

Welcome to Day 3!

We will get started in just few minutes



Training Agenda – Day Three

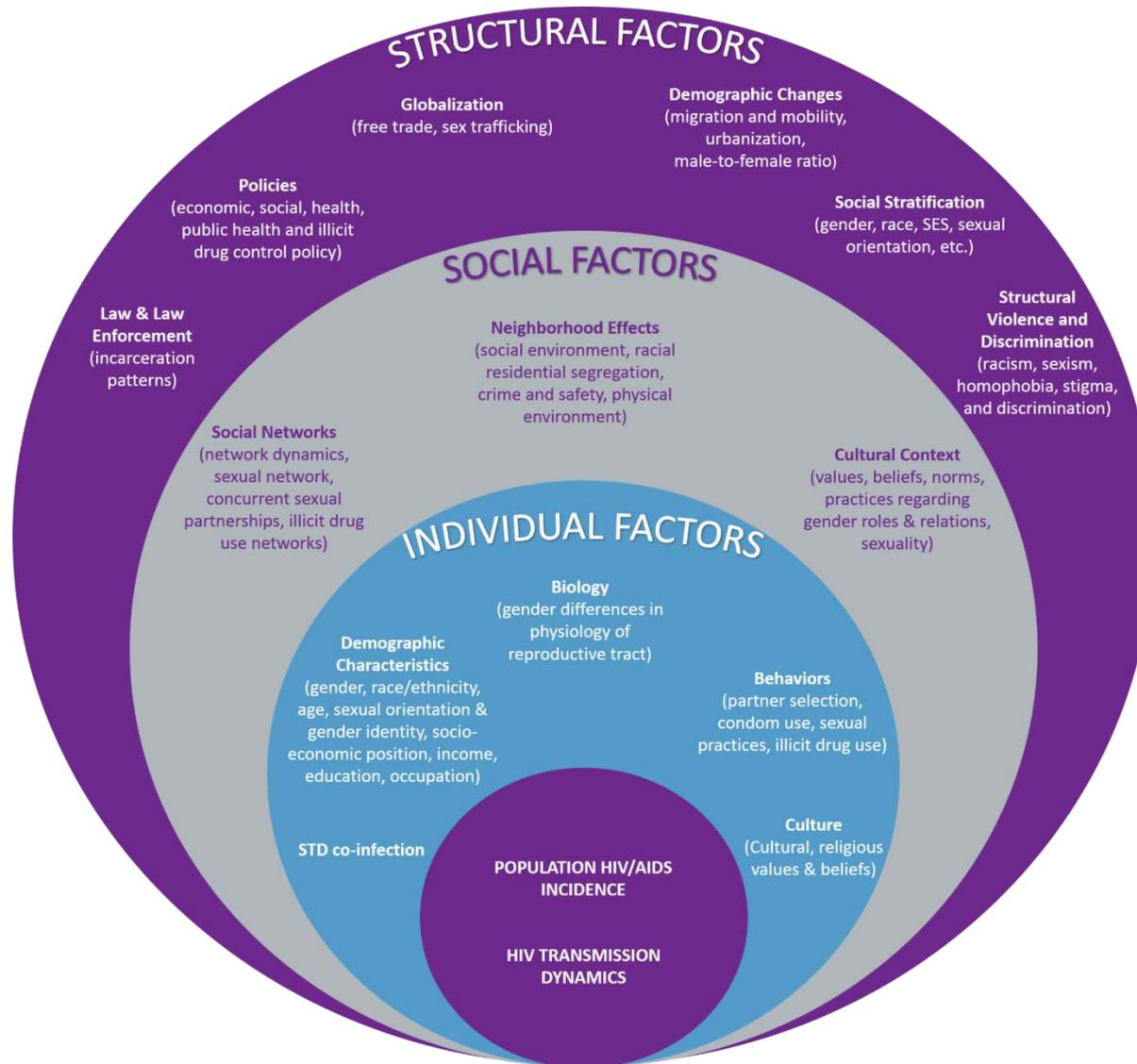
- Day One and Two Review
- Objectives for Day 3 Training
- **Break**
- Integrating Gender into Monitoring and Evaluation (M&E)
- Key Components of M&E Plans- Part 1
- Developing Gender Sensitive Indicators for M&E
- **LUNCH**
- Key Components of M&E Plans- Part 2
- Bringing Home a Gender Perspective



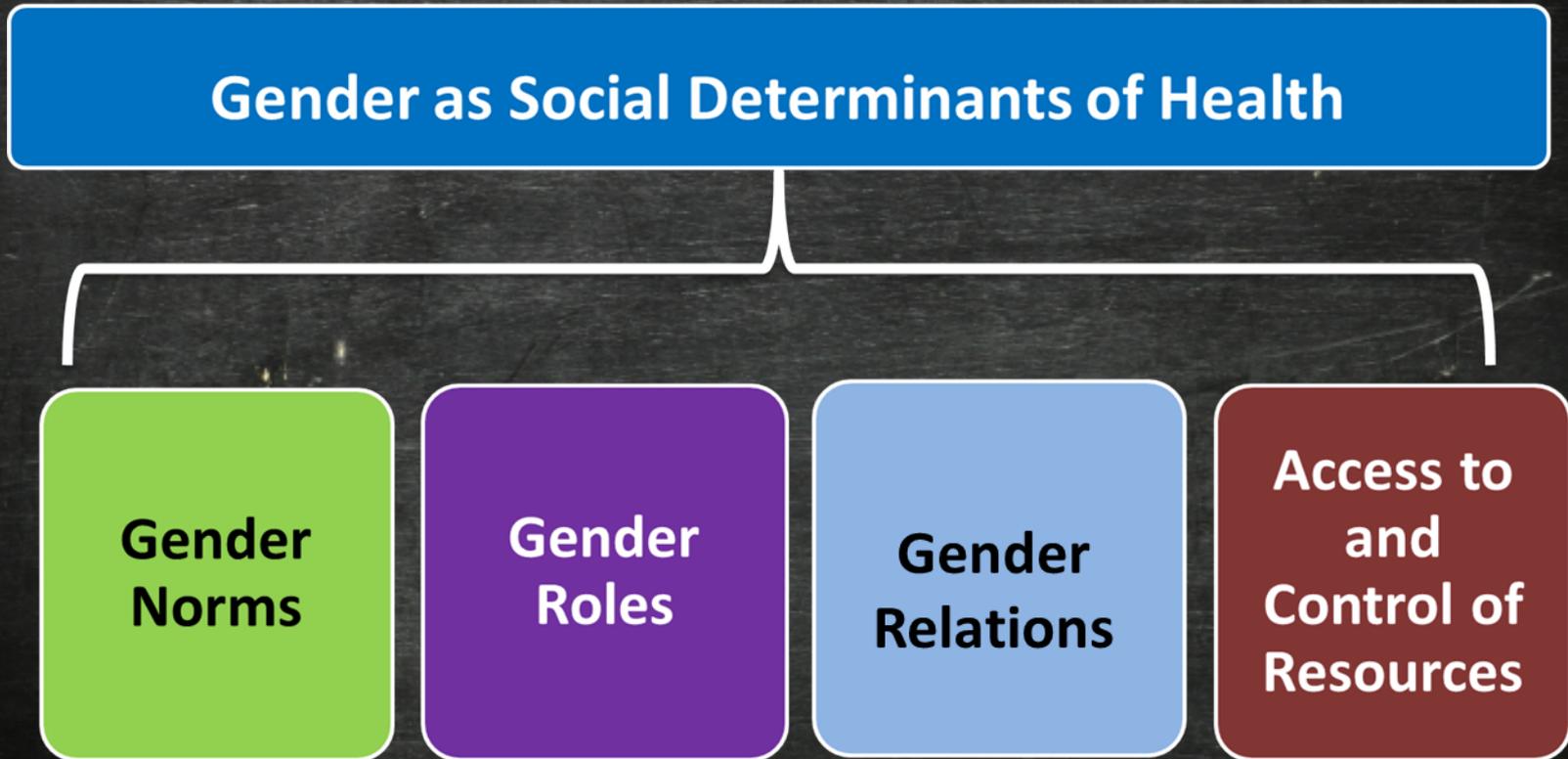
HIV Prevention Gender Toolkit:

Review of Day One and Day Two

Review: Social Determinants of HIV Risk



Review: Gender-Responsive Programs



Review: Gender Analysis

Identify Gender Differences

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graph TD; A[Identify Gender Differences] --> B[Analyze Underlying Gender Relations & Inequalities]; B --> C[Assess the Consequences for Programming];
```

Analyze Underlying Gender Relations & Inequalities

Assess the Consequences for Programming

Review: GbCs and GbOs

- **Gender-based Constraints**
 - Factors that **limit or restrict** behaviors, participation, rights, exercise of power and decision-making, time use and access to and control over resources, based on their gender identity
- **Gender-based Opportunities**
 - Factors that **facilitate** behaviors, participation, rights, exercise of power and decision-making, time use and access to and control over resources, based on their gender identity

Review: Objectives Address GbCs and GbOs

Addressing GbCs

GbC: Women with low educational attainment may be unable to find employment or to earn enough to support themselves and their families.

Objective: By the end of 2015, there will be a 50% increase in enrollment for continuing education programs and a 50% increase in employment services for women at risk for HIV.

Maximizing GbOs

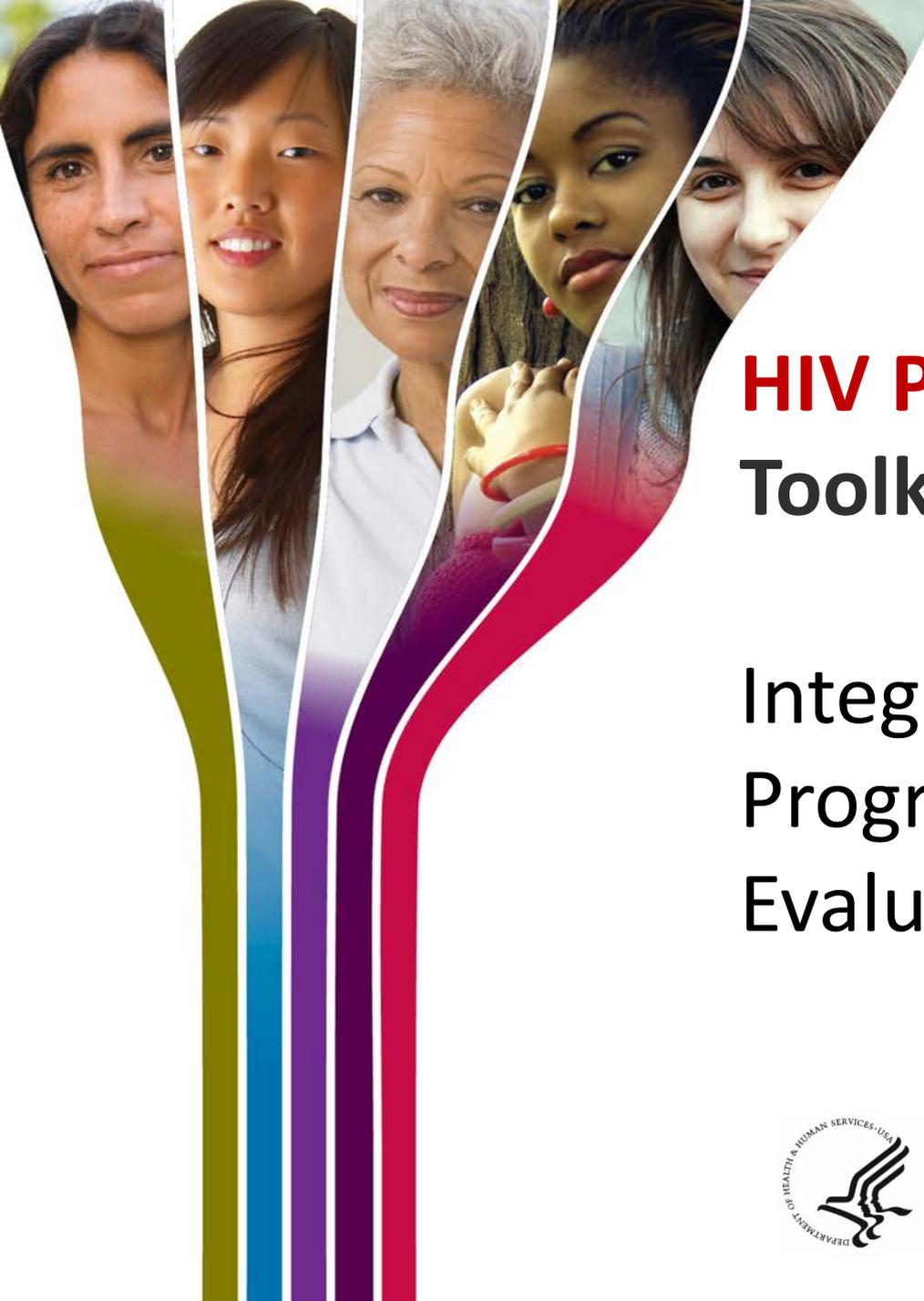
