



Monitoring and Evaluation



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- About M and E
- Programme Development Cycle
- Theory of Change
- Mainstreaming Gender into M&E



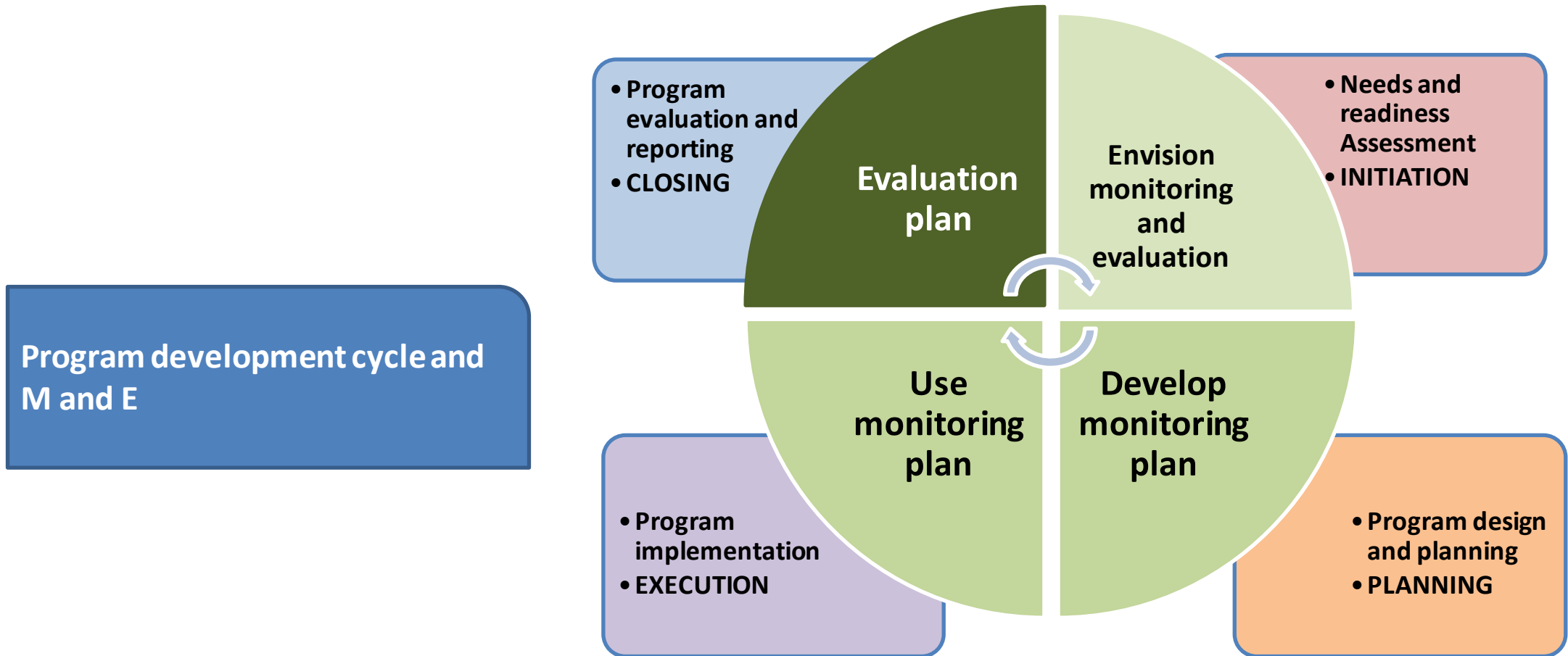
Measurement



How much? How long? How many?

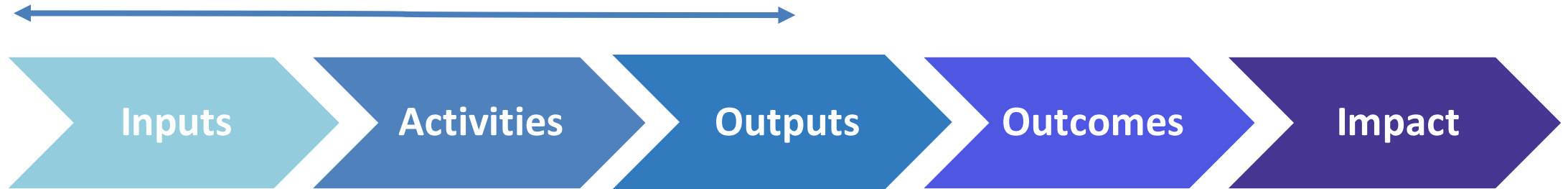
Monitoring and Evaluation , what are they?

