

COMMON MARKET FOR EASTERN AND SOUTHERN AFRICA



**Workshop Training Report
COMESA USAID Staff Training on Gender Monitoring and Evaluation
6 – 7 July 2012**

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1.0 Introduction

COMESA Secretariat through the Gender and Social Affairs Division is making great strides to implement gender responsive decisions that aim to ensure that all COMESA's processes, systems and programmes adopt a gender perspective in their design and implementation.

A training workshop was organised as part of the capacity building of COMESA-USAID programme managers and officers. The expected output was to increase attention by professionals to mainstream gender perspectives in planned activities and conduct on-going impact assessment of the same activities with a gender perspective. The main objective was to build capacities of programme officers on mainstreaming gender in activity design and ensuring responsiveness in all stages of activity implementation, specifically in budgetary allocations and impact assessment.

The workshop was initially planned to run for four (4) days unfortunately participants were not willing to continue until the fourth day that fell on a Sunday which normally is their resting day. This new development prompted facilitators to cut down on a lot of training materials to fit in the available time. The other reason was that some participants had to travel back to Lusaka to proceed to other missions and did not want to miss on some training so it was collectively agreed that the workshop end on Saturday 7th July 2012. This report covers the later part of the workshop that covered the following topics: - principles of gender sensitive indicators, principles of engendering the logical framework and principles of developing a gender sensitive monitoring and evaluation and reporting systems. The sessions were conducted in a participatory manner; participants were allowed to learn from their mistakes by first starting with activities in the form of group works, individual probing, plenary sessions and role plays. The presentations were brief and to the point, participants were allowed to debate freely and their opinions were respected.

DAY TWO: 14.45 Hours

The facilitator commenced the session by emphasizing that gender monitoring and evaluation is a continuation of gender mainstreaming. She urged participants to take into account all what they have learnt on gender mainstreaming when dealing with monitoring and evaluation. Participants were then divided into three groups and given a case study and questions to answer. They were further encouraged to take into consideration even the information that they had acquired since the beginning of the workshop.

Below are the case study and the activities that the participants attempted:

TOPIC: GENDER SENSITIVE INDICATORS - CASE STUDY

Project Background:

COMESA CAADP II programme, recently introduced a project in the village of Sebitwane in Mongu, Western Province in conjunction with the Ministry of Tourism Forestry and Environment. The main aim is to make forestry benefit local communities as well as state and business interests. Poverty in Sebitwane was as a result of the complex relationship between high population density, poor quality soil, and inequitable land – tenure traditions and out – migration of men. The poorest people tended to live in households headed by women. The male family heads had migrated in search of waged employment. Most families have lived in Sebitwane for generations but a number were resettled into the area. The nearby forests were becoming depleted because of widespread clear cutting and selling of timber, in some case timber used for cooking and other energy forms.

The Sebitwane village also has a big river passing nearby that provided a source of self employment for fisher men but unfortunately the fish stock had depleted. Women could also fish for household food consumption but now with less fish malnutrition levels were on the increase. To mitigate the situation women engaged in gardening vegetables for sale. They also intensified weaving baskets and reed mats for sale to raise money for food.

The Ministry of Tourism, forestry and environment introduced a cashew nut tree planting project to help the local community with immediate employment in the long run re-grow trees and sell abroad and locally the cashew nut produced. As a labour intensive project men were employed for digging. Married men could also solicit help from their wives and children in the tree nursery department without any wages. Women stopped their income generating activities to help men and their children also stopped going to school.

Due to high poverty levels boys and girls dropped out of school and were engaged in income generating activities to supplement family income. Boys were employed as herd boys and fishing. Girls were employed as nursery attendants and some got married very early. The local cooperatives groups were strengthened and they trained the community on marketing and also provided loans for men.

Men in Sebitwane village usually have the final decision-making control on the use, and/or disposal, of all household assets including land, the major productive assets for most households. All cash coming into the household is controlled by men. Gender based violence is an issue, husbands become very angry and hit their wives if they spend money without their husbands' approval.

Meetings are often held in the late afternoon and are primarily attended by men who are community decision makers. Women may attend these meetings although their attendance is not encouraged by men, as their domestic work is considered priority. Women's role in these meetings is usually limited as men dominate discussions.

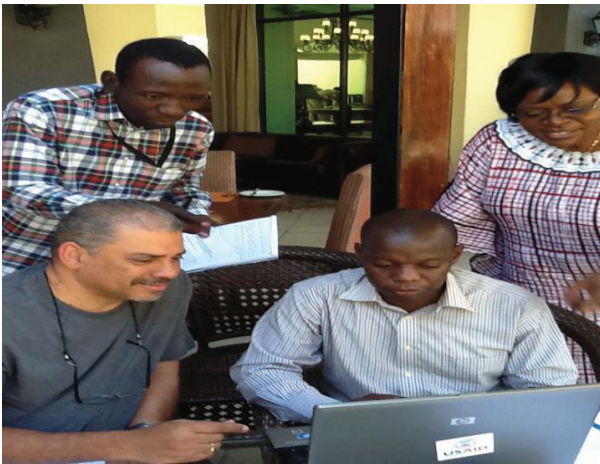
ACTIVITY ONE

Attempt to develop gender sensitive objectives and indicators for Sebitwane village using the following guidelines:

- a. Identify one or two Gender issues
- b. Attempt to develop Gender Sensitive Objectives
- c. From the Objectives develop Gender sensitive input/process , output and outcome indicators.

After the group work participants reported their activities in a plenary session as follows:-

GROUP ONE



a) Identify one or two Gender issues

- ▶ Power differences – in Decision Making
 - Men making all the decisions.
- ▶ Roles and rights of women (Especially education)

b) Attempt to develop Gender Sensitive Objectives

- ▶ Ensure men and women actively participate equally in Decision making in Community and Development matters.
- ▶ Provide access to meaningful education as it is a fundamental human right
- ▶ Ensure the bottom - up approach is adopted before development projects are implemented. (Cashew nut plantation)

- c) **From the Objectives develop Gender sensitive input/process , output and outcome indicators**
- **Decision Making Process**
 - **Input indicator**
 - Set up legal instruments to facilitate women's participation in decision making
 - **Process indicator**
 - Consultative meetings with all stakeholders in formulating instruments
 - **Output indicator**
 - Legal Instrument
 - **Outcome indicators**
 - Number of legal instruments formulated
 - Number of women involved in decision making
 - **Access to meaningful education**
 - **Input indicator**
 - Law to ensure mandatory education until secondary school
 - **Process indicator**
 - Consultation with the Ministry of education, cabinet , parents and all stakeholders
 - **Output indicator**
 - Defined law for mandatory education
 - **Outcome indicators**
 - Number of laws formulated
 - Number of boys and girls attending school.