GbO: Low-income women are more likely to be covered by Medicaid than low-income men.

Objective: By the end of 2015, 100% of women on Medicaid in the service areas will be tested for HIV and STIs and receive referral for treatment if needed.

Review: GbCs, GbOs and Program Objectives

Tool 6: Developing Program Objectives Based on Priority Gender-based Constraints and Opportunities

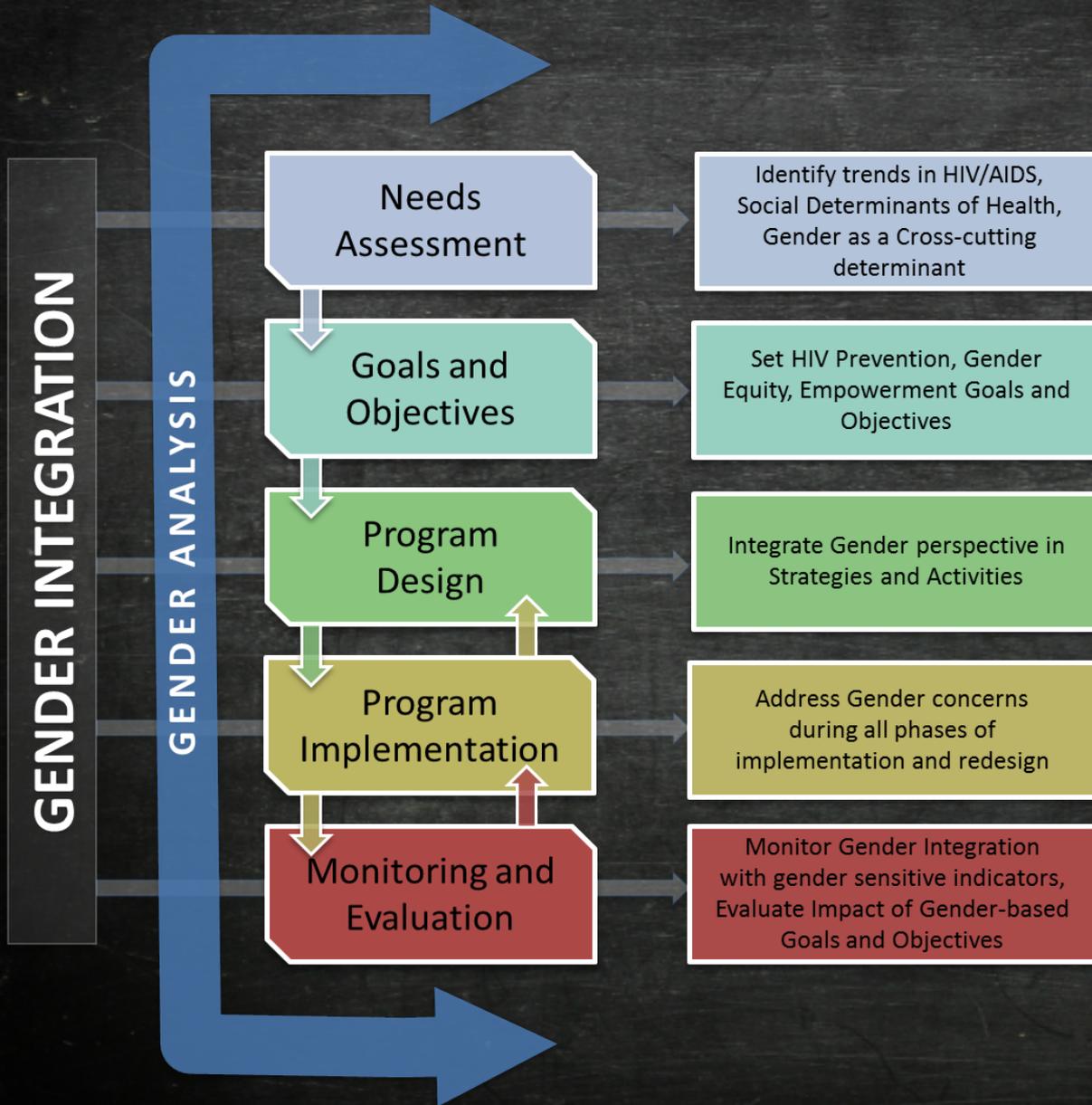
| 1) Domain | 2) List the Most Important Gender-based Constraints for the Program | 3) List the Most Important Gender-based Opportunities for the Program | 4) Write a Program Objective to Address the GBC or GBO |
|---|---|---|--|
| a) Environment | | | |
| b) Gender Norms | | | |
| c) Gender Roles | | | |
| d) Access to and Control over Resources | | | |
| e) Power and Decision making | | | |



HIV Prevention Gender Toolkit:

Integrating Gender in Program Monitoring & Evaluation





Integrating Gender in HIV Prevention Program Cycle

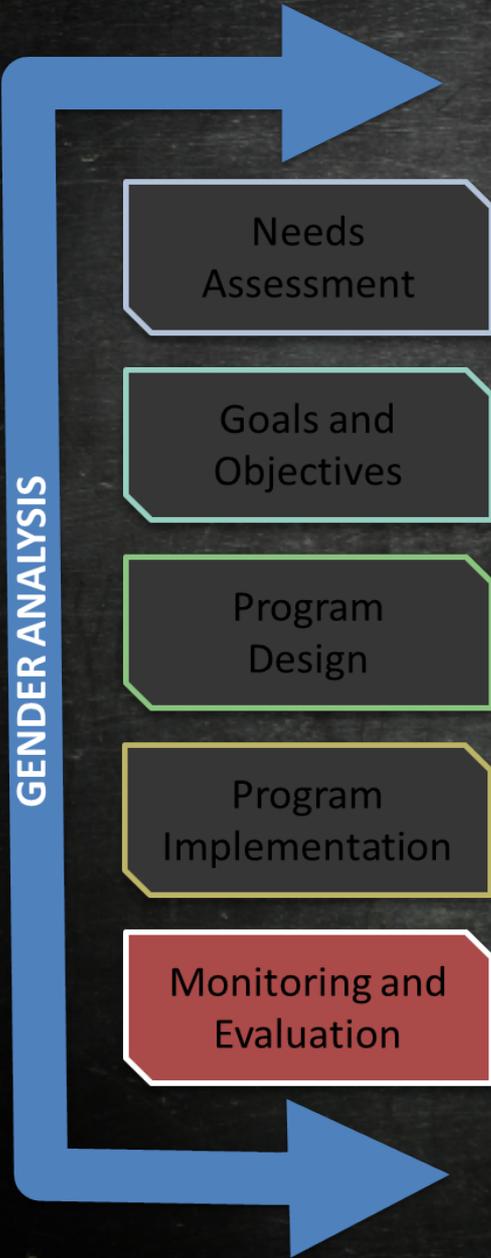
Day 3 Training Objectives

Monitoring and Evaluating Effectiveness

1. Understand the difference and overlap between monitoring and evaluation
2. Identify key components of gender-sensitive monitoring and evaluation plan
3. Develop gender-sensitive questions and indicators for monitoring and evaluation
4. Utilize assessment tool to ensure gender considerations in monitoring and evaluation

Integrating Gender Analysis in Monitoring & Evaluation

- Determine if most important **gender concerns** were adequately addressed in program design
- Measure the **achievement** of program goals and objectives
- Assess how program design affected the **promotion of gender equity**



Gender Sensitive *Monitoring*

- Is an ongoing, routine process
- Determines if program is:
 - Delivered as intended
 - Consistent with original design
 - Generating outputs that benefit women and adolescent girls
