge was to offer more than just conceptual support regarding the definitions and implications of gender. We sought to provide tools and instruments for integrating a gender equity perspective at every level of the work cycle. Our ultimate goal was to ensure that projects achieved greater equity in regard to participation by women and men in the decision-making process as well as in accessing services, goods and resources.

Our satisfaction in presenting this series is twofold. First, over the years we have concluded that even though many initiatives in the field have a positive attitude towards incorporating a gender equity perspective, they have not been able to find practical methodologies for doing so. In this series, called "**Toward Equity**," we have made an effort to offer concrete suggestions and recommendations for incorporating a gender equity perspective into every stage of the project cycle.

Second, the modules have been prepared and validated by countless numbers of project technicians in the field. These publications have been enriched by their invaluable contributions, and we send them our most profound thanks.

In some cases our recommendations were originally designed by a person or group of people in each country and then widely disseminated, discussed and validated in different parts of Central America (Costa Rica, Nicaragua, Guatemala, El Salvador and Honduras.) This is the case of the modules on Proposal Design, Participatory Appraisals, Planning, Monitoring and Evaluation, Participation and Empowerment and Systematization.

The recommendations contained in the other components of this series were based on participatory research. This is also true with regard to the modules on indicators and on equitable project administration and management.

- MODULE 1** A GOOD START MAKES A BETTER ENDING
Writing Proposals with a Gender Perspective
- MODULE 2** SEEK AND YE SHALL FIND
Creating Participatory Appraisals with a Gender Perspective
- MODULE 3** IF WE ORGANIZE IT WE CAN DO IT
Project Planning with a Gender Perspective
- MODULE 4** TAKING THE PULSE OF GENDER
Gender-Sensitive Systems for Monitoring and Evaluation
- MODULE 5** IN UNITY THERE IS POWER
Processes of Participation and Empowerment
- MODULE 6** EYES THAT SEE...HEARTS THAT FEEL
Equity Indicators
- MODULE 7** PRACTICING WHAT WE PREACH
Toward Administration and Management with Equity
- MODULE 8** SHARING SECRETS
Systematization from a Gender Perspective
- MODULE 9** UNVEILING GENDER
Basic Conceptual Elements for Understanding Equity

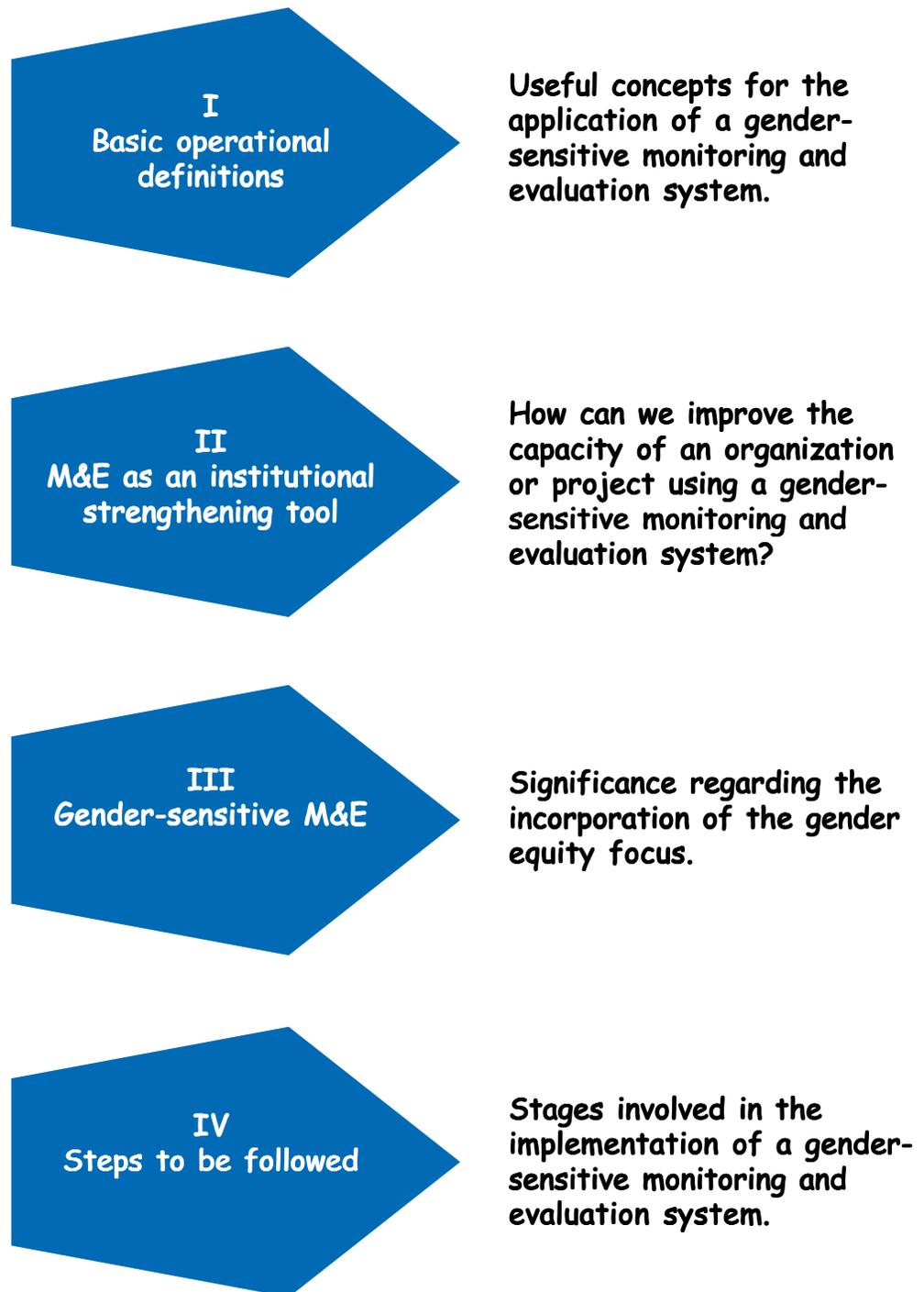
The ideal moment to use these modules is at the beginning of a work initiative or process. But they can also be applied whenever existing projects decide to introduce changes in processes that have already begun.

We hope that this series will be of value to all of those who are working in rural development projects and, like us, would like to make equity a lifelong commitment for the construction of a new society.

M.Sc. Lorena Aguilar
Bch. Guiselle Rodríguez
World Conservation Union

Lic. Ana Elena Badilla
M.Sc. Lara Blanco
Arias Foundation

PURPOSE OF THE MODULE



FOREWORD

In the year 1997, while undertaking the elaboration of a set of methodological modules to support gender equity actions within rural development activities, project "Toward Equity" requested Honduras to work on Monitoring and Evaluation (M&E).

Several sources were used to develop this module: a documentary summary, a theoretical revision on the subject, plus visits to the 13 participating projects of the National Network (REDNA). A research card was designed to gather the information, which outcome was complemented with observations, interviews, reading and analysis of documents provided by the projects. This information constituted the basis for the elaboration of this module's first draft.

The next step was the validation of the document and the inclusion of new contributions. The other countries' REDNAs as well as the Regional Facilitation Unit (UFAR) comprised by IUCN and the Arias Foundation, were involved in this stage.

This is a document dealing with a subject of the utmost significance for organizations and projects involved in rural development. The module contains theoretical elements on the subject as well as contributions to implement gender-sensitive monitoring and evaluation systems.

Monitoring and evaluation were dealt with jointly, as these two processes are tightly entwined: the first one feeds and makes possible the second one. However, both processes are clearly differentiated for analytical and implementation purposes.

This reflection is presented as a means towards institutional strengthening, as the successful implementation of planning, monitoring and evaluation systems, stems from a conscious and explicit institutional definition.

It concludes with methodological aspects and specific recommendations about the implementation of a monitoring and evaluation system based on the primary concerns of the projects, for the purpose of providing ideas for reflection and appropriation, in accordance with the specific reality of each development initiative.

We should bear in mind that development projects are not only aimed at the specific needs of rural populations, but also towards the conception of citizenship, under which condition conscious human beings identify their needs, take specific and effective actions, work

on proposals, methods, and the availability of resources to carry them out.

Under this vision, three concepts are particularly significant:

Gender perspective

The **gender perspective** which deals with the situation of women and men within the development processes. This perspective entails not only a new approach, but also a new conception about the world, whereby the conception about human needs is modified as follows:

- Includes and gives a priority status to the needs of women.
- Modifies men's behavior, to offset the mechanisms of oppression exerted by men over women.
- Modifies the needs at a community, national and worldwide level, by basing development on human sensitivity (Lagarde, 1996).

Sustainable development

The **sustainable development** concept, understood as a form of economic, social, environmental, cultural and political development, that meets today's needs without jeopardizing the future generations' capacity to meet their own needs.

Human rights

The **human rights** concept, upon which are based the essential assumptions regarding respect for and development of a decent life, regardless of race, sex, language, religion, political opinion, economic status, or any other condition, of an exclusion or subordination characteristic.

We must ensure that the above approaches do not end as mere words to dress up speeches; we must ascertain their practical implementation, to demand and guarantee coherence between political will power and the social practices of the various players.

It is here where the monitoring and evaluation processes become important. These concepts deal with the implementation of mechanisms to measure and analyze what is going on regarding gender relationships, sustainability achievement, and human rights' respect, in order to take specific and effective steps towards the achievement of gender equity and equality in our countries.