GROUP TWO



Gender Issues

- (a) Gender-based violence
- (b) Dominance of possessions

Gender Sensitive Objectives

- (a) To empower the local communities in sustainable land management practices in both men and women
- (b) To improve the livelihood status of men and women through sustainable forestry management

Activities

- Conduct trainings for men and women in reforestation, conservation agriculture and fish farming

Input

- Trainers (Ministry of Tourism, Forestry and Environment)
- training materials,
- Community-based-environmental-groups
- Community contribution (labour: tree-planting, maintenance of fish ponds/breeding, revolving funds)

Output

No. of men and women trained in the areas of reforestation, conservation agriculture and fish farming

Outcome

Increased incomes and improved livelihoods for men and women

GROUP THREE



Identified Gender Issues

- Poverty
- Lack of participation by women in Decision making
- Lack of Education
- Child Labor etc.

Gender Sensitive Objectives

- Alleviation of poverty in the Sebitwane community through the Cashew Nut tree planting project
- Inclusiveness of women in decision making in the community

Analysis of the three groups showed that at least groups mentioned women and men in their analysis. Participants lacked transference skills as they could not use earlier information that could have helped them develop gender sensitive objectives and indicators. The facilitator then presented the second case study on vanilla in Uganda.

The case study on vanilla in Uganda – adapted from the Royal Tropical Institute

- Government declares policy to promote cash crops
- Agricultural scientists suggest vanilla as cash crop
- Government gives incentives to farmers to plant vanilla
- Agricultural extension workers train farmers to plant vanilla
- Farmers given inputs - seed, fertilizer and credit

Steps taken and consequences

- Agricultural extension stations try out vanilla cropping
- Selected field trials are carried out
- Extension workers then train farmers
- Farmers plant vanilla
- After two years vanilla output is less than targeted
- After three years the output drops.

Why is vanilla output decreasing?

- Does it have to do with plant pathology?
- Are the farmers not following instructions?
- Is the extension service poor?
- Did the farmers get their inputs in time and in adequate quantity?

Who is consulted?

➤ Agricultural Research Institutes

- They were asked to look into the quality of input
- Check plant pathology
- Undertake more field trials

➤ Agricultural Extension Service

- Asked to improve extension services
- Provide timely inputs

- Mobilize farmer participation
- **What questions did they ask?**
 - Agricultural Research Institutes
 - Are the crops healthy?
 - Is crop management optimal?
 - Use of pesticides and other materials?
 - Agricultural extension services
 - What does farmer do when there is trouble with crop?
 - Is extension service adequate?
- **What happened?**
 - No problem was detected with crop management
 - Extension services not optimal but adequate
 - Farmers would like more inputs, especially loan subsidies
 - Still the output decreased.

The main difference between the two case studies was that the first one on Sebitwane village showed explicitly the different roles between women and men, girls and boys, performed while the vanilla beans one was silent making it very difficult to come up with gender sensitive indicators. The vanilla bean case study was gender blind. Therefore, to enable participants internalise on principles of developing gender sensitive indicators, the facilitator then presented information as follows:

a) DEFINITIONS OF TERMS

An Indicator is an item of data that summaries a large amount of information in a single figure, in such a way as to give an indication of change over time, and in comparison to a norm.

- Indicators differ from statistics in that, rather than merely presenting facts, indicators involve comparison to a norm in their interpretation.
- Indicators provide a close look at the results of initiatives and actions, they are front – line instruments in monitoring and evaluation systems (CIDA 1997).

A gender –sensitive indicator can be defined as an indicator that captures gender related changes in society over time.

- Gender sensitive indicators are able to point to changes in the status and roles of women and men over time thus indicating extent to which gender equality has been achieved.
- Gender sensitive indicators can also make activities visible in which women or men may predominate, but which are excluded from mainstream indicators (DANIDA 2006).

In order to measure how well a development project or programme has scored in its gender targets and whether its results relating to gender equality have been achieved, indicators must be gender

sensitive. In efforts to advance equality and equity between women and men, there is a need to generate accurate and relevant data on how women and men benefit from COMESA projects and programmes. One way of capturing such data is to use gender sensitive indicators. Use of such responsive indicators help make gender biases more visible and it facilitates effective policy making to bring about greater gender equality and equity. Further gender sensitive indicators assist in generating accurate, relevant information on the biases and inequalities that are wide spread between women and men in the COMESA region. Such data helps policy makers to come up with policies that reduce gender gaps and inequality.

b) CHARACTERISTICS OF GENDER SENSITIVE INDICATORS

The following characteristics by Brambilla (2001) need to be taken into consideration when developing gender sensitive indicators.

1. Gender disaggregation – Data needs to be disaggregated by sex because information is not neutral and it differs between women and men. It also needs to be disaggregated by age, location i.e. urban/rural, disability etc.
2. The involvement of the target group including women and men is essential to successful development of gender sensitive indicators. Who measures and decides the indicator has important implications for gender sensitivity. The target group should always participate in the process from the beginning.
3. Participation by both women and men should be organised to ensure the process is ‘owned’ by the group rather than imposed on them by outsiders.
4. Perspectives of both women and men should be included and input into developing indicators.
5. Data collection and analysis is not a gender neutral process and is subject to gender bias and gender laden cultural attitudes. Gender training is one way to address bias or lack of sensitivity of people collecting and analysing data.
6. Quantitative and qualitative indicators should both be used. Gender issues are so inextricably linked to cultural values, social attitudes and perceptions that measuring them must mean using a variety of indicators engendering both quantitative and qualitative information.

c) CATEGORIES OF INDICATORS

There are two categories of indicators that can be used; and these are quantitative and qualitative. The basic strategy with gender sensitive indicators is one of using both

quantitative and qualitative methods to measure gender related changes in society over time.