 - Addressing needs of women and adolescent girls
- Informs need for corrective action addressing GbCs and maximizing GbOs

Gender Sensitive *Evaluation*

- Periodic, systemic, in-depth analysis of effectiveness
- Undertaken selectively – consider cost
- Assesses gender roles, gender lens of program services
- Determines how gender issues affect achievement of outcomes
- Answers specific questions to guide decision makers and program managers

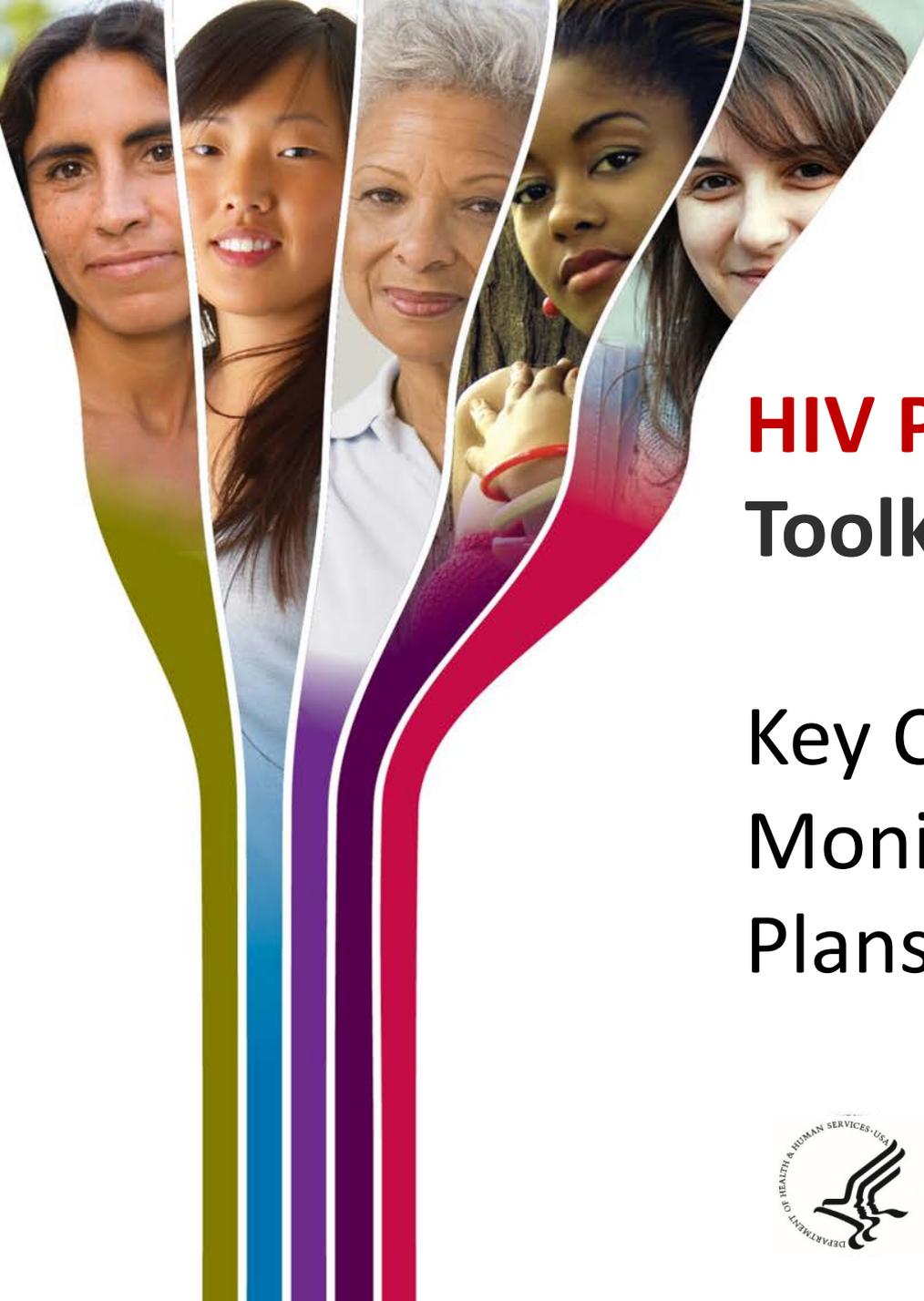
Interrelationship of Monitoring and Evaluation

Complementary Functions of Monitoring and Evaluation

| Monitoring | Evaluation |
|--|--|
| Clarifies program objectives | Analyzes why intended results were or were not achieved |
| Links activities and their resources to objectives | Assesses specific casual contributions of activities to results |
| Translates objectives into performance indicators and sets targets | Explores implementation process |
| Routinely collects data on these indicators and compares actual results with targets | Explores unintended results |
| Reports progress to managers, policy-makers, and/or funders and alerts them to problems | Highlights accomplishments or program potential; provides lessons learned; offers recommendations for improvement |

Source: UNAIDS (Joint United Nations Programme on HIV/AIDS). 2010. Basic Terminology and Frameworks for Monitoring and Evaluation: UNAIDS Monitoring and Evaluation Fundamentals.

Break
15 minutes



HIV Prevention Gender Toolkit:

Key Components of Monitoring & Evaluation Plans, Part 1



Monitoring and Evaluation Plan - Key Components



Integrating Gender Considerations into M&E Plans



- ❑ Findings from the gender analysis **identify GbCs and GbOs**, connect to program design / goals
- ❑ Program description **explains gender issues** faced by program, support design
- ❑ **Gender-responsive objectives** defined for program design