The primary purpose of this document is to make contributions that will promote the discussion of monitoring and evaluation as activities permanently integrated into the cycles of the development projects, wherein the gender, sustainability and human rights perspectives become issues inherent to every process.

I

BASIC OPERATIONAL DEFINITIONS

To prepare a proposal for the implementation of a monitoring and evaluation system within the organizations and projects involved in rural development, conceptual preciseness is needed to help us understand this subject.

What is planning?

Planning is the task that enables us to decide in advance what we should do to change a problematic situation, modify unsatisfactory situations, or keep a given situation from worsening.

To begin planning, the group should identify the **vision** or **target image** they attempt to reach; our actions will be targeted towards this ideal image. It encompasses a guiding vision, and expresses our convictions and working principles. A planning process will enable us to achieve the following:

- Determine present and future problems that impair us from reaching said **vision**.
- Make a problem prioritization.
- Determine intervention strategies.
- Identify specific actions to be undertaken.
- Acknowledge individual and social players involved, as well as the power relationships established among them.
- Determine the gender-related impact and constrains regarding the proposed activities and results expected.
- Point out the people who will bear any responsibility, as well as whatever coordination and partnerships required.
- Determine the monitoring and evaluation procedures; in order to learn whether the results obtained match the results expected.

A general satisfaction is derived when institutions and projects have adequately established their plans, including the impact, effect, and results corresponding to each plan level.

The reason behind the planning chain is the implementation of logical actions and the application of adequate resources and means in a coherent sequence.



This is the reason why the monitoring and evaluation processes start from the moment planning begins. Our capacity to monitor and evaluate processes will be enhanced to the extent that we improve our planning mechanisms and processes.

The definitions for monitoring and evaluation are stated below. The effectiveness and efficiency concepts are tightly linked to these definitions, as although both must be taken into consideration at all times, efficiency has greater weight during monitoring, and effectiveness during evaluation.

What is monitoring?

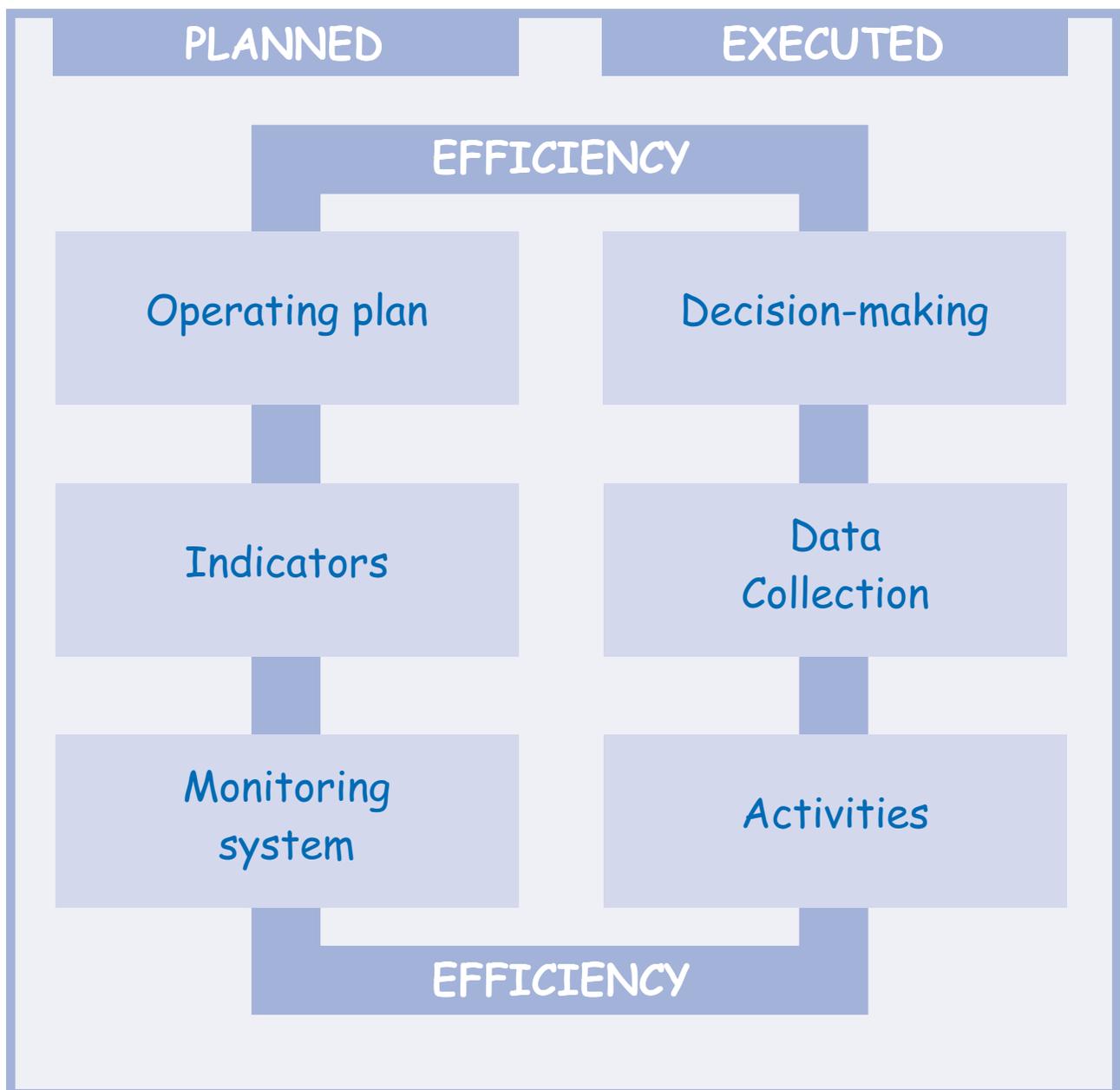
A monitoring process is a continuous and systematic process to measure progress and changes resulting from the implementation of a set of activities over a given period of time, based on previously determined indicators (Guijt, 1998).

It is a mechanism designed to follow up actions and verify the extent of compliance with the proposed goals. It is an evaluation tool that not only measures executions; it also checks and issues

warning signals about specific situations or problematic activities, which are not working as planned and designed.

Monitoring makes an in-depth analysis regarding the reasons behind failures, in order to find corrective alternatives. It also stresses positive aspects, informs about achievements, thereby enabling the replication of successful practices, and revision of wrong practices. Consequently, monitoring is a mechanism designed to accompany the implementation process for the purpose of pointing out the level of achievement from the standpoint of goal compliance.

Monitoring provides information about the efficiency level achieved by the organization or project.



What is efficiency?

Efficiency is a concept used for the relationship between the work planned and the work executed, taking into consideration factors related to time, financial investment, staff, and material resources. It refers to our ability to carry our work.

The efficiency concept has been traditionally related to productivity only, making reference to average physical yield, investment on resources, and the average cost of an activity or program cost/effectiveness, effort/outcome, cost/benefit).

In general terms, efficiency is measured on the short-term operating plans (monthly or quarterly, for example), prepared to comply with the projects' specific objectives.

An efficient yield makes it possible to create products through less input. It is related to the recognition of the abilities and skills of the staff to carry out an adequate distribution of responsibilities, the identification of educational and technical resources that are better adapted to the needs of the project, and the possibility of maximizing resources within the projected timeframe.

We should bear in mind the fact that for equity achievement purposes, we must add new inputs, resources and budgets, and this is precisely, one of the reasons argued by the projects to reject the application of a gender approach to their work. However, efficiency should also take into account the long-term benefits, costs and results, as well as the sustainability of the proposed efforts and goals. We should not forget about the type of development we seek and should make a reconceptualization of efficiency taking equity as the starting point.

What is an evaluation?

From a semantic point of view, evaluation means to stimulate, appreciate, and calculate the value of something. As an institutional mechanism, it is the continuous research and analysis process regarding the somewhat permanent changes taking place on a medium- and long-term basis, as a direct or indirect consequence of the institutional or the project's endeavors, within the participating population and organizations. This process entails an analysis involving the improvements achieved by the individuals, as well as the operation and outcome of a program or project, to obtain information about useful criteria to make sound decisions regarding the project's administration and direction.

The evaluation is connected with the impact of our work; it refers to the way we approach the *Vision of the future* or the *target image*. Evaluations are of an integral and transformational nature, providing information about how the project's participating women and men have modified their attitudes and behavior.

The evaluation compares the progress made by the process vs. the objectives; for lessons learned purposes, it identifies the aspects, which have either interfered with or favored performance and progress.

The evaluation facilitates a critical analysis of the effects and impact of the plan, program or project, in order to determine the relevance of the methods used, the validity of the objectives, the efficiency regarding the use of the resources, and the impact concerning the participating groups. In addition to impact, as a permanent process, evaluation refers to the effectiveness of the actions implemented.

What is effectiveness?

Effectiveness refers to the strengths of a group to accomplish an objective. It refers to our capacity to transform reality. Through effectiveness we are able to learn about the extent to which we are approaching the target image or institutional vision.

Organizations generally incorporate these purposes into the general objectives outlined for a program or project. They refer, for instance, to "improve the quality of life of project participants", or "create awareness about organic methods for agricultural production", "recognize the area's historical and biological importance", etc. The achievement of these objectives entails taking actions that need to be estimated at both qualitative as well as quantitative levels.