Quantitative indicators can be defined as measures of quantity. They also refer to the numbers and percentages of women and men involved in, or affected by, any particular activity. Quantitative means that data can be linked to numerical targets. Quantitative indicators are usually interpreted using formal methods such as statistical tests, and the results of these are then used to suggest changes in policy. Such data is obtained from formal surveys. They are also called hard or objective indicators. One of the outcome indicators under increased agricultural productivity is “number of countries achieving 30% of farmers adopting conservation agriculture practices”

On the other hand qualitative indicators can be defined as people’s judgements and perceptions about a subject. They are generated from informal studies and the results are often descriptive. Qualitative indicators often describe people’s view point and are more realistic to the subject being described. Other sources call them soft or subjective indicators. Quantitative and qualitative indicators are best used together because they are complementary and both are important for effective monitoring and evaluation. COMESA Agricultural Strategic Framework 2010 – 2014 show no example of qualitative indicators.

d) RELATIONSHIP BETWEEN INDICATORS AND OBJECTIVES

There is a very close relationship between indicators and objectives because indicators are tools for eliciting results and are tied to the objectives of a project or programme. When using indicators, objectives must be clearly articulated. In order for indicators to be effective, the objectives of a development initiative against which results are measured must be clear, feasible, verifiable and realistically timed. Both indicators and objectives should be developed with input from both women and men.

Quantitative indicators are related to type 1 objectives. These are objectives that have results that are relatively easily quantifiable. If objectives are close to type 1 they will most likely concentrate on outcome indicators and to practical gender needs of women to a certain extent. The outcome indicator that states: “Gap between the value of women’s and men’s income from agriculture”, is a good example of a quantitative indicator.

Qualitative indicators are related to type 2 objectives that have results which are less easily quantifiable, these concern social processes, and will require emphasis on qualitative analysis to measure them. For example, “ Empower poor rural dwellers in the project area so that they are able

to make a contribution to decision making in their villages” fits very well the qualitative indicator category.

If objectives are close to type 2 they will most likely concentrate on process indicators and engage in strategic gender needs of women. If one has to use both quantitative and qualitative indicators it is advisable to come up with objectives that fall in between.

e) TYPES OF INDICATORS

One of the main rationales for using indicators is to see and feel where the project is moving especially towards meeting gender sensitive objectives. Indicators are then used as a pointer, a measurement, of a specific condition or situation over time. Gender sensitive indicators then provide a close look at the results of initiatives and actions. To achieve this the project cycle should be covered by appropriate indicators starting from input to process to output and finally to outcome.

These are explained as follows:

- **INPUT INDICATORS**

These are also called resource indicators because they relate to resources that are put into the project or programme like time, human resource both women and men, materials etc. In this stage it is vital to collect base line gender disaggregated data from which results can be measured. At this stage input indicators can not reveal whether or not the project or programme will succeed.

- **PROCESS INDICATORS**

It is also called activity indicator because of the implementation stage of the project or programme. These are also used for monitoring. Process indicators are very important because they reflect the current and future outcomes for example projects with an empowerment focus or projects which concentrate on capacity development and institutional strengthening, will rely more on process indicators, because they involve long term change over many years. An agricultural project would have the following activities and process indicators.

- **OUTPUT INDICATORS**

These measure intermediate results concerning goods and services that are delivered when a program or project is completed, but not on long term results. Output indicators can be used to carry out evaluation at the outcome as well as the output level.

- **OUTCOME/IMPACT INDICATORS**

They are also called impact indicators. These are long term and concern effectiveness of a project or programme. Outcome indicators involve long term tracking and in depth analysis of qualitative data. Many programmes end up using input or process rather than outcome indicators partly because of financial resources or lack of institutional capacity for evaluation.

Input indicators should be used at or close to the start of the project or programme and when baseline data is collected. Process indicators should be used while the project or programme is proceeding, for the purposes of monitoring. Output indicators should be used near the involvement of cooperating partners and outcome should be used upon completion. Process, output and outcome indicators can be compared against each other and against baseline disaggregated data in order to determine if gender sensitive objectives have been met.

SUMMARY FOR THE SELECTION OF GENDER SENSITIVE INDICATORS

- Indicators to be gender sensitive should be sex disaggregated
- Indicators must be relevant to the needs of the user, and at the level that the user can understand
- They should be easy to understand and use
- They must be clearly defined
- They should be developed in a participatory manner including all stakeholders
- They should be technically sound
- They should measure trends over time
- Indicators must be clearly defined
- The ultimate focus should be on outcome indicators

f) LIMITATIONS OF GENDER SENSITIVE INDICATORS

Gender sensitive indicators have limitations that need to be acknowledged so that one can understand what they can or cannot achieve and how their limitations can be complemented with other tools or methods.

- It is difficult to find indicators which provide dynamic information on gender relations, how they were shaped and how they can be changed because of their qualitative nature which cannot be easily measured like the quantitative indicators. Qualitative indicators concern social processes which vary from one area to another.

- They may not be comparable internationally due to country, language or cultural specific definitions which often have very different implications. For example, COMESA member countries have different languages, a variety of cultural persuasions and they were also colonised by different colonisers. Therefore, to come up with an indicator that will qualitatively compare one country to another would be a challenge.
- It is often not thought through what changes should be measured against. For example in examining women's status in a specific country, would the benchmark be the situation of men in that country or the situation of women in other countries or another measure altogether.
- Indicators are often developed by experts in a non participatory way and as such might not include cross-cultural dimensions or reflect a general consensus (Beck 1999).

As a way of concluding the session participants were asked to comment on their group work. All the groups realised that they did not develop gender sensitive indicators and that they still need to take into consideration gender in their programme processes. The day ended at 18 hours.

DAY THREE

The session started with a recap and the following questions were used for recapping.

1. List what was new.
2. List what was reminder
3. As a way of concluding would you like a brief mention of major points? Yes or no?

The following were the responses from participants on the first question on what was new information:-

- Quantitative indicators linked to outcome indicators and qualitative indicators linked to process indicators
- The focus and importance of qualitative data
- Type 1 and 2 objectives link to practical and strategic gender needs
- Identifying gender sensitive issues
- Ensuring that gender spectacles are worn throughout the budgeting and planning processes
- Ensuring that the qualitative aspects are included throughout the process

- Gender sensitive indicators – how to formulate these indicators to respond better to the objective of the programme
- Characteristics of gender sensitive indicators

99% of the participants indicated the above information as what was new to them. The second question on what was a reminder to the participants, majority of participants indicated the following:-

- Different types of indicators
- Importance of disaggregated data as an entry point
- Need to use both quantitative and qualitative indicators
- Definition of gender

In response to the last question almost all the participants wanted to be reminded of the major points covered. After this session participants were convinced of the importance of developing gender sensitive indicators.

