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being recorded.

Welcome to the seminar!
We will begin at 12 PM CST.

Suggested Webinar Etiquette:

1. Make sure your screen name has your name and affiliation
2. Mute yourself unless you are talking
3. Turn on video when talking
4. Use the chat to share thoughts, comments, questions at any time
5. Use side by side mode for easy viewing

A woman wearing a red and white patterned hat and a red and white shirt is smiling in a lush green rice field. The field is filled with tall, vibrant green rice stalks. In the background, there are trees and a cloudy sky. A white outline of a map of Texas is visible in the upper right corner of the image.

Module 12:

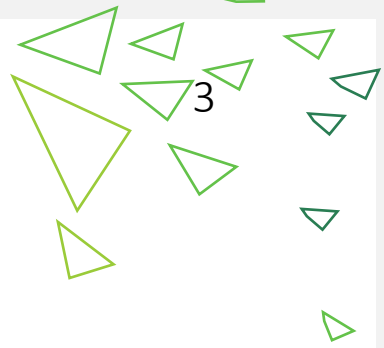
Program Evaluation and Learning in Development: A Gendered Lens

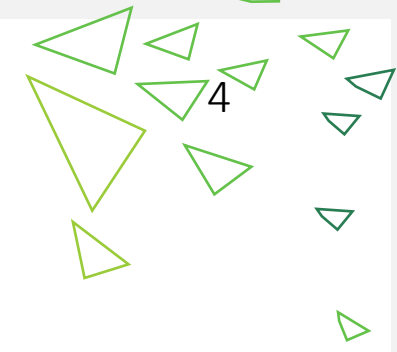
This project was supported by the Higher Education Challenge (HEC) Grants Program, grant no. 2020-70003-32313 from the USDA National Institute of Food and Agriculture and by the Texas A&M University Presidential Transformational Teaching Grants Program, Round 1.



Welcome!

- Please connect on your computer or mobile device to participate in the group activities.
- Start now by participating in a short “getting to know you” activity.





Summary

This module will focus on:

- Causes and impacts of gender inequality
- Understanding and practice designing monitoring, evaluation, accountability, and learning (MEAL) plans for international development programs, projects, and activities



Learning Objectives

Through active participation in this session, including independent study and reflection before and after the classroom activities, participants will be prepared to:

Define key terms and concepts to including: Monitoring, Evaluation, Accountability, and Learning (MEAL); Collaborate, Learn, and Adapt (CLA) Framework; and Theory of Change (TOC).

Create theory of change (TOC) statements or diagrams, showing the causal pathway between causes, inputs, outputs, outcomes, and impacts of programs, with particular emphasis on gender equality parameters.

Explain the importance of the gender dimension in evaluating program effectiveness and identifying gender-specific consequences of interventions.

Select appropriate indicators for the monitoring and evaluation of projects to measure outcomes related to gender equality, given scenario-based practice activities.



Prior Readings



Sex-disaggregated data and gender indicators in agriculture: A review of data gaps and good practices.

Opinion: Gender diversity leads to better science.

Moving towards gender-sensitive evaluation? Practices and challenges in international-development evaluation.



Key Terms and Concepts



Handout 12.1: Module 12 Key Terms and Concepts



- 1. Monitoring, Evaluation, Accountability, and Learning (MEAL):** MEAL is a framework for the implementation of project or program activities.
 - a. Monitoring:** “The collection of routine data that measure progress toward achieving program objectives. It is used to track changes in program performance over time” (Frankel & Gage, 2016, p. 1).
 - b. Evaluation:** “Measures how well the program activities have met expected objectives and/or the extent to which changes in the outcomes can be attributed to the program or intervention” (Frankel & Gage, 2016, p. 2).
 - c. Accountability:** Refers to the integration of mechanisms to give stakeholders and beneficiaries opportunity to hold programs and donors accountable for the effectiveness and outcomes of the programs in their communities.
 - d. Learning:** Resulting changes to program implementation, policy, and approaches based on what is learned through effective monitoring and evaluation efforts.
- 2. The Project Management Cycle:** “an iterative process by which the project is constantly monitored, and any required changes are reflected in the plans” (PM4DEV, 2020)
- 3. Collaborate, Learn, Adapt (CLA):** CLA is a learning framework used by the U.S Agency for International Development (USAID) and its implementing partners to improve development effectiveness by “ensuring efforts are coordinated with others, grounded in strong evidence base, and iteratively adapted to remain relevant throughout implementation” (USAID, 2021)
- 4. Gender-Integrating Monitoring:** “Monitoring that envelops gender-specific outputs by tracking progress of gender-specific elements within a program and disaggregates data collection and analyses.” (Fehringer et al., 2017)
- 5. Gender-Integrating Evaluation:** Measure’s impact of gender components of the program to identify program elements that impact gender equality. From which, the data measures a programs progress and impact. (Fehringer et al., 2017)
- 6. Disaggregation:** The availability of sex and gender disaggregated data is key to gender aware monitoring, evaluation, and learning.
- 7. Gender Continuum:** For the context of global development, USAID’s Interagency Gender Work Group (2018) utilizes a multilateral evaluation tool to determine the effectiveness of programs.
 - a. Gender Harmful:** MEL programs that exploit or reinforce harmful societal norms that limit participation of women or other genders in development.
 - b. Gender Neutral:** MEL programs that are not aware of and/or do not recognize gender differences.