Effectiveness indicates the strength of our actions, our ability to influence reality in accordance with our intentions and expectations.

There are projects with a high level of efficiency (good products in addition to excellent resource management), but a low level of effectiveness, or vice versa, having a reality transformation capacity (effectiveness) without making an adequate use of its resources (inefficiency). Therefore, the evaluation of both elements is essential to learn about the progress and impact made by a program or project.

Some of the other concepts related to the monitoring and evaluation processes are: product, result, effect and impact.

What is a product?

Within the field of development, a **product** corresponds to the services delivered (information, training, consultancy, etc.) For identification purposes, a product is closely linked to the activities carried out by the institution.

What is a result?

A **result** involves the achievement of activities undertaken, products transferred, and the response of the participating population. Results refer to positive changes induced on the attitudes of the people participating in a project or program. Joint results lead to the achievement of the plan or project objectives. They are described as situations wished or expected through a given intervention, specifying quality, quantity, time and place.

What is effect?

Effect is modifications related to behavioral patterns or events, resulting from the interventions implemented by the institution, program or project.

What is impact?

Impact is a rather permanent and sustainable change experienced by organizations, communities and organizations participating in development processes.

The following figure illustrates the interrelationship existing among plans, development, evaluation, monitoring, effectiveness, efficiency and impact.

PLANNED

PRACTICAL TRANSFORMATIONS



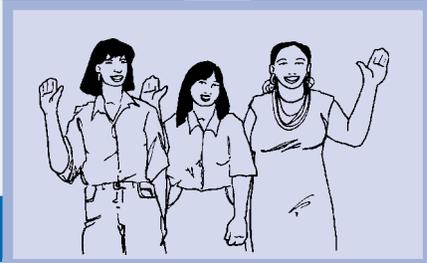
VISION



IMPACTS



PROGRAM OBJECTIVES



EFFECTS



EXPECTED RESULTS



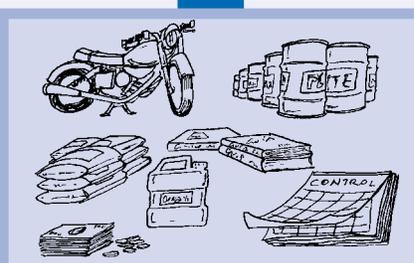
RESULTS



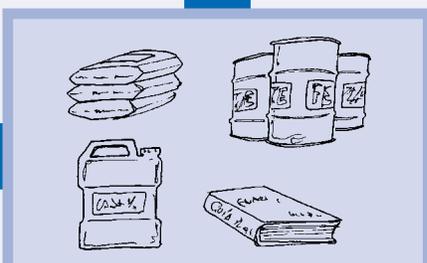
PLANNED ACTIVITIES



PRODUCTS



RESOURCES PROGRAMMED



RESOURCES USED

EVALUATION

EFFECTIVENESS

MONITORING

EFFICIENCY

Differences between monitoring and evaluation



The differences between monitoring and evaluation are based on the mechanisms used, their frequency and the objective proposed at the time of the initial planning. Monitoring entails a series of steps taken for evaluation purposes; process follow up may take place on a daily basis to generate data that will be used at a later time for the planned evaluations.

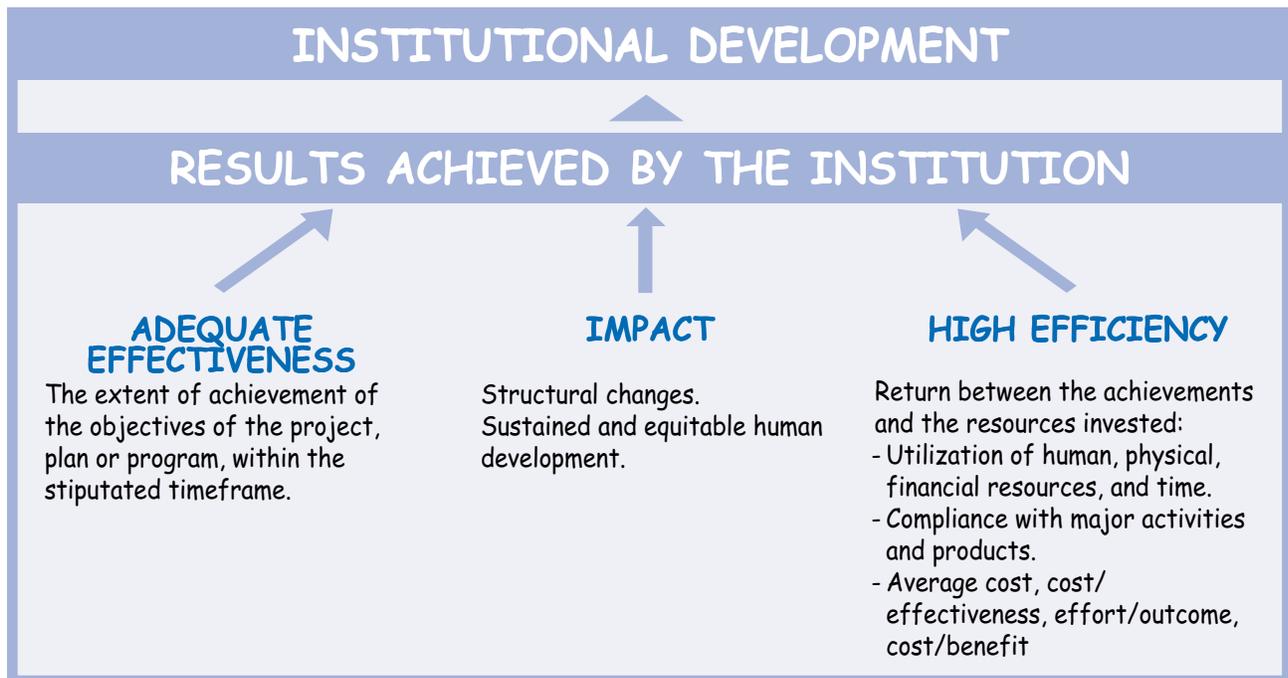
The following table shows the most traditional differences between both concepts:

Monitoring	Evaluation
It takes place more frequently, practically on a permanent basis.	It takes place less frequently, usually on an annual basis or at the end of the various stages.
It affects every day decisions, which fact enables flexibilization of operational planning.	It affects the longer-term decisions, and it generally constitutes the basis for the annual planning process and future projects.
It attempts to measure the activities' trend with respect to the achievement of goals and objectives.	It measures the extent to which the expected situation is modified as a result of the achievement of the objectives and goals within the established timeframes.
It reflects the execution process of the project's activities.	It reflects the status of a project and the corresponding impact.
The information generated is designed to be used inside the project.	The information generated is useful both internally and externally, particularly to financial organizations, donors, counterparts, and the participating population.
It is a useful tool for project implementation.	It is an important tool for planning thinking.
It enables modification of budget-approved items or resources by indicating goal compliance.	It affects future planning of budgeted resources, being able to determine the timeframe of the project, as in the cases where the extension or termination of a project is intended.
It is shown through more frequent but less extensive reports.	It is shown through more frequent but less extensive reports.
Efficiency constitutes its level of action.	Effectiveness and impact constitute its level of action.
The activities, products, means, resources and results, constitute the purpose of monitoring.	Effects and impacts represent the purpose of the evaluation.
Corresponds to the level of operational programming.	Corresponds to the level of long-term planning, strategic plans.
For measurement purposes it is based on empirical indicators, the activities' measurement units.	It is based on indicators related to impact, effect, result.
Implementation and technical offer represent the level of monitoring analysis.	The evaluation analyzes the vision, mission, objectives, strategies, and other essential aspects.

II THE ROLE OF MONITORING AND EVALUATION AS A TOOL FOR INSTITUTIONAL STRENGTHENING

The design and implementation of monitoring and evaluation systems assumes that the organizations or projects decide upon promoting a sustainable and equitable human development, expecting, to a certain extent, to exert influence on the condition and other development agents, for the purpose of broadening the proposal's viability.

These actions require strong organizations. By strong we do not mean the amount of resources possessed, such as buildings, budget, or number of people hired; the institutional strengths we refer to are the ability to identify the mission, maintain a permanent process for reflection and personal growth, and the generation of processes that contribute to the achievement of the proposed changes¹. Institutional development is not a purpose by itself; it is the means through which it is possible to work effectively and efficiently to ensure the impact expected on the people and means, as a result of project interventions. To this effect, a monitoring and evaluation system is of the utmost importance.



1 ____ For a deeper analysis on the subject, please refer to: "Instituciones reflexivas: ocho características de las instituciones que promueven y practican el aprender haciendo", Dudley, E. And Imbach, A. IDRC-IUCN, 1997.

Development organizations and projects operate under management systems, which we could call **social management**, given—precisely—the development function they carry out. Management involves four basic functions: planning, organization, administration, and monitoring and evaluation.

Planning, monitoring and evaluation are permanent institutional processes, which are constituted as part of the management system. As a system, monitoring and evaluation is a very important management strategy and function; it enables learning about the progress made by the social development process, as well as assessing the level of compliance with the proposed institutional objectives, generating sufficient and timely information to make sound decisions.

Nowadays, a development institution cannot operate successfully lacking **clear and precise** principles with respect to its vision, purpose, goals, impacts, effects, results and products. These principles are expressed, in turn, on a chain of plans: institutional (strategic), programming (operating plan), and projects. Depending on their nature, plans reflect different levels of objectives.