The next session was introduced by distributing a matrix on how to engender the log frame as shown below.

TABLE 3: ENGENDERING THE LOG FRAME MATRIX

| RESULT STATEMENTS | PERFORMANCE INDICATORS | MEANS OF VERIFICATION | IMPORTANT ASSUMPTIONS AND RISKS |
|---|--|--|---|
| GOAL/(DESIRED IMPACT) Do gender relations influence in any way the | What measures can verify achievement of the gender – sensitive goal? | Are there disaggregated data to verify and analyse the goal, objectives, outputs and | What important external factors are necessary to sustain the gender – sensitive goal? |

| | | | |
|---|--|--|--|
| goal at the policy/national level? | | activities in terms of gender | |
| PURPOSE / (DESIRED OUTCOMES) Does the project have gender – responsive objectives? | What measures can verify achievement of the gender – sensitive objectives | What gender tools will be appropriate? What means of verification will show the benefits for women and for men. | What important external factors are necessary for project benefits especially for women? What may hinder women’s capacity to access project resources, to participate in project activities, and to benefit from the project’s outputs? |
| OUTPUTS/(EXPECTED RESULTS) Does the distribution of benefits take into account gender roles and relations while defining outputs? | What measures can verify that project benefits increased to women as well as to men | | |
| ACTIVITIES/(WHAT TO DO TO ACHIEVE THE RESULTS) Will activities contribute to addressing women’s and men’s practical and strategic needs and capacities? | INPUTS Are women’s as well as men’s contributions accounted for? Are there external resources that account for women’s and men’s access and control over resources? | | |

SOURCE: Hambly-Odame, H (2000) “Engendering the Log Frame” ISNAR

To practicalise engendering the logical framework, participants were given a logical framework currently being used by the SPS project. Gender questions were indicated in each section and participants were tasked to answer those questions within the log frame. Below is an example of the SPS logical framework and the gender questions highlighted in red.

COMESA - SPS Logical Framework

| | Intervention Logic | Objectively verifiable indicators of achievement | Sources and means of verification | Assumptions |
|---------------------------|---|--|--|---|
| Overall objective: | Reduced poverty and increased food security within the COMESA, Tripartite and NEPAD Frameworks <i>Do gender relations influence in any way the goal at the policy /national level?</i> | MDG1 indicators: 1. Proportion of population below \$1 (PPP) per day 2. Proportion of the population below minimum level of dietary energy | World Bank data FAO data <i>Are there disaggregated data to verify & analyse the goal, objectives,</i> | Maputo Declaration on Agriculture and Food Security in Africa honoured Tripartite Agreement honoured |

| | | consumption (FAO) What measures can verify achievement of the gender sensitive goal? | outputs & activities in terms of gender? | Political stability- What important external factors are necessary to sustain the gender sensitive goal? |
|----------------------------|---|--|---|--|
| Specific objective: | Enhanced SPS capacity of the public and private sector to gain and maintain regional and international market access for food and agricultural products Does the project have gender – responsive objectives? | <ol style="list-style-type: none"> 1. Capacity assessments using existing tools 2. Proportion of rejections/non compliance 3. % Change in trade flows for selected agricultural commodities – What measures can verify achievement of the gender – sensitive objectives | <p>OIE/IPPC/CAC; countries</p> <p>Databases (eg RASFF, ERUOPA for EU; those developed under Result 3 below)</p> <p>Trade statistics (eg ComTrade)</p> <p>What gender tools will be appropriate? What means of verification will show the benefits for women&men</p> | <p>Factors such as drought, disease, disasters do not depress agricultural productivity</p> <p>Supporting infrastructure for trade</p> <p>What important external factors are necessary for project benefits especially for women? What may hinder women's capacity to access project/programmes resources, to participate in activities, and to benefit from the projects/programmes outputs?</p> |
| Expected results: | <ol style="list-style-type: none"> 1. Regional leadership, coordination and collaboration on SPS issues. 2. Private-sector-driven common certification schemes/protocols and standards in use 3. Monitoring, surveillance, diagnostic and emergency response systems established for priority SPS risks 4. Improved decision making using accurate and up-to-date SPS information <p>Does the distribution of benefits take into account gender roles and relations while defining outputs?</p> | <ol style="list-style-type: none"> 1.1 No. regional common positions tabled/adopted by ISSOs 1.2 Proportion of diagnostic referrals within region 2.1 No. schemes/protocols adopted 2.2 Proportion/value of traded commodities certified 3.1 No. of countries with programmes for prioritised risks 3.2 Losses due to notifiable animal diseases/plant pests 4.1 Stakeholder satisfaction (esp. Private sector) 4.2 No. of countries meeting reporting obligations (international/regional) 4.3 Portal/website hits – What measures can | <ol style="list-style-type: none"> 1.1 COMESA/EA C/SADC reports; ISSO reports 1.2 Centre of Excellence reports 2.1 Regional SPS committee work programme, reports 2.2 Trade data 3.1 Regional databases (portal) 3.2 National reports 4.1 Stakeholder surveys 4.2 ISSO/WTO websites; ISSO data 4.3 Portal usage statistics | <p>Collaboration between public and private sector</p> <p>National support for SPS activities</p> <p>Communications infrastructure adequate</p> |

| | | | | |
|--|--|--|--|--|
| | | verify that project/programmes benefits increased to women & men & to different groups of women? | | |
|--|--|--|--|--|

| | | | | |
|------------------------|------|---|--|--|
| Activity areas: | 1.1 | Establish COMESA/Tripartite SPS coordination mechanisms | <p>INPUTS: What resources do project/programme beneficiaries contribute to the project?</p> <p>Is the contribution of women as well as men accounted for?</p> <p>Are there external resources that account for women's access and control over resources?</p> | <p>What important external factors are necessary for achieving the activities and especially ensuring continued involvement of women participants in the project/programme?</p> |
| | 1.2 | Set up regional centres of SPS excellence | | |
| | 1.3. | Coordinate/support regional participation in international SPS bodies | | |
| | 1.4. | Assess and monitor regional SPS status | | |
| | 2.1 | Set up mechanisms for prioritising, developing, approving common certification schemes | | |
| | 2.2 | Develop and implement common certification, inspection and mutual recognition schemes | | |
| | 3.1 | Set up and implement surveillance systems | | |
| | 3.2 | Develop and test emergency response plans | | |
| | 3.3 | Set up monitoring and traceability systems | | |
| | 4.1 | Establish national communication systems | | |
| | 4.2 | Set up SPS web portal | | |
| | 4.3 | Support international SPS communication – What to do to achieve the results- will activities contribute to addressing women's and men's practical and strategic needs and capacities? | | |

The two groups that worked on this activity were so engrossed in this exercise so much that extra time had to be allowed for participants to fully benefit from the group work. During the plenary session the two groups made suggestions on how the logical framework can be engendered. The

logical framework below is coded in four colours. The black print was used for the original logical framework, the red print were questions asked, the yellow prints were suggestions for group one and the blue prints were the suggestions for the second group.

