

### LEARNING CASE 3: INTEGRATING GENDER INTO A PROJECT'S MONITORING SYSTEM

(TIME REQUIRED: 30 MINUTES)

1. In order to reduce poverty by enhancing the education and health status at the community level, a project aims to provide communities with small grants to build common infrastructure (primary schools, primary health clinics, provision of potable water near their households), Information, Education and Communication (IEC) programs, and capacity building. The project consists of three components: (i) infrastructure sub-projects (health, education, and water supply); (ii) IEC and capacity building activities; and (iii) operational and administration costs. The project manager wishes to institute a **monitoring system** that will measure whether the project has reduced poverty, and understand better the outcomes of the project activities. She has two specific questions that she would like to monitor through the life of the project from a gender perspective: To what extent did the project benefit women? Did the project influence gender relationships at the community level? If so how?
2. How would you advise her on developing a suitable monitoring system during project design? There are already some indicators that have been identified (see Table 1 below). She is happy to integrate gender/sex into the indicators she already has for the project if it can be done efficiently. Additionally, she wants no more than 2-3 additional indicators for measuring gender. She also wants to know how you would collect the data—she does not have a whole lot of resources.

**Table 1**  
**Indicators for Project Monitoring**

Indicator	I, O, Ou, Im	Qual/Quan	Integrate gender or Sex- Disagg.
Number of sub-projects being financed in each sector			
Unit cost of each sub-project			
Number of sub-projects being managed by community committees			
Number of NGOs supporting sub-project implementation			
Number of beneficiaries for each project, sector, and total			
Increased number of students in each facility before and after sub-project			
Increased number of patients seeking services at health facility (before and after sub-project)			
Increased number of households in each village benefiting from water supply system			
Increased incidence of illnesses among beneficiaries in the health sub-projects			
# of training sessions for community and number of participant training days, and unit cost for training			
Number and average cost of IEC programs and number of people reached			
# of project staff at different levels			
Average processing time for each sub-project			
Average completion time for each sub-project (measured from date of contract to date of handing over to community)			

I=Input O=Output Ou=Outcome Im=Impact

3. Each group should answer the following questions:
- Are the existing indicators gender-aware? Are these indicators input, output, outcome or impact indicators? Are they quantities or qualitative indicators? If not gender-aware, how would you make them more gender-aware?
  - Identify three additional indicators that will measure empowerment of women or changes in gender relationship. How will the data be collected?