It is worth mentioning that quite frequently still, a project becomes an organization's reason for existence. This situation constitutes an institutional weakness, as the project displaces institutionality and transfers its characteristics to the organization. Among other characteristics the following can be mentioned:

- Projects transmit to the institution their short and limited duration: two, three or four years (for example, organizations that emerged with the social investment programs, remained active during the period of time their projects lasted).
- Their vision is of a short-term nature, instead of focusing on long-term structural changes.
- They focus on operational processes, instead of development processes.
- They respond to demands rather than needs.
- The project's specific characteristics—such as focusing on a given topic, or restriction to one community—limits the political incidence capacity of social organizations, which—as part and expression of civil society—is vital to the growth and dissemination of democracy.

This by no means implies that organizations should not resort to their sense of opportunity, taking advantage of a good alternative.

In general terms, these qualities can be encouraged through a planning process to reaffirm the vision, taking advantage at the same time of new working opportunities.

Institutional planning is stimulated through a sound monitoring system; evaluation tasks are made possible in light of the availability of results achieved on a daily basis; and through a global analysis it will be possible to learn about the impact originated by the work carried out, and to estimate achievements vs. the plan. The main purpose of the planning, monitoring and evaluation process as an institutional system, is the ability to make sound decisions and determine adequate courses of action bearing the highest impact probability.

These processes increase institutional capacity as they:

- Improve teamwork and communication.
- Establish or consolidate the basis for a program or project to be planned at a later date.
- Enable adjustments to ensure compliance with the institutional mission.
- Inform interested people, (management, financial organizations, participating groups, and counterparts) about the status of the program or project.
- Improve the existing conditions of the institution or project.
- Promote working efficiency and effectiveness.
- Improve the institution's operation.
- Provide guidance towards improving the relationships between genders.
- Highlight possible deficiencies or errors, enabling their timely correction or prevention.
- Highlight the impact on women and men of different ages.
- Enable reflection on the lessons learned from the process.
- Contribute to the dissemination of the results obtained.

III

THE GENDER-SENSITIVE MONITORING AND EVALUATION SYSTEM

The new development agendas acknowledge gender equity and democracy as essential elements to reach sustainability. This includes adequately addressing women and men, who are the players in development processes, and avoiding unbalances regarding the benefits obtained by both genders. To achieve the above and maximize the participation of women and men as players and participants, a clear understanding must exist regarding the predominant gender roles within the context of a program or project.

We have found that within certain organizations and projects throughout the region, the efforts made to integrate the gender equity perspective are weakened or lost, in light of the lack of a monitoring and evaluation system to guide the equity-building process.

Fears that we might not be doing things right, might cause us to tend to reduce our activities to merely seeking the numerical incorporation of women. Should we, on the other hand, look at this process in terms of deadlines and specific goals, through the implementation of a monitoring system, it would be possible to empower both the people working in the project and the organization itself; this fact would in turn, generate more understanding and would strengthen our actions towards a more equitable and democratic society.

Therefore, the results, activities and indicators, which are the points of reference for monitoring and evaluation, must be formulated by sex, in order to ensure that the participation of women and men will depend not only on the team's awareness, but also that the institutional approach will be integrated into the objectives and plans.

This task starts with the appraisal process, which results we could call "analysis of the initial situation", as it offers a reference about the status of gender relationships within the communities, how they relate to the objectives and goals of the project, and how equity-related actions can strengthen the expected results. The basis to differentiate monitoring and evaluation by gender is determined at the time the situation analysis and project planning are taking place.

The subject of gender-focused appraisals is widely discussed on Module 2 of this Series

The efforts made by organizations and projects towards structuring gender-focused evaluation systems, have faced considerable distortions and theoretical and methodological obstacles, such as:

- The misconception that gender-focused evaluations are complex and should be conducted by specialists; that it is hard to make approximations, and that it is impossible to change the existing power relationships.
- Qualitative aspects are quite unscientific and hard to measure, for which reason it is not possible to design adequate tools.
- Lack of starting points. The creation of monitoring and evaluation systems is attempted without having indicators or gender analysis elements about the aspects the process expects to impact. The absence of indicators to measure changes related to the identities, gender roles or relationships, makes it more difficult to measure such changes, and usually end up being considered as groundless.
- The implementation of monitoring and evaluation systems for an institution or project that has not defined a gender equity policy, and therefore, has not incorporated gender into its vision.
- Making emphasis on improving women's conditions, neglecting changes regarding their strategic position within public and private environments.
- Lack of measurement elements regarding men's positive or negative changes.
- Poses a threat against the culture and customs of a given zone or community, disregarding the fact that every project offers options for attitude changes.

Types of monitoring

We can find three types, depending on the levels of participation within a monitoring and evaluation system: The level where it is adopted by all project staff, the level where it is directed by a team of experts on that role, and the level combining any of the above, with the active participation of the communities involved in the project.

Following is a description of each one.



*All
project
staff*

1. The identification of criteria surrounding the implementation and scope of the products, as well as the results of the physical and budget activities, is of interest to all project participants, regardless of their field of work, project promotion, management, etc.

Monitoring systems should establish mechanisms at all levels of the execution process, promoting reflection and individual growth.



*Special
team*

2. When a department is exclusively structured for this task, the sense of reflection and feedback may be abandoned, in favor of a system of supervision or control exercised by an appointed group of individuals over the individuals responsible for activity implementation.

Should a project, given its objectives and special characteristics, appoint a particular team to supervise the continuous operation of the system, their link to the rest of the project should be ascertained.



*Communities'
active
participation*

3. In the case the project is of a participatory nature, the participating groups should be involved from the very beginning, which from a practical point of view, poses many advantages but also entails new efforts, as an additional investment of time, human and financial resources is required.

Following is an example about the extent of participation and its scope within evaluation:

Levels of participation in evaluation

	Low	Average	High
Extent Origin	Mandatory typical evaluation as part of the development program. It prioritizes institutional needs.	External appraisers encourage representatives from the participating population to get involved in one or more evaluation tasks.	Evaluations where both participants and project team analyze, review, and reflect on the strategies developed, ensuring an equitable representation.
Purpose	Justifies new funds. Budget is secured.	From a population perspective, achievement of greater impacts on the development activities. Take the needs and interests of the participating population as the starting point.	Equitable human development, effective programs including beneficiaries' equitable participation in decision-making issues.
People consulted	Project directors, managers, and staff.	Local representatives according to the criteria of the external appraisers.	Participating men and women, external facilitators, people most affected by project interventions.
Methods	Established research designs, statistical analysis.	Qualitative methods, which also include quantitative methods, are the most favored. Assessment of a consultation process with participants.	Highly interactive qualitative methods, although quantitative tools should not be disregarded. Inventiveness and creativity in adapting methods to the context.
Role of the appraiser	Assumes design leadership. Asks questions without consulting the team.	The appraiser works in collaboration with the participating groups. He promotes evaluation development skills.	The appraiser becomes a process facilitator and acts as catalyst and collaborator. Participating groups determine the direction, there are no pre-determined processes.
Results	Occasional circulation of reports and publications among project personnel or the participating groups.	Participation of large numbers of participants in data collection tasks, and limited participation on data analysis. Population's vision is incorporated into the planning process. Increased understanding and appropriation by the participating population.	The participating population is involved in the analysis process and improves its decision-making ability by better understanding the development process. Participants own the products.

Adaptation: UNDP, 1997.

The method selected for data collection will determine whether the role of the participating group will be limited to that of mere informants (standard surveys, qualitative interviews), or whether they will take actual participation at some level of the process, for instance: population incorporation into the data collection process, data analysis and self-appraisals, facilitates their participation. During the data collection process, it is necessary to include the points of view of both women and men, for project orientation purposes, in accordance with the needs and interests of both genders.

The gender-sensitive monitoring and evaluation system must be understood as a tool for reflection, that facilitates decision-making power involving the future and the expected development, at the institutional level, as well as at the level of the project staff and participating groups.

In summary, the resulting benefit of a monitoring process based on a gender equity perspective, is the empowerment of communities and women, as well as influence on the power relationships that justify and promote inequality.

By giving women and men control over the indicators, they are able to control their own lives and resources. Needs are identified based on their own analysis, enabling them to appropriate the process and use evaluation in an effective manner. Data development systematizes knowledge. Helps women and men to learn about their resources and enables them to control the process of change. Systematic data recording might facilitate the negotiations undertaken by women and men regarding their different interests, by encouraging explanations and strengthening their power with respect to foreign groups, such as local authorities or government institutions.

IDRC-IUCN, 1997.