Monitoring and Evaluation in programming



Is the project working as intended?

Monitoring



Evaluation

Is the project yielding the desired effect?





What is Monitoring and Evaluation?

- Monitoring is the collection and analysis of information about a project or programme, undertaken while the project/programme is ongoing.
- Evaluation is the systematic and objective assessment of an organisation, project, policy or programme that might be conducted internally or by external independent evaluators.

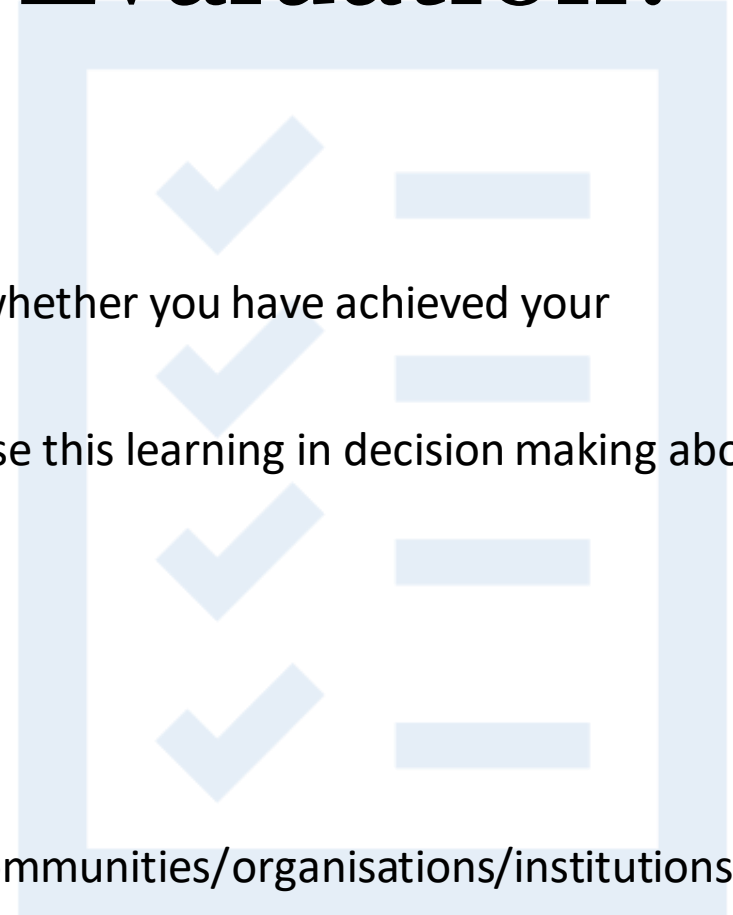




Why Monitoring and Evaluation?

Doing M&E can help you to:

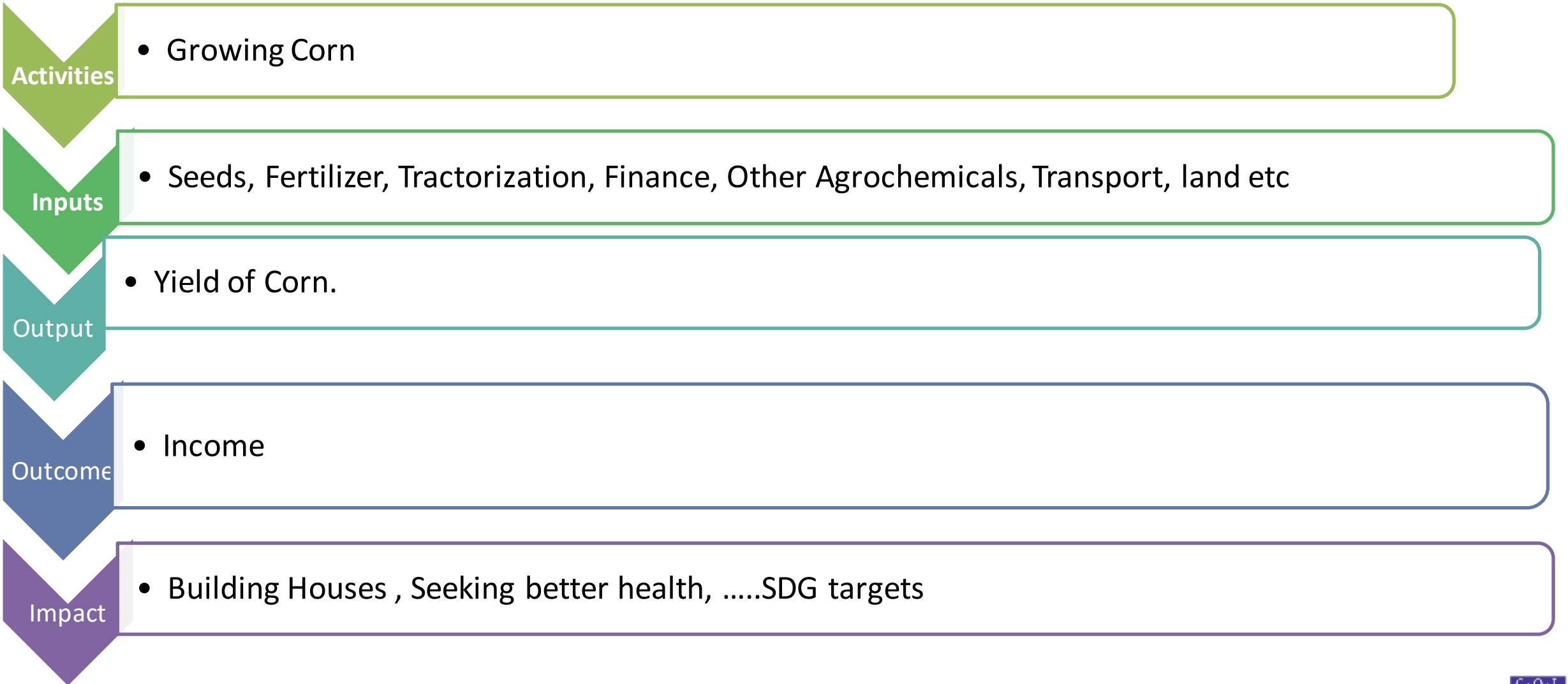
- **gauge** the outcomes and impact of your work and whether you have achieved your objectives;
- **understand** what works and what doesn't and use this learning in decision making about the design and implementation of the intervention
- **motivate** stakeholders and staff;
- **ensure** accountability to key stakeholders
- **influence** policy;
- **share** key takeaways and best practice with other communities/organisations/institutions;
- **contribute** to the body of evidence about what works and what doesn't



Theory of Change

A **theory** of change is a purposeful model of how an initiative—such as a policy, a strategy, a program, or a project—contributes through a chain of early and intermediate outcomes to the intended result

Example from the Farmers



Activities

- what COL will do either directly or through its partners

Inputs

- the financial and human resources necessary for delivery of activities

Output

- short-term results necessary to achieve the stated outcomes.
- They are the measurable and tangible changes that result directly from programme activities and the expenditure of related resources.