**Notes for Instructor:**

4. Ask each group to present their conclusions.
5. How would you integrate gender into each of the existing indicators?

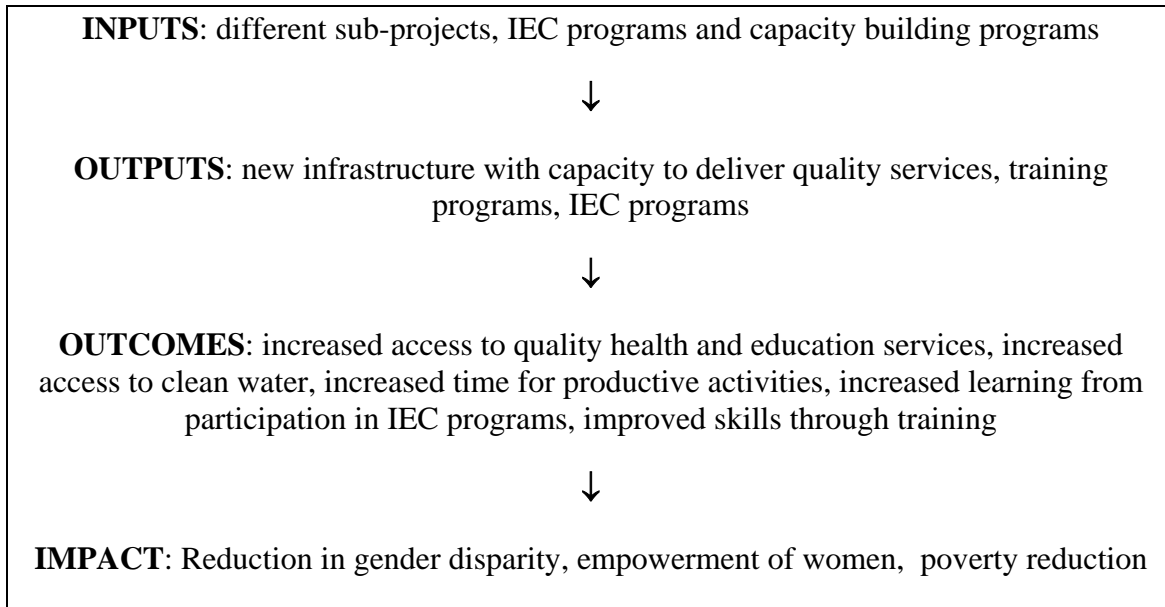
Indicator	I, O, Ou, Im	Qual/Quan	Integrate gender or Sex-Disagg.
Number of sub-projects being financed in each sector	O	Quan	NA
Unit cost of each sub-project	I	Quan	NA
Number of sub-projects being managed by community committees	O	Quan	S-d of committee
Number of NGOs supporting sub-project implementation	I	Quan	NA
Number of beneficiaries for each project, sector, and total	O	Quan	Yes (Sex-Disagg.)
Increased number of students in each facility before and after sub-project	Ou	Quan	Yes (Sex-Disagg.)
Increased number of patients seeking services at health facility (before and after sub-project)	Ou	Quan	Yes (Sex-Disagg.)
Increased number of households in each village accessing water supply system for first time	Ou	Quan	?
Increased incidence of illnesses among beneficiaries in the health sub-projects (ask them how and if this should be monitored or it should be part of a different system!)	Im	Quan	Yes (Sex-Disagg.)
# of community training sessions, number of participant training days, and unit cost for training	O/I	Quan	Yes (Sex-Disagg.)
Number and average cost of IEC programs and number of people reached	I/O	Quan	Yes (Sex-Disagg.)
# of project staff at different levels	I	Quan	Yes (Sex-Disagg.)
Average processing time for each sub-project	P	Quan	N
Average completion time for each sub-project (measured from date of contract to date of handing over to community)	P	Quan	N

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6. How will one measure gender changes in each of the above aspects?
7. The key question you should focus on in discussing their presentations is whether they have narrowed down on clear indicators

Evaluation Sub-question	Possible Indicators that participants will come up with	Comment
To what extent did the project benefit women?	<p>Increased number of households with water sources</p> <p>Increased access to education by females</p> <p>Increased number of trained female teachers</p> <p>Increased access to health services by women</p> <p>Increased number of trained female birth attendants</p> <p>Increased number of attended births</p> <p>Satisfaction with services received</p> <p>Increased time to do other productive tasks</p> <p>Increased skills obtained by women through training</p>	<p>Already included by introducing a gender/sex dimension to existing indicators (a, b, d) (c, e, f) could be added as an indicator</p> <p>In the case of (f) important to understand but can be understood by disaggregating existing indicator on training by sex (however, it will only give you an output indicator, to understand whether these skills were relevant and being used, one would need to supplement the indicator with some qualitative assessments, perhaps survey of participants.</p> <p>(g) and (h) are qualitative indicators. How do you measure them? Periodical qualitative assessments.</p>
Did the project influence gender relationships at the community level? If so how?	<p>Reduced gender disparity in access to services</p> <p>Participation in decision-making in community management bodies</p>	<p>(j) obtained from above indicators</p> <p>(k) seems like a good indicator to show change in decision making in public life that will be relevant to the objectives of this project</p>

8. Please note that someone will come up with fancy indicators for changing gender relationships (such as increased income for women, changed laws affecting division of resources). This is where you stop that participants and ask them what the objectives of the project were. Given the objectives of the project, are such results possible? Even if such results took place, can they be attributed to the project? Keep reminding participants of the program logic which could be illustrated as such:



9. So, what are the possible suggestions to the project manager:
- Integrate a gender/sex dimension into existing indicators and ensure that information is collected in a gender-aware manner
  - Identify three more indicators for the project from table above to measure or form group discussions, some of which will need to be measured through qualitative assessments or surveys of target groups.