IV CONSTRUCTION OF A GENDER-SENSITIVE MONITORING AND EVALUATION SYSTEM

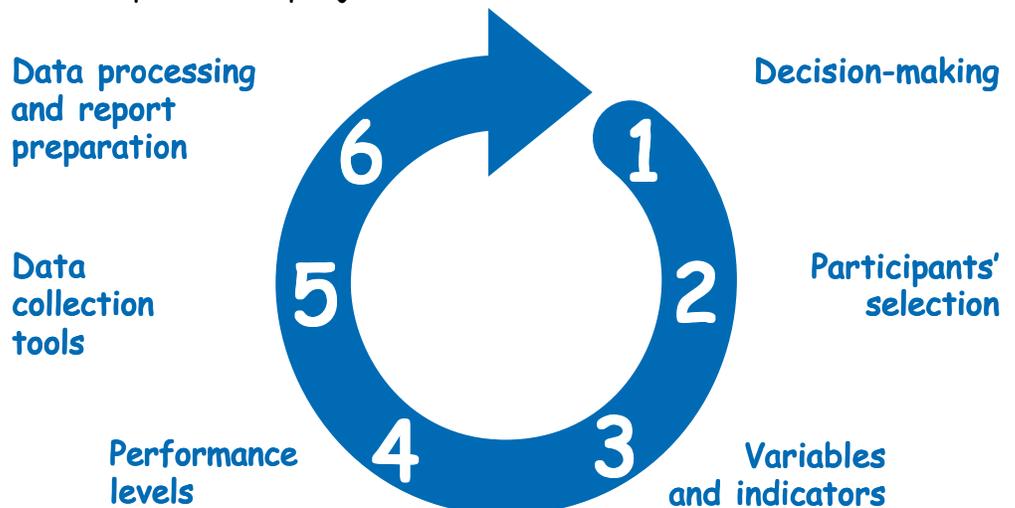
The findings resulting from the institutions, organizations, projects and programs studied, as well as from the revision of related literature, and our experience regarding the implementation of NGO systems, conform the basis for this work proposal that contributes various elements to a gender-sensitive participatory monitoring and evaluation system, as the first approach to the subject.

In general terms, the ideas about monitoring and evaluation are permeated by our school experiences and are focused on a behaviorist approach of good and bad or praise and punishment, instead of like a process involving achievements and difficulties, progress and set backs, calling for reflection before incorporating timely and relevant modifications.

Making progress regarding understanding monitoring and evaluation as a process, enables increasing the participation of the people involved in the projects, particularly in decision-making spaces, and promoting their own supervision of and control over the various agreements.

Steps towards system implementation

To implement a participatory gender-sensitive monitoring and evaluation system, due consideration should be given to the following basic steps, which need to be adapted to the conditions and needs of each particular project.



1. Decision-making

All of the institutions' management levels must be committed to the process, given the fact that their development entails making decisions that might involve changes regarding planning, the approach to certain actions, the relocation of human resources, and budget allocations.

The incorporation of a gender equity perspective at an institutional level involves changes that many times are exaggerated as an excuse to keep from doing it. But the implementation of gender-sensitive monitoring and evaluation systems might avoid unnecessary tensions for project directors and technical staff during the evaluation processes, as they will have a clear and precise knowledge about the progress being made towards the achievement of a more equitable and sustainable development.

At this point, management must determine the participatory degree of the monitoring and evaluation system, on account of the methodological and conceptual implications at budget and timeframe levels.

Consideration should be given to the changes resulting from extending participation opportunities regarding the definition of indicators, methods and analysis to many more people. Additional abilities must be developed to work with different people and groups, each with their own specific interests and concerns. The abilities to enter into clear negotiations and partnerships might strengthen the participating groups².

The decision involves more than just establishing a data collection system. It involves the organization of an institutional gender-sensitive monitoring and evaluation system, allocation of resources, and preparation for the ensuing empowerment processes.

2. Participants' selection

There are two specific instances where reference is made to the selection of participants.

- a. The construction and participatory definition of the system requires the identification of the participating groups. The implementation of a monitoring system—the various steps

2 __ Refer to Module 7 "Practicing what we preach", where the characteristics of transformer leadership are further discussed.



System implementation

proposed in this module—together with the participating communities, requires some type of representation or selection. Otherwise, the system becomes unreachable. It should be remembered that the exercise involving system implementation may be simplified contents-wise, nor presentation-wise. If the decision is made to build a monitoring system by means of a workshop, this might give a completely different impression to the group, to the point where it could cause them to declare total ignorance on the subject. It could be presented as a way to learn about the progress being made by the process, by relating it a follow up of productive activities: seeing, analyzing, changing and doing again until better results are obtained. Due consideration should be given to the priority groups as per the objectives, particularly those where impact is expected.



Data collection

- b. If project staff implements the system, alone or with the assistance of some community representatives, it becomes necessary to clearly identify whom it will be directed to, and subsequently, who will participate in the data collection process. At times there is a tendency towards involving the same community people over and over. They become our “representatives” and we proudly state “I could not work without the help of this person”. Care should always be taken to avoid strengthening power concentration and “traditional leadership”. Thus, consideration should be given to the people who will be consulted for data collection purposes, bearing in mind that although the majority of women do not hold any formal power positions within the communities, they do hold informal power positions in connection with the school or church—for example; individuals with differing points of view, whether or not they always attend, should also be included.

The general objectives of the organization and the project should be kept in mind at all times, thereby enabling the implementation of the best system and the adequate selection of project participants. Consideration should also be given to the participation of women in the definition of variables and indicators, as well as regarding data collection. The projects that have appointed women to conduct these activities have generated personal empowerment processes with important impact achievement results.

3. Variables and indicators

In the practice, we start concerning ourselves with indicator building when we wish to undertake monitoring and evaluation.

Nevertheless, indicators they should be determined the moment planning starts. In the first case, appraisers determine criteria based on their own vision. This situation, in addition to taking credibility away from the project, creates a sense of uncertainty, as it becomes fairly easy to establish criteria, which were not considered at the time the plan was conceived. Frequently enough, the immediate consequence is a report of utmost failure or success.

It is only recently that steps are being taken towards the incorporation of environmental protection criteria and the application of the gender equity approach into the planning stage. For example, the impact on institutions and projects is assessed in connection with the modification experienced by gender relationships and the result is stated as: "*Gender relationships are not being affected*". Furthermore, results show that traditional gender relationships are being reaffirmed, at institutions' as well as participants' level. There is a simple explanation for this: the institution, the program, or the project **did not** contemplate the impact on gender relationships.

Consequently, the existence of databases on indicators for rural development, education, gender, environment, etc., are useful for reality approximation purposes, but do not provide sufficient validity and objectivity to the monitoring and evaluation process as an institutional or project system. Therefore, they do not generate accurate information to enable social management to make decisions on a timely and relevant basis. Another common practice associated with the formulation of indicators is to build indicators based on a local, regional and national context, identifying in this manner a series of variables, which serve as a point of reference to build a set of monitoring and evaluation indicators. Module 6 of the **Toward Equity Series** provides an in-depth discussion about this subject.

Below is an example of questions aiming at the identification of indicators for a project evaluation. The table shows three categories of questions: Gender equity-related policies and strategies, activity monitoring considering these policies and strategies, and efficiency and effectiveness.

Existence of gender equity-related policies and strategies

To what extent has the project integrated the gender equity policy?	<ul style="list-style-type: none"> The gender policy has been mainstreamed.
To what extent has the project integrated a gender equity perspective into the strategies?	<ul style="list-style-type: none"> The project has incorporated a gender equity strategy into all its programs.
To what extent has the project adequately organized its staff concerning the application of the gender equity strategy and policy?	<ul style="list-style-type: none"> The project operates efficiently with gender trained staff.
What is the extent of inclusion of evaluation activities to measure the impact that gender relationships have had on the project?	<ul style="list-style-type: none"> There are indicators to measure the impact on women development. All data is gathered by sex.
To what extent has the project integrated gender equity policies into its relationship with local organizations?	<ul style="list-style-type: none"> Local organizations are strong regarding gender equity implementation. Activities promote women's participation. All materials are prepared using a gender-sensitive language.

Monitoring of gender equity policies and strategies in activities and results

To what extent are activities planned in accordance with gender equity policies and strategies considered at the time of project monitoring and evaluation?	<ul style="list-style-type: none"> Activities are planned in accordance with the needs expressed by women. Activities planned promote the integration of gender and impact on intergender power relationships. Activities that measure the impact of both genders. Activities that measure the impact of intergender relationships. The reports prepared made reference to the impact of gender throughout all the levels of the project.
To what extent do the evaluation activities of the project measure the impact on gender relationships?	<ul style="list-style-type: none"> Impact indicators regarding gender relationships are incorporated into the monitoring system.

Efficiency and effectiveness

What is the extent of integration of gender equity policies and strategies into sensitizing and training activities?	<ul style="list-style-type: none"> Staff trained on the incorporation of gender equity. Type and frequency of training activities.
Are women considered as a priority group?	<ul style="list-style-type: none"> Active participation by women throughout the various levels of the project (situation analysis, productive organization, decision making, planning, etc.). Women participate in decision making and assume responsibility on proposal development. Extent of women's participation (quantitatively and qualitatively). Women's integration into the existing local organizations is promoted by the project.
What is the extent of the actions carried out by the project's person responsible for gender?	<ul style="list-style-type: none"> Working characteristics of the gender responsible person(s). Training level of the gender responsible person(s). Role of the project's gender responsible person(s)
To what extent do the strategies and activities that incorporate men promote and implement gender equity?	<ul style="list-style-type: none"> There are methodologies to work with mixed groups. Development of new ways to exercise power. Work with groups of men on masculinity issues.
To what extent has the project had any impact on the socioeconomic conditions of women and intergender relationships?	<ul style="list-style-type: none"> The project promotes the incorporation of women in non-traditional productive activities. Credit programs consider and promote women's participation. Credit impact on intergender relationships. Number of trained women who have put into practice the knowledge acquired. Degree of satisfaction of women and men. Level of improvement regarding living conditions. Increase on household income due to productive diversification.
To what extent has the project guaranteed respect and compliance with their human rights?	