- ❑ Strategy to **address gender issues defined** in program design for implementation

Integrating Gender Considerations into M&E Plans



- Incorporate **key gender issues** (gender norms, division of labor, power and decision making, etc.) into specific M&E questions
- Address program performance elements that **assess impact on GbCs/GbOs**
- Worded in **gender-sensitive manner**; require sex-disaggregated information to answer

Integrating Gender Considerations into M&E Plans



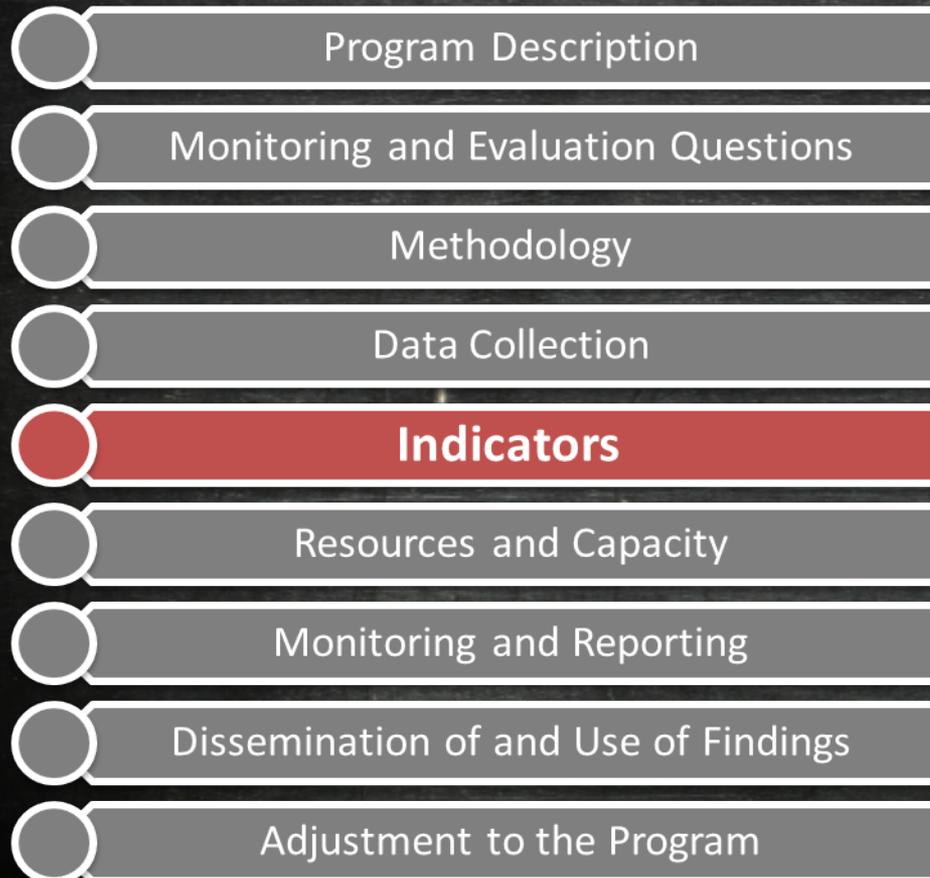
- ❑ Ensures **gender issues** are addressed in program design, monitoring, and evaluation
- ❑ Includes **participatory methods** for program participants and stakeholders in M&E activities
- ❑ Incorporates **human rights measures** for participants, i.e. gender equality, informed consent, confidentiality

Integrating Gender Considerations into M&E Plans



- Includes needs assessment data or baseline studies that analyze gender concerns
- Uses methods that generate information on **issues of both women and men**
- Includes **gender balance** in interviewers and information sources
- Includes **qualitative and quantitative** methods to collect gender-sensitive and sex-disaggregated data

Integrating Gender Considerations into M&E Plans



- Include **gender-sensitive indicators** and milestones that are both qualitative and quantitative
- Capture program's **impact on gender relations**
- Measure **achievement** of gender-responsive goals



HIV Prevention **Gender Toolkit:**

Developing Gender-Sensitive Indicators



Gender-based indicators track changes in social determinants of HIV risk

- Indicators measure the **quality and quantity of change** in relation to women's/girls' risk and vulnerability over time
- Measure whether the **gender-based constraint** has been **reduced or eliminated**
- Measure **impact** of taking advantage of a **gender-based opportunity**