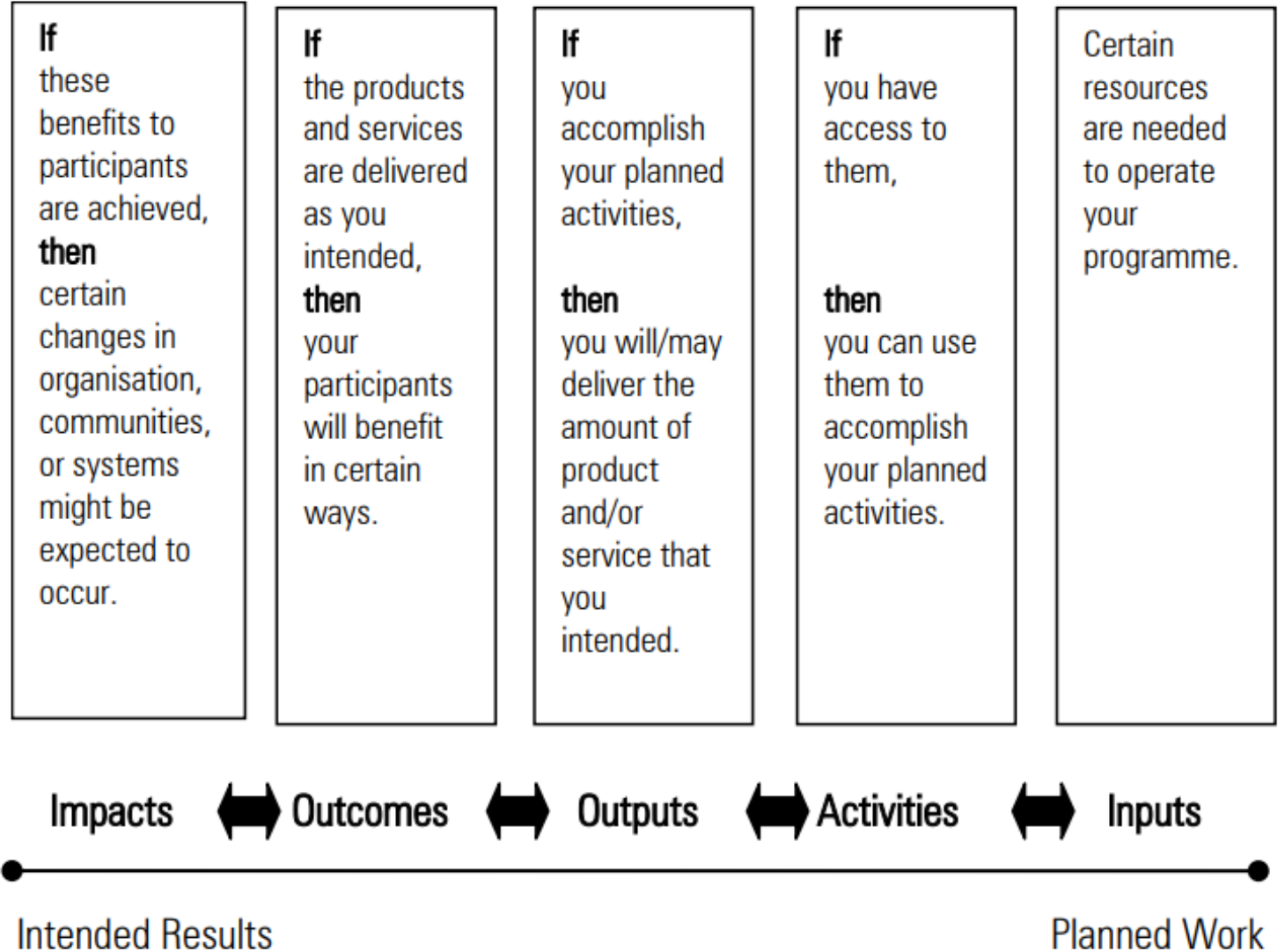
Outcome

- the intermediate term results necessary to achieve the impact typically over a 2 – 3 year period. These are sometimes known as intermediate results

Impact

- Long-term results expected from an intervention or programme over a 5 – 7 year period