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Icebreaker





Discussion

Consider...

- How do we know when “empowerment” occurs?
- When a program seems to be successful, particularly in closing the gap between men and women, how do we prove its success?
- Do we know when programs are having adverse impacts on women or other marginalized or traditionally underrepresented groups?
- Are smiling photos, like the one at right from a USAID Feed the Future program in Bangladesh, enough to prove a program is having a positive impact?

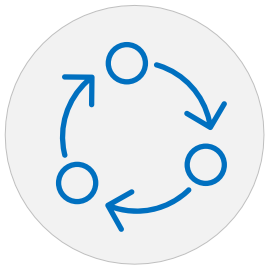


Roadmap

1. Define key terms and concepts.
2. Why does gender matter in MEAL systems?
3. How do we design gender responsiveness in MEAL systems?
4. How can we use Theories of Change to identify and measure outputs, outcomes, and impacts?



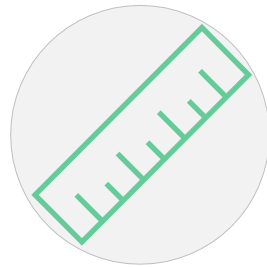
Define Key Concepts



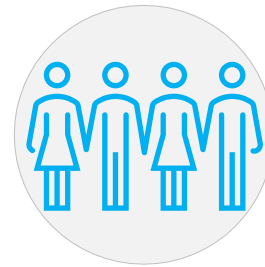
**Project
Management
Cycle**



Monitoring



Evaluation



Accountability



Learning



**Collaborate,
Learning,
Adapt (CLA)**



Roadmap

1. Define key terms and concepts.
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Main Purpose:

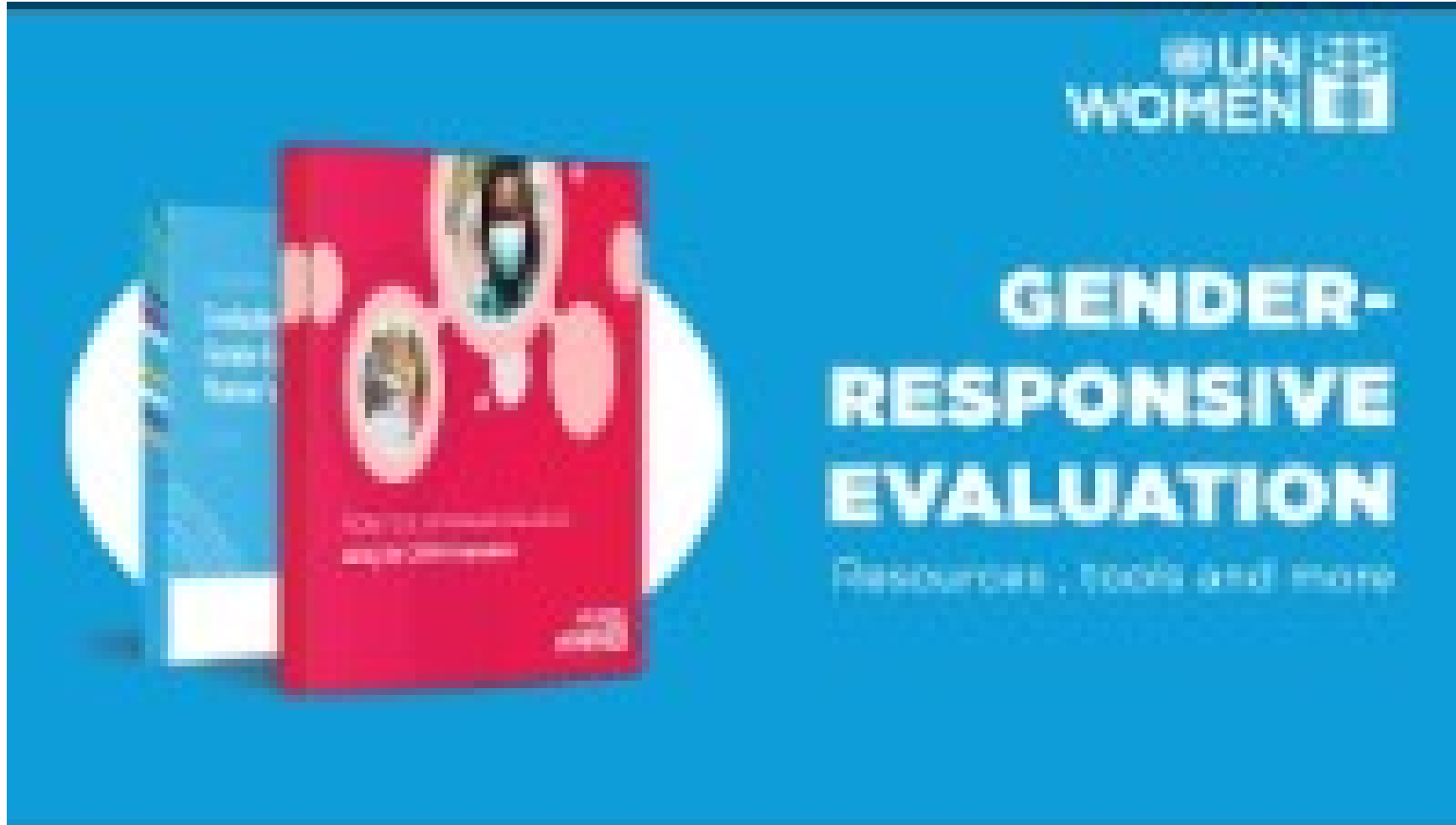
Informs evidence-based programming for women's empowerment and gender equality by:

1. Measuring the extent to which programming has addressed women's/men's needs
2. Providing credible evidence for decision-making,
3. Providing information about impacts of programs on women's equality, rights, and empowerment,
4. Responding to increasing pressure from stakeholders for accountability and resource efficiency (i.e., measuring results and making decisions and policy changes that improve efficiency),
5. Recognizing that men and women often experience development in their community differently,
6. Revealing long-term impacts of development in communities, and
7. Asking and answering questions about long-term/secondary impacts of development.