TABLE 4: SPS Logical Framework

| | Intervention Logic | Objectively verifiable indicators of achievement | Sources and means of verification | Assumptions |
|----------------------------|--|---|---|---|
| Overall objective: | <p>Reduced poverty and increased food security within the COMESA, Tripartite and NEPAD Frameworks</p> <p>Do gender relations influence in any way the goal at the policy /national level?</p> <p>Yes</p> <p>YES.</p> <p>For example, most COMESA member states have national development plans that involve women, men and the youth participation at design stage</p> | <p>MDG1 indicators:</p> <p>3. Proportion of population below \$1 (PPP) per day</p> <p>4. Proportion of the population below minimum level of dietary energy consumption (FAO)</p> <p>What measures can verify achievement of the gender sensitive goal?</p> <p>Gender groups are not explicitly specified</p> <p>Key dietary energy sources are not mentioned</p> <p>We need both quantitative and qualitative objectively verifiable indicators of achievement which are disaggregated by gender.</p> | <p>World Bank data</p> <p>FAO data</p> <p>Are there disaggregated data to verify & analyse the goal, objectives, outputs & activities in terms of gender?</p> <p>The institutions do attempt to produce gender disaggregated data</p> <p>Attempts being made to build the capacity of planners and statisticians use gender disaggregated data</p> <p>They are not disaggregated because they are only disaggregated by country and not by gender.</p> | <p>Maputo Declaration on Agriculture and Food Security in Africa honoured Tripartite Agreement honoured Political stability- What important external factors are necessary to sustain the gender sensitive goal?</p> <p>Political will</p> <p>Cooperating partners financial commitment to gender mainstreaming Activities</p> <p>Advocacy by international cooperating partners (UN, EU, USAID) and national partners(NGOs)</p> |
| Specific objective: | <p>Enhanced SPS capacity of the public and private sector to gain and maintain regional and international market access for food and agricultural products</p> <p>Does the project have gender – responsive objectives?</p> <p>No</p> <p>Its focusing on a higher level and leaving out farmers at the lower level</p> | <p>1. Capacity assessments using existing tools</p> <p>Tools not specified , are the tools engendered ?</p> <p>2. Proportion of rejections/non compliance</p> <p>3. % Change in trade flows for selected agricultural commodities – What measures can verify achievement of</p> | <p>OIE/IPPC/CAC; countries</p> <p>Databases (eg RASFF, ERUOPA for EU; those developed under Result 3 below)</p> <p>Trade statistics (eg ComTrade)</p> <p>What gender tools will be appropriate? What means of verification will show the benefits for women&men</p> <p>Its dependant on tools applied</p> | <p>Factors such as drought, disease, disasters do not depress agricultural productivity</p> <p>Supporting infrastructure for trade</p> <p>What important external factors are necessary for project benefits especially for women? What may hinder women's capacity to access project/programm</p> |

| | | | | |
|--------------------------|--|---|---|---|
| | | the gender – sensitive objectives | | es resources, to participate in activities, and to benefit from the projects/programmes outputs? Cultural perceptions/hindrances for women to participate Advocacy by international cooperating partners (UN, EU, USAID) and national partners(NGOs) |
| Expected results: | <p>1. Regional leadership, coordination and collaboration on SPS issues.</p> <p>2. Private-sector-driven common certification schemes/protocols and standards in use</p> <p>3. Monitoring, surveillance, diagnostic and emergency response systems established for priority SPS risks</p> <p>4. Improved decision making using accurate and up-to-date SPS information</p> <p>Does the distribution of benefits take into account gender roles and relations while defining outputs?</p> <p>No</p> <p>NO, The distribution is very Gender blind</p> | <p>1.1 No. regional common positions tabled/adopted by ISSOs</p> <p>1.2 Proportion of diagnostic referrals within region</p> <p>2.1 No. schemes/protocols adopted</p> <p>2.2 Proportion/value of traded commodities certified</p> <p>3.1 No. of countries with programmes for prioritised risks</p> <p>3.2 Losses due to notifiable animal diseases/plant pests</p> <p>4.1 Stakeholder satisfaction (esp. Private sector)</p> <p>4.2 No. of countries meeting reporting obligations (international/regional)</p> <p>4.3 Portal/website hits – What measures can verify that project/programmes benefits increased to women & men & to different groups of women?</p> <p>We need both quantitative and qualitative measures that can verify the</p> | <p>1.1 COMESA/EAC/SADC reports; ISSO reports</p> <p>1.2 Centre of Excellence reports</p> <p>2.1 Regional SPS committee work programme, reports</p> <p>2.2 Trade data</p> <p>3.1 Regional databases (portal)</p> <p>3.2 National reports</p> <p>4.1 Stakeholder surveys</p> <p>4.2 ISSO/WTO websites; ISSO data</p> <p>4.3 Portal usage statistics</p> | <p>Collaboration between public and private sector</p> <p>National support for SPS activities</p> <p>Communications infrastructure adequate</p> |