If... then approach to causality



From inputs to results- Logic Model

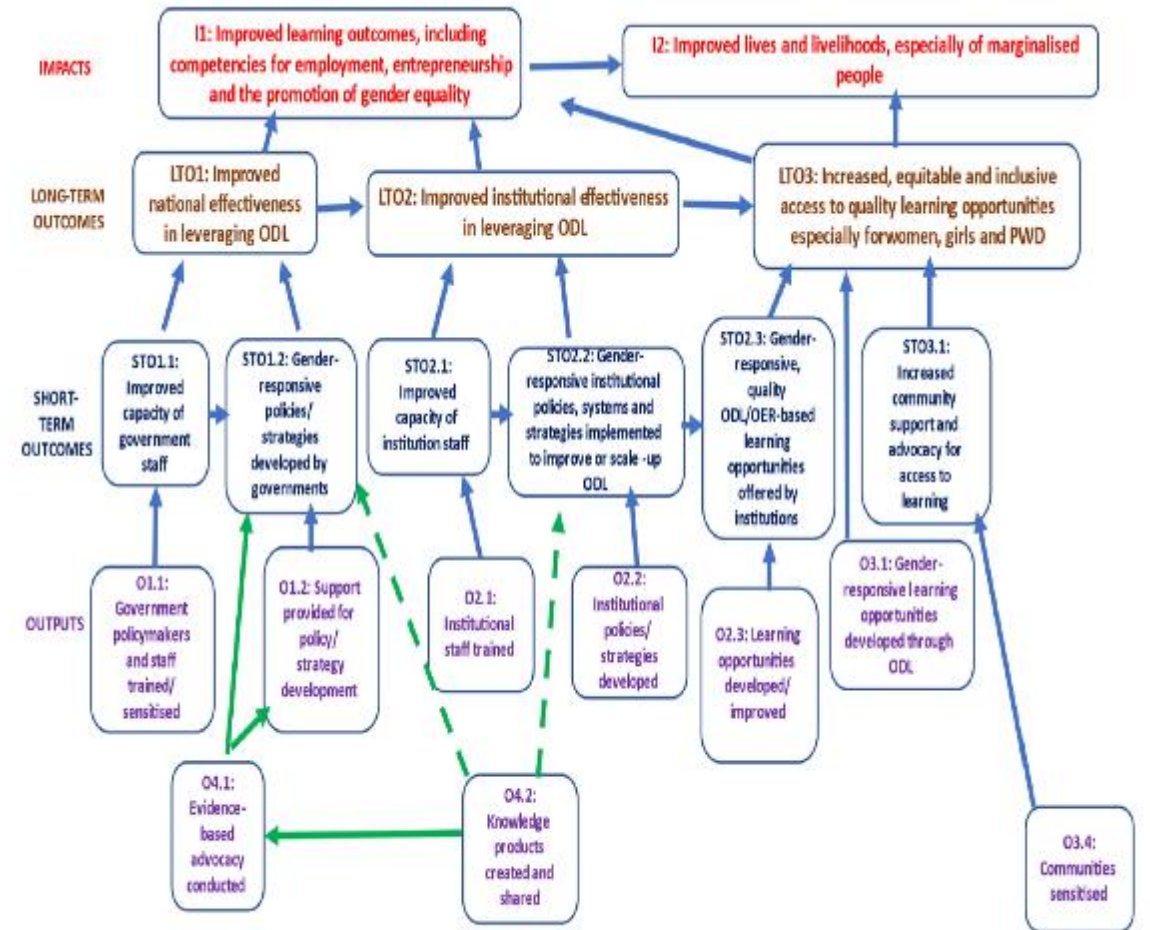