Resources and Tools for Gender-Responsive Evaluation

14



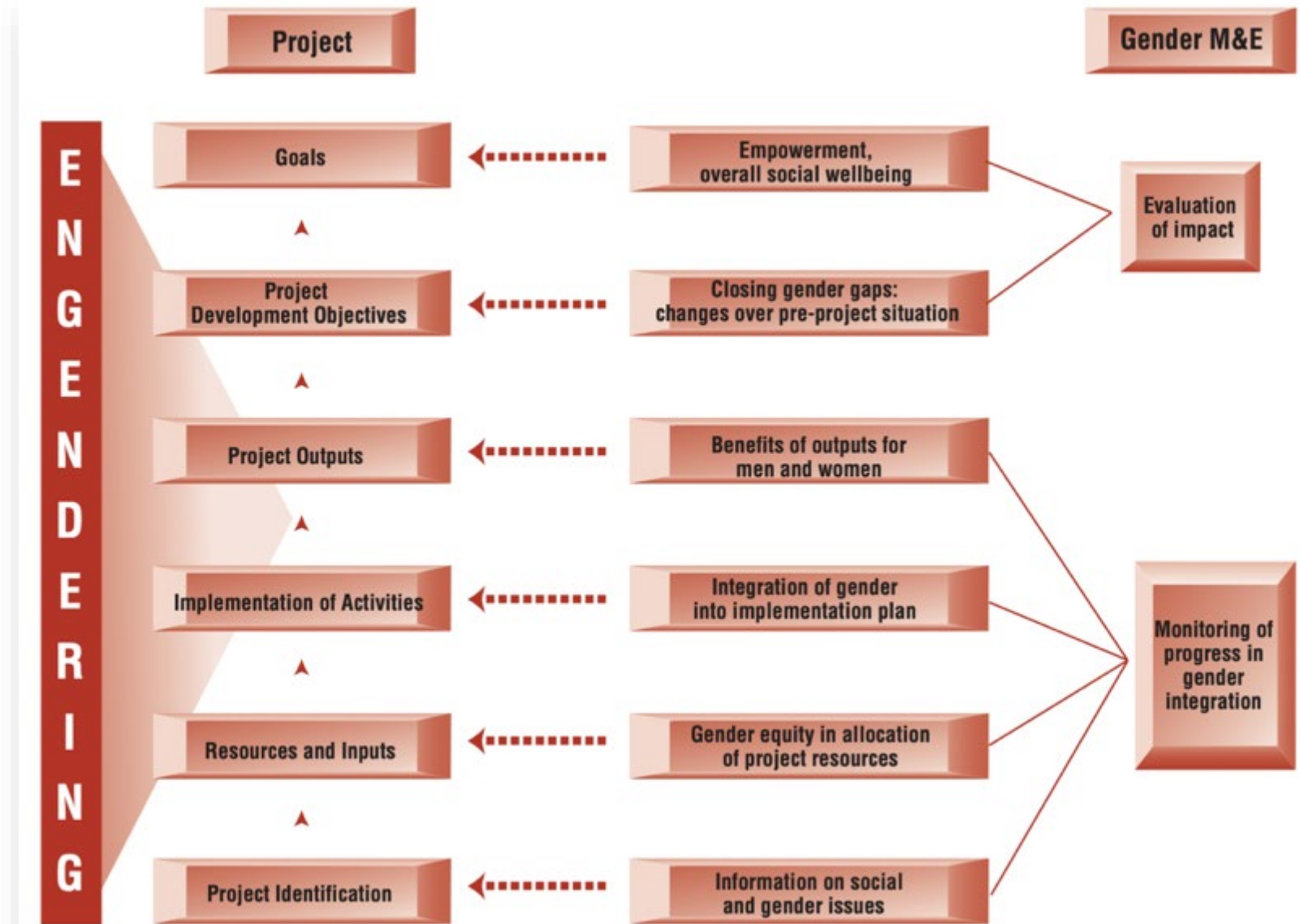
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Gender Responsiveness in MEAL Systems