| | | project benefits which are disaggregated by gender. | | |
|------------------------|---|---|--|--|
| Activity areas: | <p>1.1 Establish COMESA/Tripartite SPS coordination mechanisms</p> <p>1.2 Set up regional centres of SPS excellence</p> <p>1.3. Coordinate/support regional participation in international SPS bodies</p> <p>1.4. Assess and monitor regional SPS status</p> <p>2.1 Set up mechanisms for prioritising, developing, approving common certification schemes</p> <p>2.2 Develop and implement common certification, inspection and mutual recognition schemes</p> <p>3.1 Set up and implement surveillance systems</p> <p>3.2 Develop and test emergency response plans</p> <p>3.3 Set up monitoring and traceability systems</p> <p>Establish national communication systems</p> <p>different sources of communication like media, electronics , newspapers e.t.c</p> <p>It should be a two way communication</p> <p>YES it will contribute to PGN and SGN</p> <p>4.1 Establish national communication systems</p> <p>4.2 Set up SPS web portal</p> <p>4.3 Support international SPS communication –</p> <p>What to do to achieve the results- will activities contribute to addressing women's and men's practical and strategic needs and capacities?</p> <p>1.4. Need to integrate curriculum that will integrate specific roles of women and men at the regional centres of excellence.</p> <p>4.1 ,4.2 and 4.3, both women and men should access the platform.</p> | <p>INPUTS: What resources do project/programme beneficiaries contribute to the project?</p> <p>Time, Knowledge through consultation , feedback, use of communication peer leaders</p> <p>Is the contribution of women as well as men accounted for?</p> <p>Are there external resources that account for women's access and control over resources?</p> | | <p>What important external factors are necessary for achieving the activities and especially ensuring continued involvement of women participants in the project/programme?</p> <p>Willingness for the community to participate</p> <p>Relevance of the project to the community</p> |

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| | 3.1, 3.2. and 3.3 both women and men should participate | | | |
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Analyses of the group work showed that participants had internalized what they can do to engender the logical framework. However, some participants doubted whether the logical framework can be engendered. But after this activity they were convinced that it can be done. To enhance this activity, the facilitator presented on how to develop gender sensitive logical frameworks as follows:-

a) GENDER SENSITIVE LOGICAL FRAMEWORK

The Logical Framework Approach (LFA) is a comprehensive methodology to plan, manage, monitor and evaluate a project. It is a core tool in project cycle management. The LFA is a process by which COMESA and other stakeholders use a common way of thinking of how to build, manage and evaluate their projects and programmes. The key tool in the logical framework approach is the Log Frame matrix. This matrix reflects objectives, purposes and expected results; the activities and means to achieve these results; the assumptions, objectively verifiable indicators and sources of verification. The Log Frame results from a participative and/or consultative process among stakeholders. It is used as a reference tool throughout the project cycle. The gender sensitive Log Frame contains gender related questions that should be asked during its formulation stage. Taking into consideration gender issues when drawing up a log frame means that gender will be mainstreamed in the first step. Both women and men should be involved from the start in a participatory process which enhances ownership during the whole project cycle.

The Log Frame is a crucial tool to engender the project cycle. Special gender consideration should be borne in mind in the following stages:

- **Identification stage** a stakeholder analysis, problem analysis, analysis of objectives and of strategies should be made. This includes a gender analysis with gender disaggregated data and qualitative studies. The Log frame helps stakeholders to analyse the problems of both sexes and to identify the desired solutions that may ensure equal rights and benefits for women and men. The gender specific results of this analysis should be reflected in the next stage.
- During the **Formulation stage** the Log frame matrix is used to formulate an appropriate project plan with clear objectives which reflect a gender perspective, measurable results based on gender-disaggregated data, resource allocations sustained by a gender budget

analysis, management strategy and responsibilities which enhance gender equality. The engendered Log frame is the basic source of information for drawing up such information.

- **Implementation stage** the engendered Log Frame is a key management tool to ensure equal opportunities, equal rights and equal benefits for men and women who participate in the project or who are to benefit from the project. It is also a tool for internal (participatory) monitoring by male and female target groups, as well as a tool for gender aware external monitoring.
- In the **Evaluation stage**, the engendered Log Frame is the basis to evaluate the gender specific performance, results, outcomes and impact of the project.

The third and final session was designed to enable participants to express themselves in a role play. Participants were given the table below showing both generic M&E and the engendered one. They were then divided into two groups to come up with a role play to depict all the stages on how a gender sensitive M&E can be developed.

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

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| | <p>of stakeholders. The methodologies used for data collection and the M&E strategy adopted should also be appropriate to the subject to be evaluated</p> | <p>societal norms and values impact on the ability of women and men to obtain help in dealing with the problem; etc.)</p> <ul style="list-style-type: none"> • Identify gender sensitive indicators for M&E. • Apply gender-sensitivity to the methods and strategies used for M&E. In this regard qualitative methodologies, including the use of focus group discussions, participant observation and role play should support & reinforce quantitative data |
| <p>DESIGN USING THE LOG FRAME APPROACH</p> <p>IDENTIFY THE GOAL, PURPOSE/OBJECTIVES, OUTPUT&INPUTS OF THE DEVELOPMENT INTERVENTION</p> | <p>Describe the project, programme or plan to be evaluated in terms of what it aims at achieving and how the designers thought that it would address the problem they had identified</p> <ul style="list-style-type: none"> • Include in this description the importance of the subject to be evaluated, its scope, its cost, and its relative weight with respect, for example, to the Organization's overall activities, and the number of participants/people reached by the undertaking • Conduct a causality analysis of the social problem on which the development intervention (project or programme) will be based • Create a hierarchy of objectives or an objective tree to ensure clear goals and targets for the development intervention • Identify the indicators needed for verification of the goals, objectives and outputs of the project • Identify the assumptions that are relevant to the success of the project | <p>Identify gender sensitive goals, outcomes, outputs and inputs, using the Log Frame Approach. The following questions can be used to ensure a gender sensitive approach: How is this intervention addressing the needs of men and women: Is the purpose of this intervention in keeping with the goals of gender equity and beneficial outcomes for women and men: What are the expected differential impacts of the intervention on women and men: Do the planned activities take account of the roles and responsibilities of women and men, in order to ensure maximum participation and cooperation: Have gender considerations and the effect of gender socialization on culture and social values been factored into the assumptions and risks: Has gender sensitivity been applied to the intervention strategy in order to ensure its success?</p> <ul style="list-style-type: none"> • Identify the key indicators, including gender sensitive indicators that are needed for each stage in the project hierarchy |
| <p>DESIGN THE M&E COMPONENT OF THE PROJECT</p> | <p>Clearly explain the purpose of the evaluation and how it will be used</p> <ul style="list-style-type: none"> • Establish time-frames for the conduct of evaluations at various junctions of the programme management cycle. (For example will there be two mid-terms and one follow-up evaluation etc.) • Frame the evaluation around the criteria of relevance, impact, effectiveness, efficiency, sustainability and assumptions and risks. These add more detail to the objectives and contribute to defining the scope • Conduct cost analysis if possible, or at least assess the effectiveness and efficiency of use of resources | <p>Identify the evaluation's gender-sensitive goals and objectives. These include: whether the activities planned for the evaluation reflect the project's gender sensitive goals and objectives: If the project produced the intended benefits for men and women: Will the positive impact of the project be sustained: What are the assumptions about gender norms and identity that supported or hindered the project: How will these factors affect the sustainability of the benefit?.</p> <ul style="list-style-type: none"> • Ensure that the targets are being set in consultation with stakeholders, especially the primary stakeholders |