- Can be quantitative, qualitative, or mixed

Choosing Appropriate Mix of Indicators

Program Monitoring Indicators:

- Input indicators
 - Quantity / quality of program resources
- Process Indicators
 - Type and ways program services provided
- Output Indicators
 - Measure immediate short-term results

Program Evaluation Indicators:

- Outcome Indicators
 - Measure long-term effects of program outputs
- Impact Indicators
 - Measure actual long-term effects of programs (e.g., reduction of HIV)

Review Gender-Sensitive Indicators

| Table 10: Examples of Gender-sensitive Indicators | | |
|---|---|---|
| Domain of Gender Analysis | Program Objective | Gender-sensitive Indicator |
| Gender Norms | Increase the proportion of heterosexual couples who engage in more gender-equitable sexual decision making. | Proportion of heterosexual couples who report joint decision making regarding condom use. |
| | Increase the proportion of men and boys articulating gender-equitable norms. | Proportion of men and boys ages 15-24 who agree that women and girls should have the same rights as men and boys. Proportion of men and boys ages 15-24 who believe that men can prevent physical and sexual violence against women and girls. |
| Gender Roles | Increase the proportion of men living with an HIV-positive female partner who assume greater responsibility for childcare and caregiving within their families. | Proportion of men ages 25-44 living with an HIV-positive female partner who report providing care to their children. Proportion of men ages 25-44 living with an HIV-positive female partner who report providing care to sick individuals within their household. |
| | Increase the proportion of women at risk of HIV infection who are employed. | Proportion of women ages 25-44 at risk of HIV infection reporting steady full-time employment in the past 3 months. |