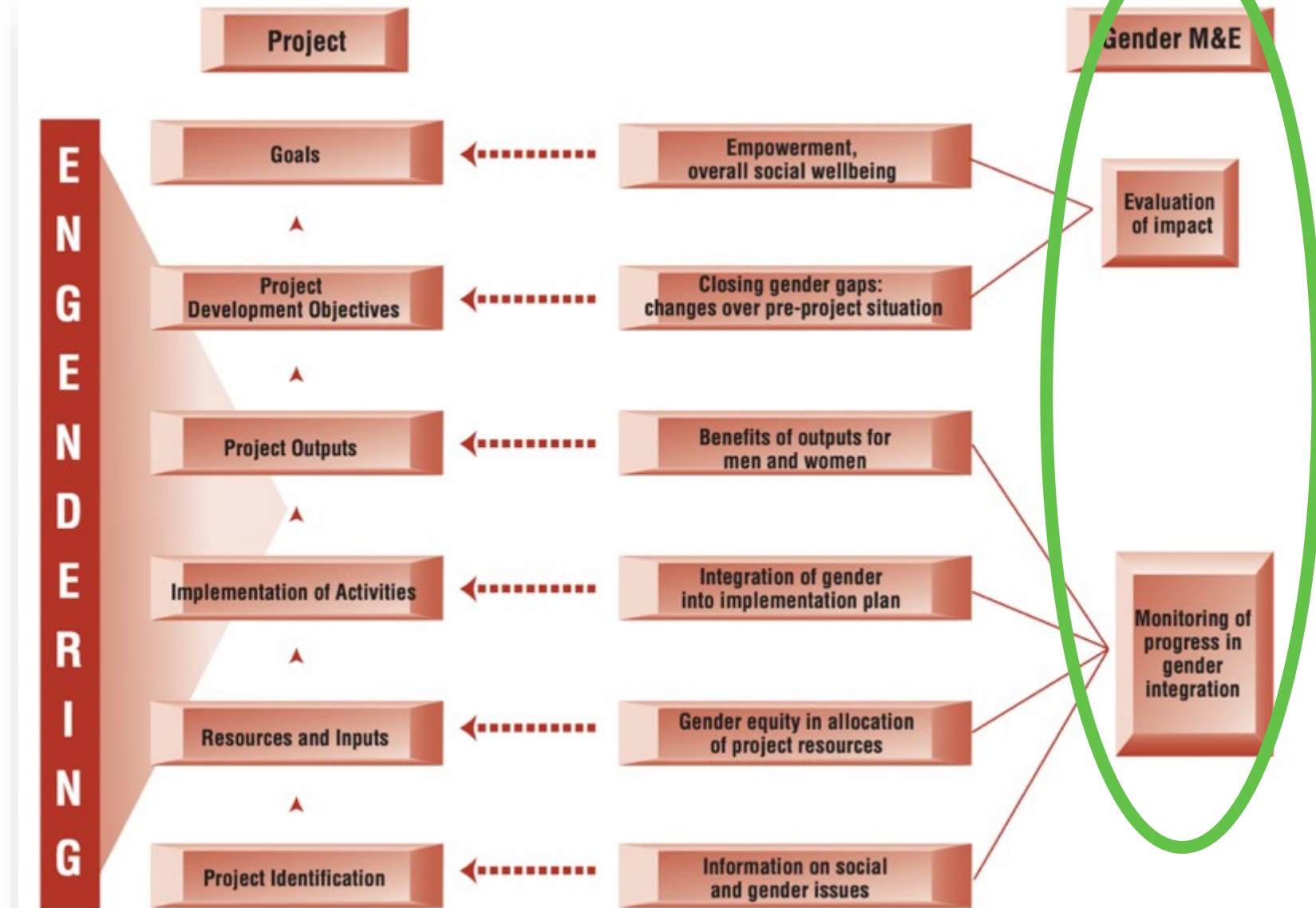
Gender responsiveness must begin at the start of the Project Life Cycle, with the **initial needs assessment** and **formulation** of the project.



Levels of Gender Integration into the Project
Note. Diagram taken from Fort et al., 2001.

Gender Responsiveness in MEAL Systems

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Levels of Gender Integration into the Project
Note. Diagram taken from Fort et al., 2001.

What is Gender-Integrated Monitoring?

- Collects gender and sex data, as well as other socio-economic data
- Disaggregates data in reporting and analysis, by gender
- Measures outputs specific to gender components of the program
- Collects data related to changes in behavior and attitudes towards gender norms



What is Gender-Integrated Evaluation?

- Measures impact of gender components of the program
- Beyond planned indicators, looks for and identifies program elements that impact gender equality
- Draws from data to measure program progress and impacts to achieving gender transformative impacts





Disaggregation

Availability of disaggregated data is key to gender aware monitoring, evaluation, and learning.

- USAID prioritizes aggregating data by sex and encourages staff to use gender-sensitive indicators.
- Will improve understanding of how roles in a community affect men and women's participation and benefits.
- Strongly recommends using sex-disaggregated data when:
 - Roles and status of women and men affect planned activities
 - Anticipated results would affect women and men differently



Disaggregation

Example from the economic sector by USAID

DATA DISAGGREGATION

Men and women have different access to development programs and are affected differently by USAID activities. USAID seeks to understand these differences to improve the efficiency and overall impact of its programs so that both women and men have equitable access to development activities and their benefits.

USAID places a high priority on the disaggregation of performance data by sex for all performance indicators that can be collected in this way, and it encourages Mission staff to utilize gender-sensitive indicators to improve the Agency's understanding of how the roles and status of men and women in a community affect their participation and the benefits they realize from USAID supported programs. USAID ADS 201 defines the collection of sex disaggregated data for performance indicators and use of gender-sensitive indicators as mandatory where analyses demonstrate that:

- The different roles and status of women and men within the community, political sphere, workplace, and household (for example, roles in decision-making and different access to and control over resources and services) affect the activities to be undertaken; and
- The anticipated results of the work would affect women and men differently.

USAID also encourages Missions to identify other types of data disaggregation in their PMPs, including, for example, disaggregation on the basis of income levels, rural/urban residence, or ethnic or cultural group affiliation might be valuable in certain situations. Still other types of data disaggregation may be very specific to particular program elements. For a trade performance strategy that looked to reductions in the time and cost required to move goods across borders, for example, data on the national average time for clearing customs might show improvements that only if disaggregated by entry point would reveal that shorter clearance times at the international airport masked the fact that land border crossings were stagnant at an average of 14 days, negatively affecting both female and male entrepreneurs.