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| | <ul style="list-style-type: none"> • Identify strategies for consulting with stakeholders throughout the evaluation process • Identify strategies for providing feedback to stakeholders, and for creating learning and capacity building opportunities • The rights and well-being of individuals may not be affected negatively in planning and carrying out an evaluation. This needs to be communicated to all persons involved in an evaluation, and its foreseeable consequences for the evaluation discussed | <ul style="list-style-type: none"> • Ensure gender balance, as appropriate, in the participation of primary stakeholders • Ensure gender balance in the inputs, especially as this relates to the identification of staff who will have to collect data and interact directly with the beneficiaries. Ensure that these staff member receive in-depth gender training • Another aspect of gender balance in inputs, include the use of resources. Conduct a cost analysis to assess the proportionate use of resources to ensure gender equity in the outcomes of the project |
| <p>IMPLEMENTATION OF THE EVALUATION PROCESS</p> <p>COLLECT DATA AND INFORMATION</p> | <p>Attention must be paid to confidentiality, protection of source and dignity of those interviewed</p> <ul style="list-style-type: none"> • Data should be assessed for validity, accuracy, and reliability • Interaction with stakeholders while collecting data should be participatory | <p>Collect gender-sensitive data as part of the monitoring exercise during the implementation of the project. Confidentiality and sensitivity are critical to this exercise. Both qualitative and quantitative methods help to support findings</p> <ul style="list-style-type: none"> • Use various sources and methods for the collection of data and information, including focus group • discussions and participatory observation. Ensure that the information is collected from women and men, girls and boys and that the voices and opinions of the target population are represented in the information gathering exercise • Ensure that in the project activities are participatory and inclusive. Account should be taken of gender roles and responsibilities, as well as time and other types of constraints in the setting up of activities in which stakeholder participation is expected |
| <p>ANALYZE DATA AND EVALUATE DEVELOPMENT INTERVENTION</p> | <p>Evaluations should be carried out in a participatory and ethical manner</p> <ul style="list-style-type: none"> • The welfare of the stakeholders should be given due respect and consideration (human rights, dignity and fairness) in the conduct of the evaluations • Evaluations must be accurate and well-documented • Evaluation methods must use transparent methods that provide valid and reliable information • Evaluation team members should have an opportunity to disassociate themselves from particular judgments and recommendations, and any unresolved differences of opinion within the team should be acknowledged in the report | <p>Conduct mid-term evaluations to ensure that progress is being made against set gender sensitive targets and make corrections if needed in order to obtain planned outcomes</p> <ul style="list-style-type: none"> • Evaluations should advance the goal of gender equity in society • Evaluations should be clearly set against a backdrop of the effect of gender socialization on gender identity and societal norms • Evaluations should assess whether the programme strategy dealt sensitively with the issue of gender, in recognition of the fact that failure to do so could result in negative impacts for the Beneficiaries |

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

Source: UNICEF 2006 Setting up a gender sensitive M&E

During the plenary session, the groups acted out different skits. The first group's skit depicted a family that wanted to build a house and had to consult their children and other stakeholders. The second role play depicted a development organisation introducing latrines in a village. Both role plays were well done and very interesting yet showing all the steps required for engendering the M&E. After the role plays the facilitator presented the following information as a way of concluding the session:

IMPORTANCE OF GENDER SENSITIVE MONITORING AND EVALUATION

Monitoring and assessment mechanisms facilitate the implementation of policy because they measure the impact of the activities of a development project or programme or policy on the target group and assess whether the targets are actually met. Monitoring and evaluation are critical for the effective and efficient implantation of development projects and programmes. They allow implementers to critically assess the ways in which they do their work in order to identify their achievements and learn better ways to implement their programmes for improved and sustainable impact on their beneficiaries, and in the most cost effective manner. Monitoring and evaluation also facilitates transparency and accountability in the implementation of development projects and programmes.

It is important to take gender issues into account because women and men

- Are often affected differently by development interventions;
- Face different constraints in their efforts to improve their economic and social conditions;
- May have different priorities concerning programmes and policy (Commonwealth of Australia 2000).

When gender sensitivity is properly incorporated into a monitoring and evaluation system, it allows for the uncovering of information gaps and false assumptions in project and programme designs. This allows for more clearly stated objectives, better targeting of beneficiaries, and the identification of more relevant activities for effective implementation and achievement of goals. In unit two we attempted to engender the Log Frame. In this unit, we will continue to use the logical framework for developing a gender sensitive monitoring and a valuation system.

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

- analyse the existing situation during project preparation;
- establish a logical hierarchy of means by which objectives will be reached;
- identify the potential risks to achieving the objectives, and to sustainable outcomes;
- establish how outputs and outcomes might best be monitored and evaluated;

- present a summary of the project in a standard format;
- monitor and review projects during implementation.

WORKSHOP ACTION PLANNING, EVALUATION AND CLOSURE

To evaluate the workshop a triangulation process was applied to collect evaluation information. Firstly, the workshop participants were asked to list what they expected from the training and also what they were afraid would happen during the process. Secondly, during the recap session questions were asked to find out if the training was beneficial or not. Thirdly, during the final plenary session, participants were asked if their expectations were met and if their fears were allayed. Participants were also requested to suggest what would be their way forward and their recommendations. Finally, a structured questionnaire was also used to solicit for more specific information. The evaluation report will present information according to these different processes. To bring out all the dynamics, the above information was described in a qualitative manner.