It is important to determine whether the core elements of gender perspective (work division, control of and access to resources, and the particular condition and position of men and women) during the project identification and design phase. Subsequently, a revision should be made of the institution's strategic and operating plans, to determine the connection among objectives, results and, of course, the gender-sensitive indicators related to the above-mentioned levels; identification should also be made of the gender elements that will facilitate progress monitoring and the evaluation of project impact.

A determination is made regarding the variables that will be monitored as well as the frequency of data gathering, based on the work plans of the organizations and projects, and the institutional gender equity policy and strategies.

At each axis, we should ask ourselves about the aspects we are most interested in identifying. It is very likely that a lot of questions will arise, but a selection must be made.

Focusing on priority matters

In order for monitoring to work properly, it must be global, precise and limited to the **essential**. Although monitoring can include everything considered in the plan: objectives, results, activities, procedures and means, maintaining the system would probably take up most of our time. A prioritization needs to be made to maintain a reasonable amount of variables requiring monitoring.

If an extremely quantitative monitoring is carried out, where figures are a priority, this could lead to a "data cemetery", loaded with figures related to most of the activities and expected results, but unable to analyze and interpret them.

Given the above, the indicators incorporated into the monitoring system are closely linked to the objective we intend to achieve, enabling us to select the activities that provide us with a better progress reference. It should also be considered that the system can be arranged to work at intervals, determining for the first semester, for example, some indicators, and then for the second semester other indicators could be added. This enables us to have at hand vital information needed to measure the progress of equity relationships during the evaluation.

The **pace** of the monitoring system should be **adequate** to the needs of the program or project; if it is too slow the end result will be that the information will not be ready when needed for decision-making purposes. Of vital importance is to focus on essential issues

and establish **clear priorities**. "More or less exact and fast" is better than "exact and too late". Attention should be given not only to quantitative aspects, but also to quality and participation.



Example

The objective of a project is to create mixed groups of production, to which effect it develops various activities related to technical training, administrative and organizational training, as well as exchanges with other groups already involved in commercialization efforts.

On training-related matters we are able to measure:

1. Number of women and men who participate in the training sessions.
2. Sex of the person imparting training.
3. Boys' and girls' care during training sessions.
4. Questions, participation and appropriation of the contents of the training course by women and men.
5. Women and men's attendance until the end of the training courses.
6. Arrangements made for training attendance: distance, transportation, meals, materials.
7. Number of women and men who are applying technical knowledge.
8. Families encouraging women's participation in training sessions.

We must now ask ourselves: Which elements should be measured on a priority basis? If the objective is to have mixed groups, what is the information needed to measure such progress? Which one would you pick? Bear in mind the other project components, available resources, and the practical conditions surrounding the activities. As a prioritization example, the monthly activity report could include points 1, 2, 3; the quarterly report points 4, 5, 7.

4. Scales of performance³

One of the criticisms most frequently made among projects, is the manner and criteria used by appraisers to measure the progress of a project. This situation becomes even more critical when projects have been appraised with respect to gender equity.

Frequent complaints are heard regarding the impact indicators utilized, which disregard the reality prevailing within the project area. For example:

When we arrived at this community, we found a series of taboos and restrictions regarding the participation of women in formal organizations. In fact, there was not a single woman involved in this type of structure. The project made great efforts to modify this behavior, and by the end of one year we were able to get two women to participate. At the time of the external evaluation, the appraisers used as indicator 40% of women's participation in positions of power. Naturally, the project's evaluation score was poor".

Performance scales are established for the purpose of avoiding this type of situations. A scale is built from a certain number of equal parts, proportionately to the units we have decided to use.

For instance, a scale can be defined as follows:

Number of women in positions of power			
5	-		Excellent
2	-		Good
1	-		Fair
0	-		Poor

One of the advantages of the performance scales is that they are built taking into consideration the realities of the environment. This is extremely important in the case of gender relationships, as

3 — For further information on the construction of performance scales, please refer to IDRC-IUCN, 1997.

it avoids using standard indicators or indicators created in countries where there exists greater progress regarding more equitable relationships.

A performance scale provides us with the measurement that is most appropriate to the aspect we are concerned with. Income and value added are measured in terms of money. But health is measured through disease and mortality rates; employment is measured through jobs; the diversity of species through rates of endangered species, etc. We then determine the levels for good and poor income, mortality rates, unemployment rates, endangered species' rates, etc. The end result is a series of performance measurements, where they all use the same scale, thus making it possible to use them together and combined.

IDRC-IUCN, 1997.

For each indicator chosen, be it for monitoring or evaluation purposes, a performance scale needs to be determined. This entails determining the best and worst score.

The best scores are the goals. A country with a mortality rate of 180 deaths for every 1000 children born alive, must determine the best score for these 60 deaths, because the international objective is to decrease child mortality by two thirds by the year 2015. However, 60 deaths per every 1000 children born alive, still is quite high: the rates of most of the developed countries are below 20 deaths, and the best performance is 5 deaths. It would be best to define the best score on 0 deaths, and set the goal on 60.

5. Data collection tools

To identify or analyze a situation where project interventions are planned, data should be collected by sex, with a clear understanding about the gender relationships or aspects the project expects to change through institutional, project or program intervention. Ensuring that the analysis of this particular situation takes place based on a gender perspective, facilitates future identification of evaluation criteria, and to a certain extent, makes sure the plan incorporates these variables.

To this effect, the following elements can be taken as reference:

- Work division by gender and gender roles.
- Recognition of inequalities among age groups
- Impact differentiated by sex.
- Access, use and control over resources and benefits.
- Living conditions of women and men.
- Women's socio-political situation vs. men's.
- Levels of participation and empowerment.
- Intergender and intragender power relationships.

Recognition of the initial situation as a result of a gender differentiated analysis in plans, programs and projects, is vital to learn about the extent progress is being made towards equity among women and men in development projects, and thus be able to make the decisions required to support the achievement of this end or objective.

There are two marked trends in this type of analysis: one is to apply a gender perspective to the analysis of problematic situations arising in a community, population or organization; and the other trend consists on analyzing the gender relationships established in the community, organizations, or people involved in the activities of the project. This would entail determining the condition and position of women, their strategic needs, leadership and organization. The monitoring and evaluation criteria to be used by the system, will be determined by the manner and extent to which a plan, program or project conducts the analysis of the reality for subsequent incorporation into its interventions.

The characterization of the monitoring system makes it possible to determine available options for the incorporation of the gender perspective into the system, to which effect it is necessary to revise tools such as: plans formats, reports, registration cards, visiting records, memoirs, and every data recording mechanism.

Efforts should also be made to determine the procedures followed to process, systematize and elaborate reports, as well as to identify the potential and limitations of the persons in charge, in order to draw on existing experience regarding the incorporation

of the gender perspective into the system implemented by the institution. Efforts should be made towards making sure that changes take place on a gradual basis, in order to enable the staff to assimilate the new knowledge and assume a positive attitude towards the system's restructuring.

Deadlines are another vital factor. They should be determined considering the resources available, the dates and the people responsible.

The selection of data collection mechanisms and tools depends, to a large extent, on the indicators chosen, the availability of time, the skills of the team and the resources, as well as the technology available. To obtain better quality and useful information, it is important to identify the most appropriate moment to gather the data that provides the best information about the indicator chosen.

Key questions for data collection purposes

How do you know if things are improving or worsening?

This is the question leading to the indicators. It is at the activity's planning phase when technicians provide indicator building support. Related questions are:

- Where will the information be obtained?
- Who has the information?
- What would you have to observe to be able to gather the information?
- What would you need to measure or count to obtain the information?
- How will data be gathered?
- How frequently and who would gather the data?
- How and where will the data be recorded?
- How will women's participation and empowerment be strengthened?
- Does the mechanism promote this empowerment?

For illustration purposes regarding the importance of the data gathering mechanisms, following are some extracts of a report related to the technical assistance provided to an NGO on its monitoring and evaluation system.

Regarding mechanisms and information

"Information mechanisms are unable to fully capture the plan's overall impact on the population served. Although quantitative information is available, there is no qualitative data on the progress made; some projects and programs have practically no data and others have too much; there is no data desegregated by sex to verify service delivery; monitoring and evaluation reports are too lengthy, and although there is a huge amount of information, the really relevant approach is lacking; there are no explanations justifying the failures, and there is no certainty about the truthfulness of everything reported.

The existing monitoring and evaluation system does not clearly provide data regarding the effects and impact on the life of women and men, no qualitative data is obtained, there is no way of verifying results. On the other hand, staff states having little time available to gather too much information through mechanisms unfamiliar to them, and which systematization is neither implemented nor used. Furthermore, with respect to data gathering, in spite of having data collection cards, these are filled with different criteria individually established by the data gathering personnel".