| Access to and Control Over Resources | Increase the proportion of women at risk of HIV infection who are accessing HIV prevention services. | Proportion of women ages 20-34 reporting participation in HIV prevention workshops within the past 3 months. Proportion of women ages 20-34 attending HIV prevention risk reduction counseling sessions in the past 3 months. |
| | Increase the proportion of HIV prevention programs providing onsite childcare services. | Proportion of HIV prevention programs providing onsite childcare services. |

Activity: Developing Gender-Sensitive Indicators for Program Monitoring and Evaluation

Tool 12: Developing Gender-sensitive Indicators Matched to Objectives

| 1) Priority Gender-based Constraints or Opportunities to Address | 2) Program Objective | 3) Gender-sensitive Indicator | 4) Type of Indicator |
|--|----------------------|-------------------------------|----------------------|
| | | | |
| | | | |

Lunch



HIV Prevention Gender Toolkit:

Key Components of Monitoring & Evaluation Plans, Part 2



Integrating Gender Considerations into M&E Plans



- Plan describes the **financial, staffing, and technical capacity** to conduct monitoring and/or evaluation
- Describes expertise of staff **to gather gender-sensitive data and conduct analysis**
- Ensures **gender balance** in staff/consultants

Integrating Gender Considerations into M&E Plans

Program Description

Monitoring and Evaluation Questions

Methodology

Data Collection

Indicators

Resources and Capacity

Monitoring and Reporting

Dissemination of and Use of Findings

Adjustment to the Program

Data collected **addresses possible different effects of program on women or adolescent girls, different subgroups**

Reporting on **differential effects of program on women and men and gender relations**

Provides **progress report** on performance of program in addressing GbCs and GbOs