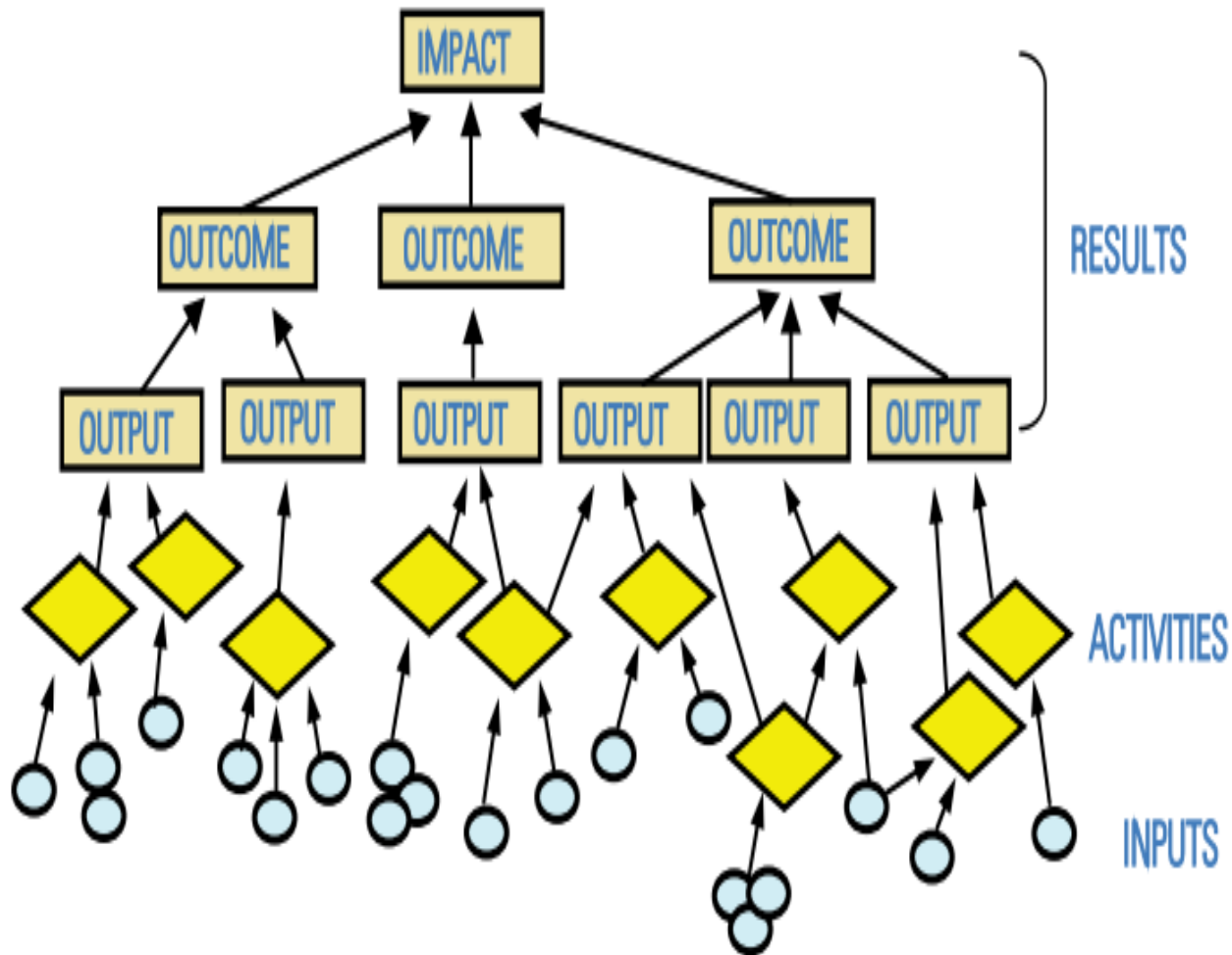
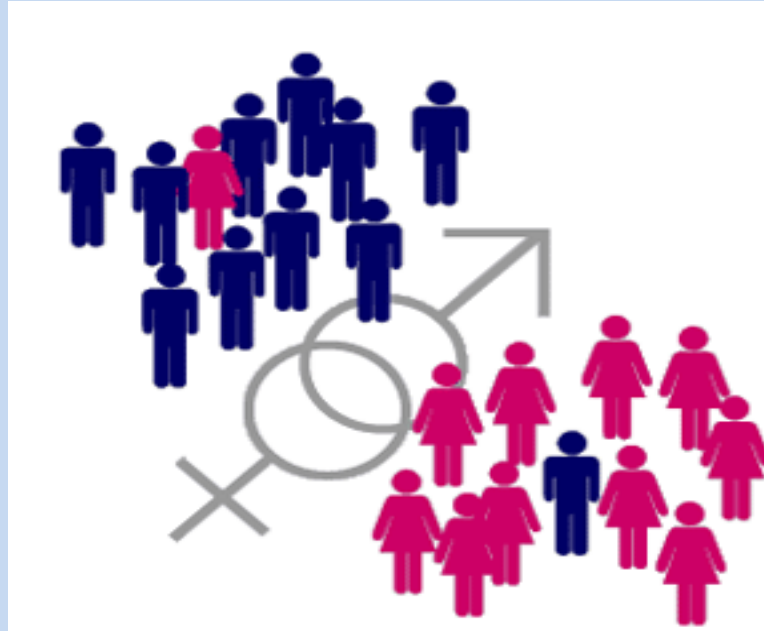