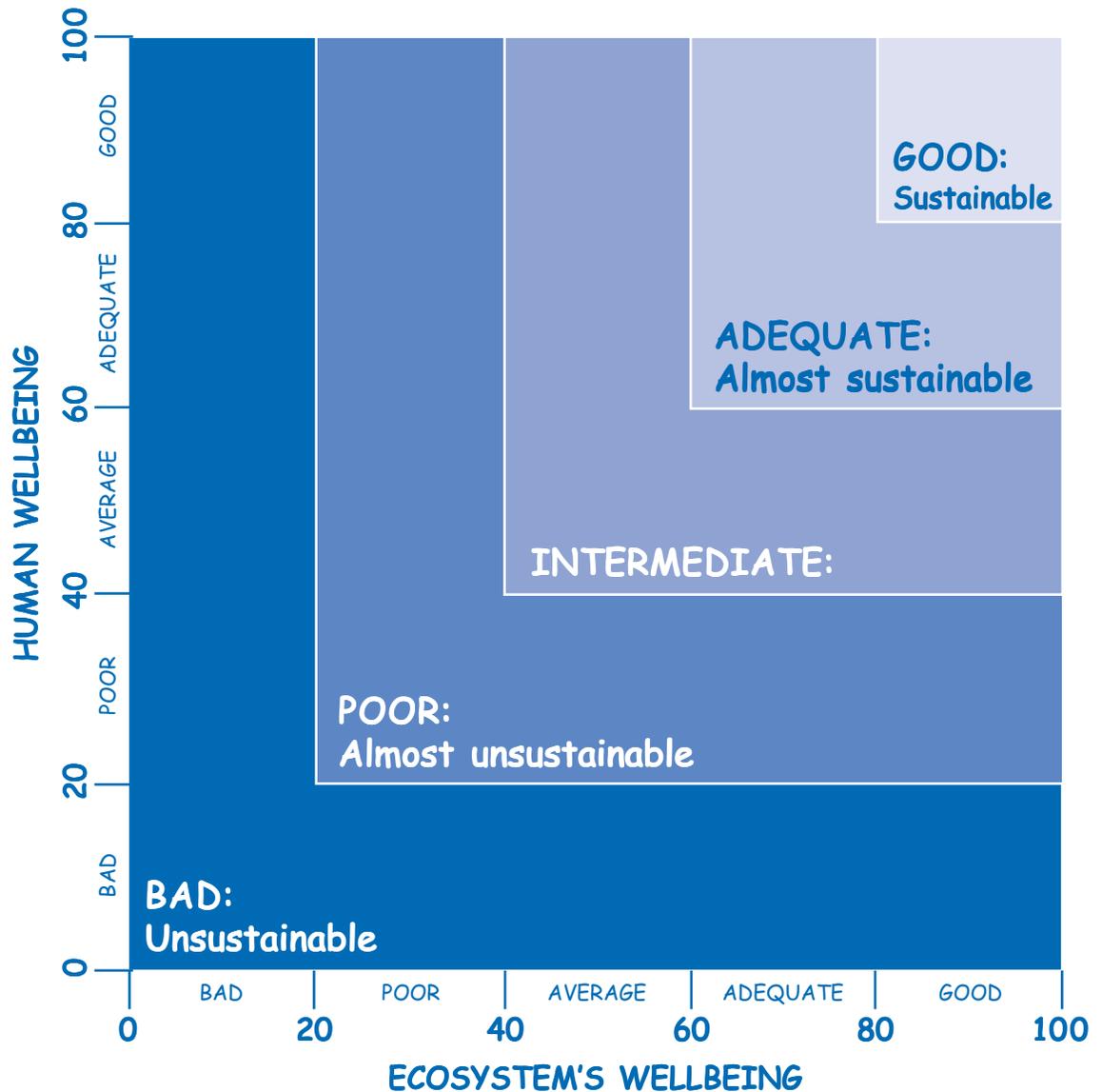
Some practical exercises

Various resources can be used to gather the information needed to feed a gender-sensitive monitoring and evaluation system, depending on the decisions previously made about participants, resources, time availability, direction. This section shows a few examples.

Exercise 1

Sustainability barometer ⁴

The purpose of this tool is to enable project participants to conduct an analysis about their quality of life, both at their own personal level and at the level of their environment. It aims at strengthening the idea of working on a parallel basis on both the human wellbeing and the wellbeing of the ecosystem⁵.



Present the idea of the barometer during a community meeting, draw a vertical axis and explain that it represents all the people in the community, women and men of all ages.

4 __ IDRC-IUCN, 1997.

5 __ The term ecosystem is of a broader nature than environment, as it includes people and communities.

Divide the line into five sectors from the bottom on up and assign to each sector a category of quality of life, such as bad (it is placed on the lower corner) up to good (upper corner), using the words mentioned by the participating individuals. Allow the group to discuss and analyze each category, in order to ensure equal interpretations about the meaning.

Then, draw the horizontal axis, and explain that it represents the ecosystem. Divide the line into five sectors from left to right; identify again each sector with a category, now about the ecosystem's wellbeing, from bad (left) to good (right) using the words mentioned by the participants; each category should also be analyzed.

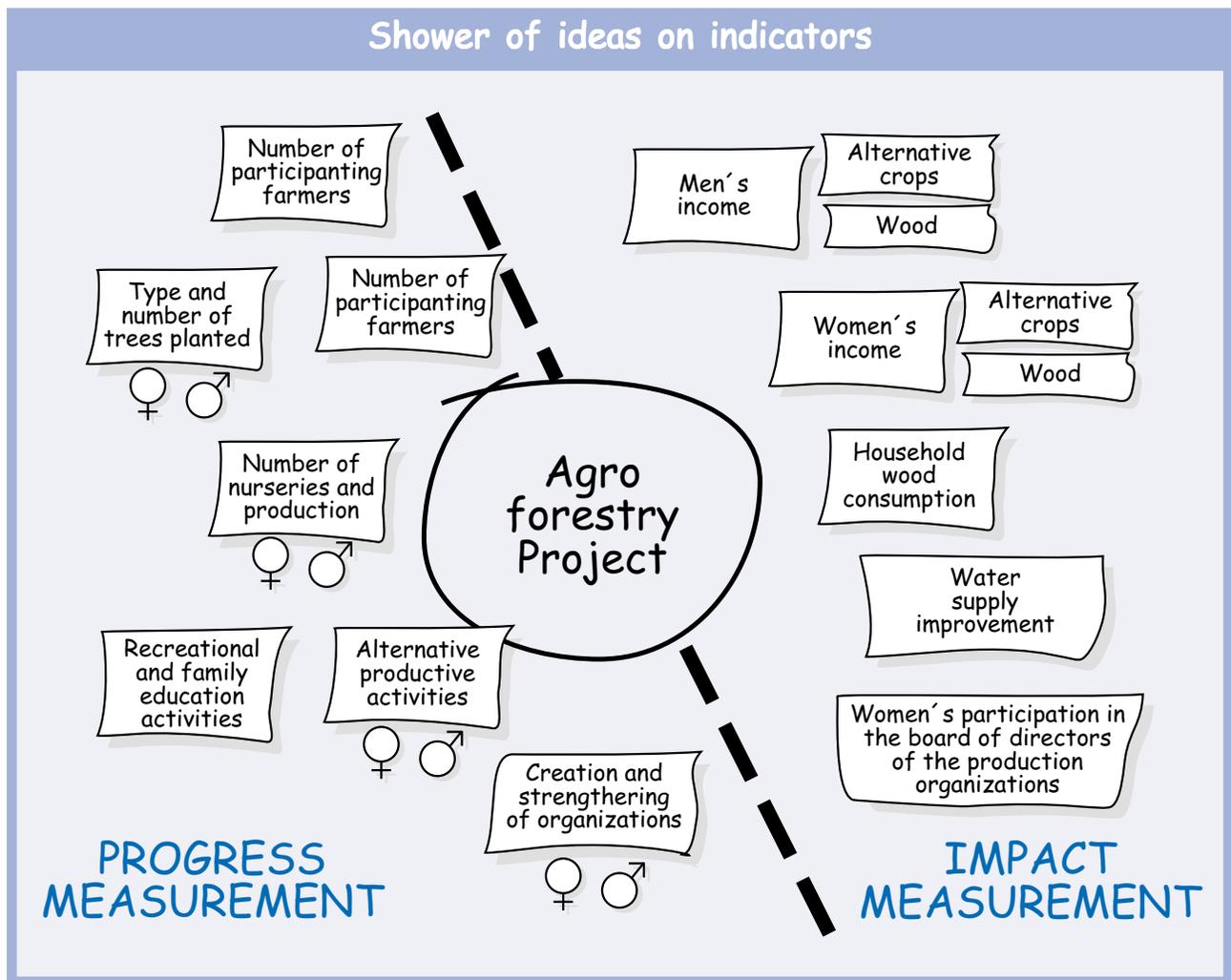
Ask participants to indicate the place where they set themselves on the human development scale, considering elements related to their living conditions, such as ability to meet the basic needs for women and men alike, access to housing, roads, health, work, land ownership, and social and organizational aspects, such as democracy, full citizenship, equitable political participation, no expressions of intrafamily violence, representation in local governments, ability to engage into partnerships and coordination with other groups, etc.

Gender differences might be expressed when attempting to determine the community's applicable category. When consensus is lacking, the various categories by group of proposing people, should be pointed out.

The same process should be repeated to point out the condition of the environment or ecosystem surrounding their community. The initial location of the community becomes the point where both lines cross, as shown below.

The main objective is to identify the reasons behind the people's classifications, improvement regarding their quality of life and the environment. The exercise can be repeated considering the past, specifying time (1 year, 5 years or 10 years) to be able to analyze development trends. The future can also be considered, through the identification of the direction the efforts are aimed at.

The monitoring and evaluation planning matrix is one of the methods that can be used at community level.



Objective: To establish the process for a participatory monitoring and evaluation planning matrix. This process must be repeated at given intervals. The matrix should provide a summary of the activities to be undertaken, the responsibilities and the calendar of activities.