Participants' expectations and fears

The following were specific expectations for monitoring and evaluation sessions:-

- How to integrate gender issues in monitoring and evaluation beyond disaggregating indicators by sex
- Specific gender indicators for COMESA – USAID programmes apart from gender disaggregated data
- This is a capacity building workshop therefore I want to be filled with new and latest principles of gender monitoring and evaluation and its responsiveness.

They were only two fears that were expressed and these are :-

- Some of the project indicators cannot be engendered
- When all is said and done in reality implementation will not be done.

To ensure that participants learn from their mistakes as adult learners, different activities were introduced to them before theories were introduced. This participatory approach enabled participants to self evaluate themselves as the training progressed and this further allowed them to self correct themselves without the facilitator pointing out their shortcomings. This was a hands-on and practical approach that resulted in participants appreciating the processing and clearing of all the doubts that they had at the beginning of training and it also met their expectations. To further validate this point, after the first session on developing gender sensitive indicators, Mr Walter Talma, USAID COMESA

programmes coordinator sent out a memo to all the programme officers to ensure that their next plans consider gender. This is also in line with USAID gender policy that most participants were not aware of. All the participants individually agreed that all their expectations and fears were addressed during the training.

Questionnaire Responses

The last set of information was collected using a structured questionnaire which was given out at the end of the training workshop and the following were the eleven (11) participants responses according to each question:-

4.1 What have you learnt?

Developing gender responsive objectives; importance of disaggregated data and gender sensitive M&E; type 1&2 indicators; importance of using both qualitative & quantitative indicators; gender M&E should not be an intimidating job; learnt about gender mainstreaming as across cutting issue in every programme and areas such as objectives; indicators; logical frame works; M&E follow ups and reporting all should be tackled in a gender sensitive way.

4.2 What enabled you to learn?

Majority of the participants mentioned lectures, discussions, presentations, role plays, practical exercises and examples, group exercises, and free participation.

Individually, others mentioned the following:- *friendly & flexible training methods; wanted to gain more knowledge on gender so that I can improve on my work; the urge to understand gender mainstreaming; obtaining an in depth understanding of gender and M&E discourse.*

4.3 What became clearer than what you knew before?

How best gender sensitive issues can be incorporated in the programmes; new ways of engendering projects beginning with overall objectives/goals and that the logical framework is like a script to implementing programmes; outcomes should have both qualitative and quantitative indicators; the difference between generic and gender sensitive indicators; linkages between objectives, indicators, practical and gender needs; relevance of gender mainstreaming and programme implementation and that gender spectacles must always be worn from planning point to outcomes.

4.4 How did you contribute to learning and practice of gender sensitive indicators, logical frameworks and monitoring and evaluation and reporting?

Actively participating; presenting during plenary sessions; role playing; asking questions for clarity; group discussions; proposing recommendations that would improve the understanding

and implementation of gender issues at both regional and national level; participating in case studies; providing information about my programme.

4.5 Indicate what you liked most and why?

Use of practical examples enabled the 'blockages' to be removed and understand concepts better; role play; quick grasp of the M&E guidelines; the qualitative and quantitative indicator because these are very important as we develop our logical frame works and are usually missed or misunderstood; I liked the team and facilitation methods; case studies; the process of engendering the log frame which started off as a difficult exercise but proved doable; M&E because it is information to write a better report and help the donor to appreciate that their funds were well utilized; the process flow and importance of understanding the holistic elements of gender mainstreaming and particularly gender sensitive M&E.

4.6 Give suggestions on how the learning and practice process can be improved

Following a program throughout the course really assists it reduces the feeling as if we are jumping around on topics; more days required for future trainings to allow for deeper understanding; let's get real life situations first before having a lesson; need for more refresher courses for all COMESA staff; some exercises on how to collect data (M&E) when evaluating a project would help; focusing on participatory approaches for example role plays and exercises; use COMESA programmes examples as much as possible; may be using television documentaries on some case studies.

4.7 What more would you like to learn in gender sensitive monitoring and evaluation?

Would like a refresher course to cement all what was learnt; how to ensure we capture the gender sensitive M&E elements in our reporting; I assume what I have learnt is just a tip of an ice berg and so I need more; principles of developing an M&E and application; more on indicators and monitoring activities and methodologies; guidance on what practices to avoid when conducting the exercise; engendering overall objectives; application of gender sensitive M&E in programmes that deal with processes as opposed to implementation at community level; actual measuring of indicators; expand more on qualitative indicators data analysis what methodologies could be used; maybe more emphasis of developing log frames.

4.8 What other gender related activities can be undertaken by the Gender Division to strengthen gender mainstreaming in COMESA – USAID programmes?

TQM sessions; debriefings; more sensitisation; training of trainers until the message reaches the actual beneficiaries; by sensitizing the policy makers and COMESA management; develop some guidelines that project managers can follow to incorporate gender issues in their programmes; gender policy briefs on periodical basis; conducting in house seminars on gender

mainstreaming; practical examples on how to measure soft and hard indicators; additional trainings and interactions with other programmes on gender mainstreaming approaches; provide technical backstopping support on gender issues particularly at project design stage; target other COMESA colleagues to understand M&E and gender mainstreaming in their units and division; also do the same exercise with other programmes; the gender division should gain the courage of informing management on the problems they are facing.

Action planning

As a way of concluding the workshop participants collectively agreed to do the following:

- a) Incorporate gender mainstreaming into next year's plans for all projects and programmes under USAID in conjunction with COMESA Gender Division.
- b) Debrief programme managers not in attendance in this training workshop before the end of July specifically mid July
- c) All USAID programmes documents to be circulated to the Gender Division for their inputs and comments. The following were the recommendations agreed upon:-

Recommendations

- a) Organise training workshop for all SPS – FPP on gender mainstreaming
- b) Organise sensitization training of COMESA management and programme coordinators of RISP and CPs
- c) Reporting templates should include gender issues, in other words key results areas gender should be included.

Closing remarks

The workshop was officially closed by the Director for Gender Services – Mrs E. F. Tembo. In her closing remarks she thanked all the participants for their active participation and commitment throughout the workshop. Further she thanked the administrative staff for their excellent input and the staff from the Gender Division for their excellent work. Finally she thanked the facilitators for a job well done.

Conclusion

The COMESA Gender Division has a mammoth task to ensure that gender is mainstreamed in all the projects and programmes being undertaken at the secretariat. To materialize such important tasks all the projects and programmes should be sensitized on gender so that collectively all will buy into making sure that gender is mainstreamed in all the activities.