Figure 1: Open schooling logic model.

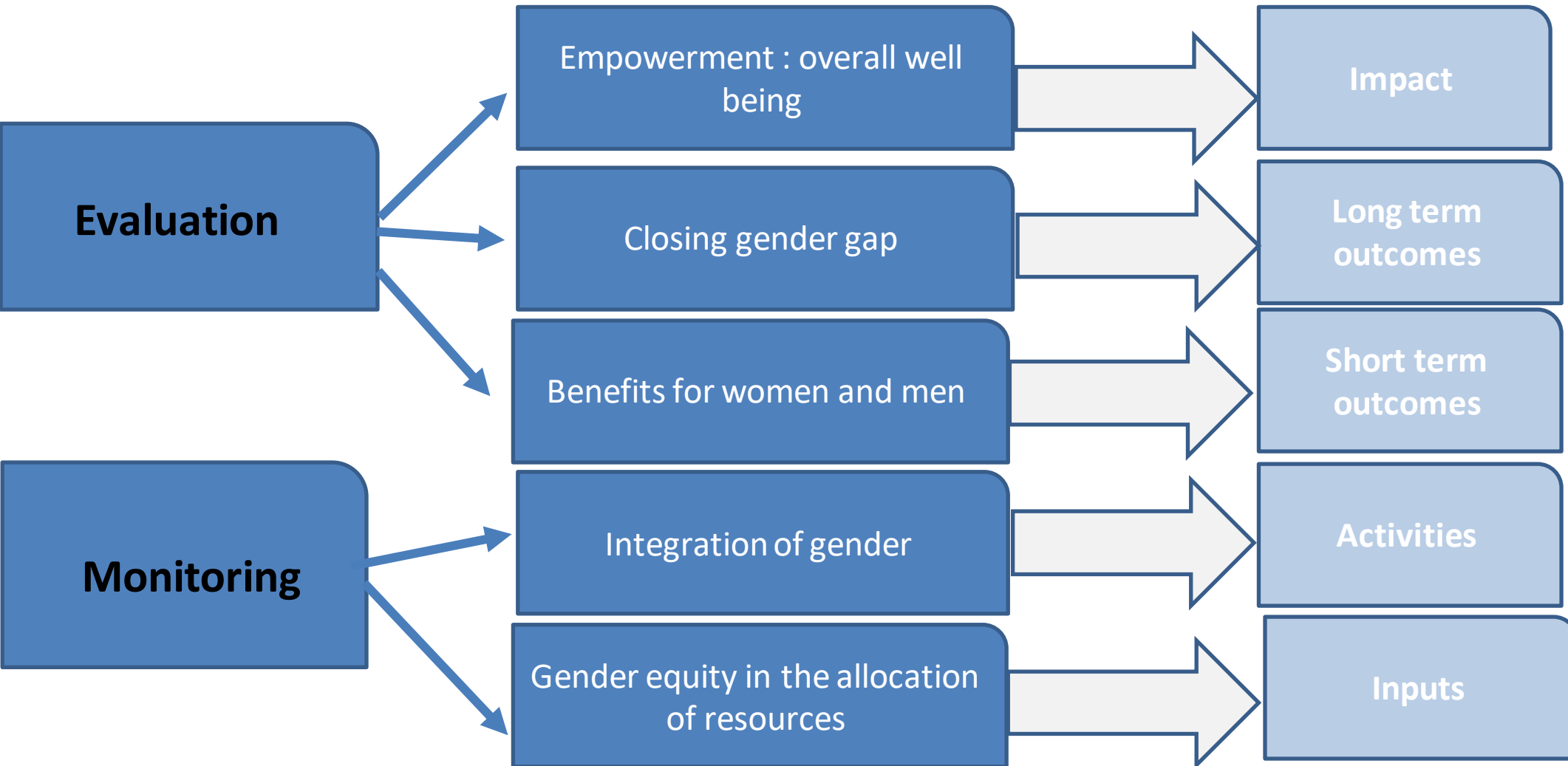
Gender and M and E

- Gendered priorities, constraints and impact
- Failure to address Gender leads to inefficient and unstable results and exacerbates inequalities
- If the analysis is not valid the result is suspect



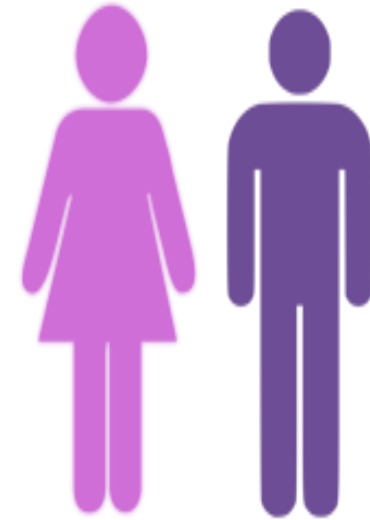
Gender and M&E

Gender and the logframe



Measuring women's participation and impact

- Lack of reliable data on basic facts
- This prevents us from getting the most out of most programs and investments
- What gets measured gets into the equation
- Not enough is invested in data collection or in quantifying how equality yields benefits



Implementation of M&E

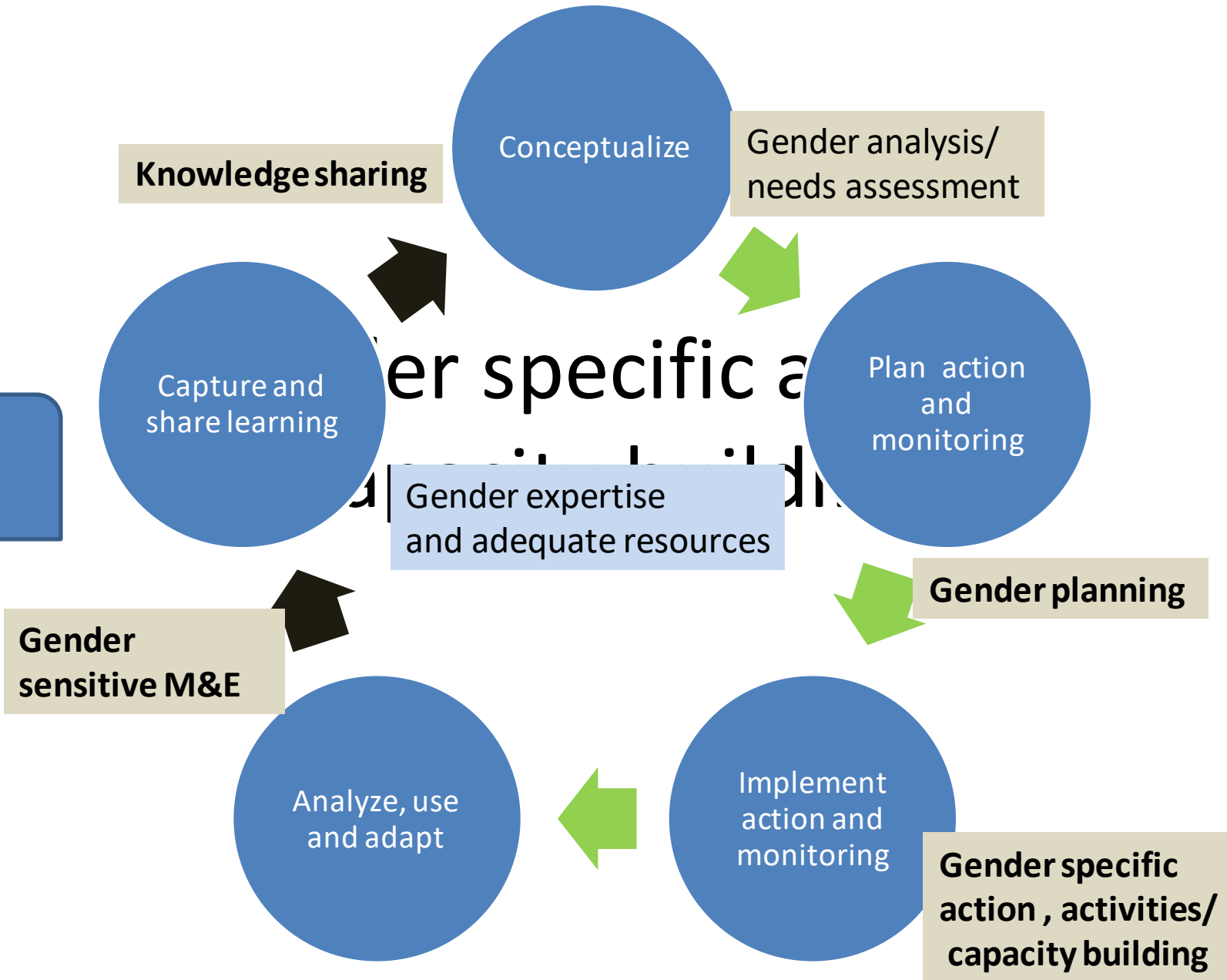


- Sex –disaggregated indicators measures changes for men and women separately
- Gender indicators measure gender related changes



Sex disaggregated indicators

Gender mainstreaming and Program Cycle



What is the best time for gender analysis

- Can be undertaken at any stage , but most effective if included in the design
- Systematic way of analyzing different roles and impact
- It asks the “who” questions
- How this will affect ‘men” and “women”



Some Useful Questions to ask

Project design stage

- Goals and objectives gender sensitive?
- Proportionate Inputs from men and women?
- Baseline incorporates gender analysis?
- Consultations on targets ?
- Activities reflect gender sensitivity?



Implementation stage

- Gender and sex-aggregated data?
- Comparing data to baseline?
- M and E data used to adjust project ?
- Women's group monitoring progress?
- Findings disseminated?
- References to gender in reports?
- Women involved in activities?
- Women accessing services?



- Differences in access ? Why
- Differences in impact ? Why?
- How can differentials be addressed?
- How do results compare to targets?
- How did beneficiaries respond?
- Are results sustainable?



Project evaluation stage

+ • Increase awareness and skills in gender issues

○ Involve women and men in the consultations

Include sex-disaggregated data

Strive for gender balance in staff /experts

Enable men and women to participate and benefit without bias

• Gender mainstreaming strategies/tools

Thank you



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