Duration: Two or three hours.

Materials: Blackboard, flipchart paper, markers, cards, tape.

Methodology: The session is conducted together with project participants. During the session a matrix will be established indicating the various activities and the expected results, how it will be measured (indicators), who will measure (responsibilities), how it will be presented (products), and when it will take place (calendar).

6 __ Adapted from Geilfus, F. 1997.

Monitoring and evaluation planning matrix

ACTIVITY SUB ACTIVITY	INDICATORS	VERIFICATION MEANS	RESPONSIBLE PERSON	CALENDAR														
				J	F	M	A	M	J	J	A	S	O	N	D			
Planting schedule:																		
1. Promotion of planting activity	Number of participating women	- Meeting summoning and agenda	Community committee for reforestation															
	Number of participating men	- Work plan including visits to farmers																
2. Plan consolidation	Number of trees and total area (*)	- Planning of expected results	Community committee for reforestation															

(*) Women's opinion was taken into account to determine the type of tree to be used.

1. Analysis about the participants and the situation of the group: "What do we know about the various project players and their responsibilities?" This can be worked out either in groups or in the plenary using cards to write down the opinion of each person.

2. Analysis on the expectations and fears about the planned activities: "Which are our expectations (expected results) and our fears (possible problems) about the project?" This exercise broadens our vision and search for indicators. Group guides can assist discussion in small groups.

3. Analysis of indicators: "How can we measure the activities' progress and impact?"

4. Analysis of monitoring responsibilities: "Who will be responsible for observing the various indicators?" At this particular level, a decision must be made whether a follow-up committee will be appointed and who will conform it.

5. Analysis of monitoring tasks: "When will the monitoring and evaluation tasks take place, and what are the expected products?"

Exercise 3

Work reports

Field trip reports, visits to groups, or work reports, are some one of the most widely used mechanisms. Any such mechanism used by the organization or project, must provide information desegregated by sex, for the monitoring system purposes.

Below are some examples utilized by projects:

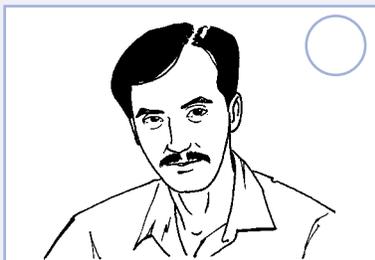
Monthly report													
AREA:			RESPONSIBLE:						DATE:				
Objective	Goal	Unit of measurement	Prog.	Exec.	%	Analysis of results							
						Context for women and men		Effect on women and men		Corrective measures for women and men		Second quarter projections	
						♀	♂	♀	♂	♀	♂	♀	♂

Similar reports are used by the projects to inform about task compliance. These reports could include information about the behavior of both women and men, and how are the activities having an impact of reality. In the event of specific topics, these reports could contain more specific questions.

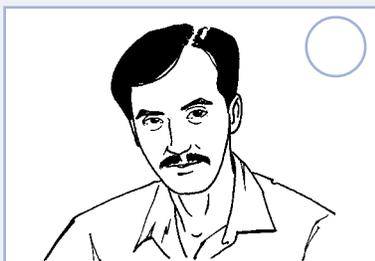
Community records are important tools also. These usually consist of drawing-based proposals that allow women and men to keep records on an individual or group basis.

Collection of community data

WHO MAKES THE DECISIONS ABOUT PRODUCTIVE ACTIVITIES?



WHO DECIDES THE USE GIVEN TO INCOME?



HOW ARE CHILDREN CARED FOR IN THE HOUSEHOLD?



WHO TAKES CARE OF THE TREES PLANTED?



Mark with an X the image selected.

6. Data processing and report preparation

The channels, through which the organization gathers and processes the information, should be well defined. As a general rule, the monthly reports prepared by the promoters and technicians are compiled in the area or specific component, and are used to prepare the quarterly or semi-annual report, depending on the frequency and requirements of the organization or project.

It is worth noting that the reports generated by the monitoring system are intended to generate information for decision-making purposes, and determine the necessary changes and corrective measures. They are not of an evaluative nature.

The preparation of reports containing judgments and assessments does, usually, hamper and delay the process, and reduces the information to the vision of the individual preparing the report. Consequently, monitoring reports should be very precise about the analysis of changes and trends related to the achievement of goals.

It would be useful to establish a simple result representation system, such as an electronic spreadsheet, where at the same time that achievement percentages are determined, it could also represent the same information by means of tables and graphics.

The following page shows the record used to monitor the progress made by one of the work plans related to the Toward Equity Project. By using this format, the information can be easily converted into graphics and encourage reflection over progress and limitations.

Toward Equity Project Monitoring System

OBJECTIVE 1

Design, validation and socialization of participatory methodologies and mechanisms to facilitate the integration of a gender perspective into the rural development initiatives

MEASUREMENT PROCESS OF INDICATORS

Goal 1.1, Indicator 1.1.1.: Fourteen sets of documents delivered

Very high	(5) 12 a 14	deliveries
High	(4) 8 a 11	deliveries
Average	(3) 7	deliveries
Low	(2) 4 a 6	deliveries
Very low	(1) 1 a 3	deliveries
No deliveries	(0) 0	deliveries

Calculation of the score of indicator 1, goal 1

	Maximum score	Actual score
Indicator 1	5	0
Goal 1	5	0

Goal 1.2., Indicator 1.2.1.: Four workshops validated...

High	(3) 3 a 4	workshops
Average	(2) 2	workshops
Low	(1) 1 a 2	workshops
No workshops	(0) 0	workshops

Calculation of the score of indicator 1.2, goal 2

	Maximum score	Actual score
Indicator 1	3	0
Indicator 2	5	0
Goal 2	8	0

Goal 1.2., Indicator 1.2.2.: Distribution of modules...

Very high	(5) 12 a 14	deliveries
High	(4) 8 a 11	deliveries
Average	(3) 7	deliveries
Low	(2) 4 a 6	deliveries
Very low	(1) 1 a 3	deliveries
No deliveries	(0) 0	deliveries

Final comments

Participants should give thought to each stage of the process for the preparation and implementation of the M&E system. Therefore, the system is not finished once it is first implemented; it is a process that will grow and improve over the course of time. It is necessary to devote time to the verification of the system's progress, validity and adaptability. There will always exist people opposing it, but through exercise and practice, a system will be built to suit the specific needs of each organization or project. We recommend organizations and projects to systematize their experience in this field.

On the other hand, monitoring and evaluation systems do not always explain the events within the context, the reactions from the participants, or the demands of the plan. It is sometimes necessary to complement the information with timely evaluations on specific facts. For instance, the underlying causes for the disintegration of women's groups, the conflicts of power interfering with a basin's management and protection, etc.

Finally, it should be taken into consideration that to implement a participatory gender-sensitive monitoring and evaluation system, the timing, possibilities, opportunities, interests and needs of women and men should be distinctly differentiated, to avoid an unnecessary overburden of responsibilities, and thus, isolation from the development processes.

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Records, models and formats related to the monitoring and evaluation processes, such as operating plans, database variables, indicators, activities' reports from the following institutions and projects:

Adecaf- FAO

Apoyo a la Forestería Comunal (AFOCO-GTZ)

Proyecto Diversificación y Privatización del Proyecto Agroforestal Comunitario (DIPAC-CARE)

Escuela Nacional de Ciencias Forestales

Proyecto Lempira Sur

Proyecto de consolidación de empresas campesinas (PROCORAC).

- MODULE 1** **A GOOD START MAKES A BETTER ENDING**
Writing Proposals with a Gender Perspective
Proposes a series of preconditions that contribute to the design of a project proposal containing the basic ingredients needed to facilitate the incorporation of a gender equity perspective.
- MODULE 2** **SEEK AND YE SHALL FIND**
Creating Participatory Appraisals with a Gender Perspective
Basic recommendations for carrying out participatory appraisals with a gender equity perspective.
- MODULE 3** **IF WE ORGANIZE IT WE CAN DO IT**
Project Planning with a Gender Perspective
Taking the step from appraisal to action using planning techniques that respond to the needs expressed by women and men.
- MODULE 4** **TAKING THE PULSE OF GENDER**
Gender-Sensitive Systems for Monitoring and Evaluation
Basic guidelines for designing an evaluation and monitoring system that reveals gender inequities.
- MODULE 5** **IN UNITY THERE IS POWER**
Processes of Participation and Empowerment
Examines the issue of power and its effect on development initiatives. An innovative presentation of carefully selected techniques for analyzing power and approaching the construction of new and more equitable and democratic forms of participation.
- MÓDULO 6** **EYES THAT SEE...HEARTS THAT FEEL**
Equity Indicators
Proposes methodology for defining indicators with men and women in the communities. Presents a set of indicators to identify and assess progress toward more equitable relations, and actions that enable a project to develop along paths that are more democratic and just.
- MODULE 7** **PRACTICING WHAT WE PREACH**
Toward Administration and Management with Equity
Considerations that can help organizations develop more equitable forms of administration and management.
- MODULE 8** **SHARING SECRETS**
Systematization from a Gender Perspective
Proposes methodology for a participatory systematization of the experiences and outcomes of initiatives in the field using gender relations as the focal point for analysis.
- MODULE 9** **UNVEILING GENDER**
Basic Conceptual Elements for Understanding Equity
Presents elements for a basic understanding of gender theory, along with a glossary of the terms most frequently used in the Toward Equity series.