Interpreting Data - Drawing Conclusions

- ❑ Staff involved in data analysis have **expertise in gender-related HIV evaluation**
- ❑ Stakeholders that may be impacted by the program are **included in data interpretation**
- ❑ **Components of an Evaluation Report**
 - Executive Summary
 - Introduction
 - Methodology and Study Design
 - Findings
 - Conclusions and Recommendations
 - Appendices

Integrating Gender Considerations into M&E Plans

Program Description

Monitoring and Evaluation Questions

Methodology

Data Collection

Indicators

Resources and Capacity

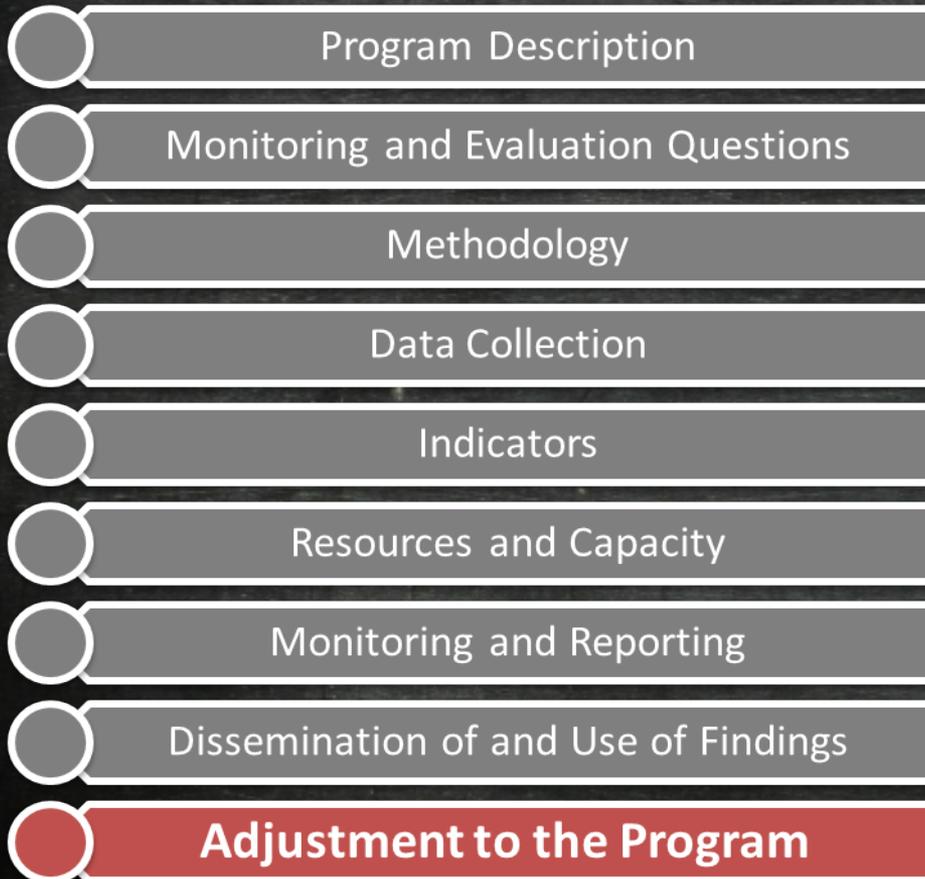
Monitoring and Reporting

Dissemination of and Use of Findings

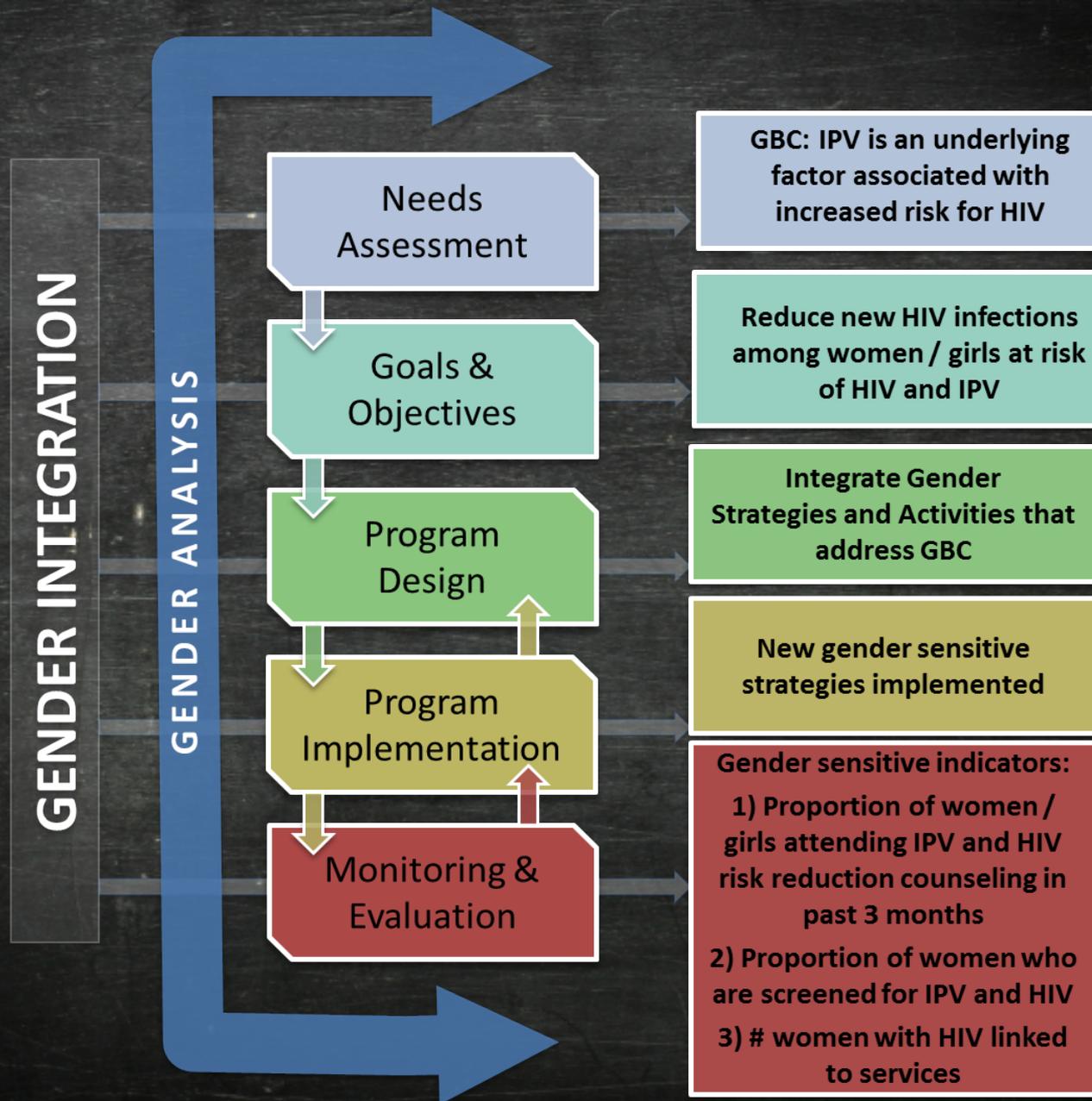
Adjustment to the Program

- Requires **routine review, analysis and discussion** of intended and unexpected effects of program on gender relations
- Includes **management response** to gender-related evaluation recommendations
- Includes plans to discuss policy implications and informs advocacy for policy changes
- Includes internal and external mechanisms to **share knowledge & lessons learned** with stakeholders, community, and broader public

Integrating Gender Considerations



- ❑ Includes mechanisms to adapt or revise program to **improve performance** on gender-related issues based on findings
- ❑ Defines strategies to develop plans to conduct **future gender analysis studies and program planning**



Gender-sensitive *Assessment* of a Monitoring or Evaluation Plan

| Tool 1f: Gender Concept in the Monitoring and Evaluation Plan | | | | |
|---|---|-----|----|---|
| Component | Gender Concepts | Yes | No | If NO, what actions are needed to address this issue? |
| Program Description | Does the description of the program explain gender issues faced by the program and describe the program's strategy to address them in design and implementation? | | | |