Combining gender disaggregation with relevant data disaggregation from other perspectives enhances the value of performance information for USAID managers. For trade and other economic growth measures, USAID's E3 Bureau has developed lists of gender-sensitive indicators in an indicator list highlighted on this page; some of those indicator are shown in the table below.

FEATURED

[USAID How-To Note on Gender Integration in Performance Plans and Reports](#)

This note provides a comprehensive discussion of USAID requirements including newly established gender indicators that all Missions are expected to integrate into their Performance Management Plans (PMPs).

[DOWNLOAD PDF](#)

ALSO SEE

[Data Disaggregation by Geographic Location](#)
November 2013

This 2016 ADS Additional Help document highlights the use of mobile phones and GPS positioning for data disaggregation with indicators that focus on economic differences by region, ethnicity and other variables that may be involved in site selection for the delivery of assistance or expectations about the types and magnitude of change USAID's interventions will stimulate.

Disaggregation: A Historical Blind Spot Globally

Examples of efforts to close gaps:

- **WomanStats Project** (available at <http://womanstats.org>) over 170,000 data points covering over 350 variables for 175 nations.
- **UN Foundation's Data 2x initiative:** Defines gender data (<https://data2x.org/what-is-gender-data/>) and maps global gaps in the current availability of gender data (<https://data2x.org/where-are-the-gaps/>).
 - low visibility on unpaid work data,
 - access to education data, and
 - data on women and girl's safety.
- Hub for gender data: the United Nations website, **WomenCount** (<https://data.unwomen.org>)



Gender Continuum

CARE Gender Continuum



0/Gender Harmful: exploit or reinforce harmful societal norms that limit participation of women or other genders

1/Gender Neutral: not aware of and/or do not recognize gender differences

2/Gender Sensitive: collect and analyze two different markers

3/Gender Responsive: collect and analyze three different markers

4/Transformative: collect and analyze four different markers, empowers those who are typically excluded



Review Activity – Case 1

Location: Colombia

Details: A government-funded public health project created a television advertisement campaign promoting condom use. The commercial showed an attractive, athletic man boasting proudly that he wears a condom when he has sex with all his girlfriends.

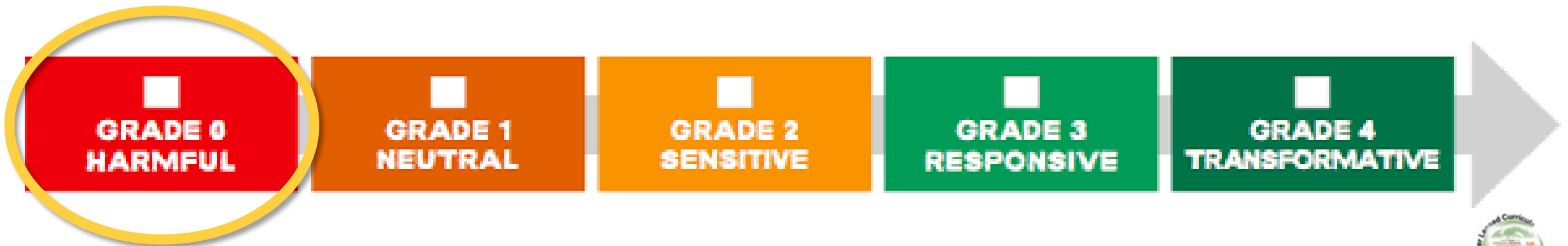
Project success was measured by the number of viewers of the television commercial.



Review Activity – Case 1

Location: Colombia

Details: A government-funded public health project created a television advertisement campaign promoting condom use. The commercial showed an attractive, athletic man boasting proudly that he wears a condom when he has sex with all his girlfriends.



Review Activity – Case 2

Location: Kenya (funding from the African Development Bank (AfDB) Group)

Details: Investment in infrastructure improvements, with particular focus on roads that connect rural areas to markets, health facilities, and other essential services.

Metrics/Indicators: Increases in...

- Number of women participating in project activities
- Women’s access to appropriate physical infrastructure
- Women’s access to income generating activities
- Number of all roadside entrepreneurs
- School enrollment rates



Review Activity – Case 2

Location: Kenya (funding from the African Development Bank (AfDB) Group)

Details: Investment in infrastructure improvements, with particular focus on roads that connect rural areas to markets, health facilities, and other essential services.

Metrics/Indicators: Increases in...

- Number of women participating in project activities
- Women’s access to appropriate physical infrastructure
- Women’s access to income generating activities
- Number of all roadside entrepreneurs
- School enrollment rates



Further Reflection

What are examples of evaluation questions and monitoring indicators that could make the approach more **transformative**?



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Program Theories of Change (TOC)

Identify and measure outputs, outcomes, and impacts

1. Comprehensive description and illustration
2. Specifically maps out the “missing middle” between activities and desired goals
3. First identifies desired long-term goals and connections





- **Indicators:** measures of progress used to measure observable changes resulting from interventions

Evaluation Question	Illustrative Indicator
Male involvement in maternal health?	% of men present at health facility during birth of last child
Has the program influenced norms around gender-based violence?	% who agree that rape can take place between man and woman who are married

- Collect and analyze quantitative (to ID gender differences in implementation and impact) and qualitative data (to explain reason for differences)
- Examples: Feed the Future, Women Empowerment in Agriculture Index, Food for Peace, Addressing Conflict and Violence, Water and Development Indicator Handbook





Targets:

“Specific, planned level of a result to be achieved within an explicit timeframe with a given level of resources...should be ambitious, but achievable given USAID (and other donor) inputs”

(USAID, 2019a, Performance Targets section, para. 1)



Take it to the Field



Activity



Assignment 12.1: Take it to the Field Activity



The purpose of this activity is to allow learners to practice articulating intended program results and identifying indicators to measure progress towards those results. To begin, read [this brief](#) prepared by the U.S. Agency for International Development (USAID) which describes the impacts of the COVID-19 through a gender lens as of July 2021.

1. The brief describes several specific challenges that are gendered, meaning those that disproportionality impact women or men. Select one of these gendered challenges. Examples from the text include: "women and girls, men and boys, especially those from marginalized groups, are especially vulnerable to receiving COVID-19–related misinformation and/or conflicting information largely fueled by social media outlets (p. 2)" or "in the context of COVID-19, women and girls, especially those who live in rural areas or are pregnant and lactating.... are particularly vulnerable to increased food insecurity and malnutrition due to discriminatory gender norms and because they have fewer financial resources (p. 3)". Which one challenge did you choose to address?
2. Based on the information available to you in the briefing and from what you have learned thus far, name one intended result of the program you would design. The second and third bullet point on page 4 of this Technical Briefer from USAID provides tips on how to draft a results statement.
3. Who should you consult in the design and implementation of a monitoring, evaluation, accountability, and learning (MEAL) plan for this activity? Share briefly your thoughts on individuals and organizations you would communicate with.

1. Based on USAID Brief describing impacts of COVID-19 through a gender lens.
2. Select one challenge.
3. Plan intended result, stakeholders, and indicators.





Reflection

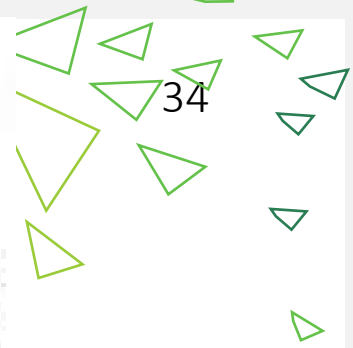


HEAD
What have
I LEARNED?

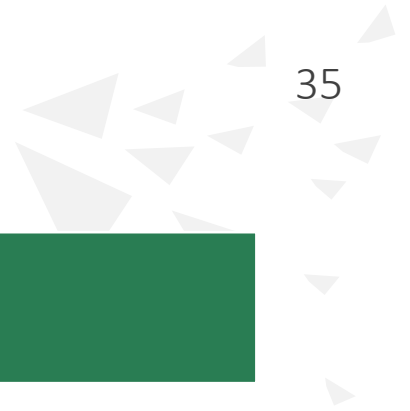
HEART 
How do I feel
ABOUT THIS?

FEET 
What ACTION
STEPS WILL
I TAKE?

@kwifen262



Take Home Messages



Gender responsiveness in MEAL begins with program design.

Gender responsiveness in MEAL can be assessed on a continuum.

Indicators (measures of progress) should be qualitative and quantitative.

Accountability and learning are as important as data collection.



Thank You

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