| Monitoring and Evaluation Questions | Are key gender issues such as gender norms, sexual division of labor, access to and control over resources, and power and decision making incorporated into program monitoring and the evaluation design? | | | |
| | Does the evaluation assess the program's performance in addressing GBCs and GBOs? | | | |
| | Are all monitoring and evaluation questions worded in a gender-sensitive manner, and do they call for sex-disaggregated information? | | | |
| Methodology | Does the methodology call for gender issues to be addressed in the program design, monitoring, and evaluation? | | | |
| | Does the plan include participatory methods to ensure that program participants and other relevant stakeholders play an active role in monitoring and evaluation activities? | | | |
| | Does the plan include measures to ensure the human rights of participants and stakeholders, including gender equality, participation, informed consent, confidentiality, and safety, will be respected and protected? | | | |

- Identifies questions for programmers and planners to consider
- Provides gender-sensitive review of program evaluation components
- Determines if evaluation plan incorporates a gender lens into all levels of evaluation plan.

Activity: Review Tool 11 in HIV Prevention
Gender Toolkit – Gender Concepts to Consider
in the Monitoring and Evaluation Plan.



Day Three Wrap-Up

Major Take-Away

Gender must be considered and effectively integrated into ALL stages of HIV Prevention program- planning, designing, implementing, monitoring, and evaluation.



HIV Prevention Gender Toolkit:

Bringing Home a Gender Perspective



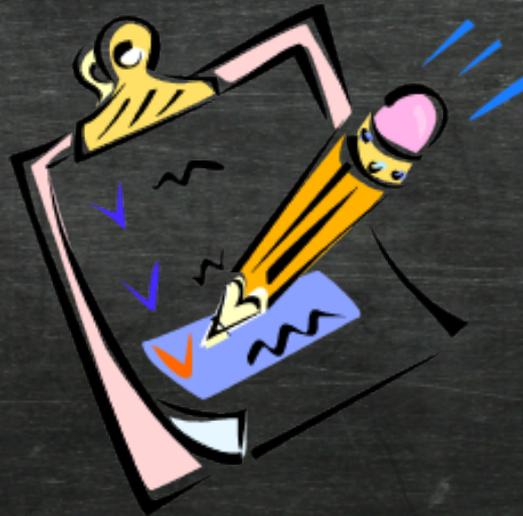
Activity: How will we bring this training back to our organizations for improved HIV Prevention for women and girls?



Questions or Comments?



Wrap-up and Evaluations



Thank You!

Trainer email: