Goals and Outcomes at 2009 IPM DOC 8

Updated July 14, 2009

Session Objective: The objective for sessions on Days 2 and 3 is to produce a Goal Statement for the next ITPP and up to five mid-range results/outcomes that projects can use to develop their proposals for the next 5 year AIC international program (2011-2016).

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Current 2006-2011 Program

Current Goal Statement

Program Goal

The Program will extend global connections between professional agricultural organizations, increase their capacity and impact nationally and internationally through professional exchanges and strategic activities that increase domestic food security, promote gender equality and help to alleviate poverty.

Current Result Statements

Program Objectives

Objective 1: To increase food security and food access to the poor and particularly those communities affected by HIV and AIDS.

Objective 2: To increase household income in rural areas.

Objective 3: To successfully implement environmentally sustainable agricultural practices.

Objective 4: To have a positive impact on the national regulatory frameworks as they impact on agriculture.

Objective 5: To advance the representation and voice of women as participants and beneficiaries of agricultural endeavours.

2008 Update of RBM Basics, New Terminology

Sources: Adapted from ***CIDA@RBM2008 PowerPoint, CIDA@RBM2008 Toolkit,*** **and** ***RBM Tools at CIDA: A How-To Guide,*** http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUImages/Public_Engagement/$file/RBM-How-to-Guide-e.pdf

What is a Logic Model?

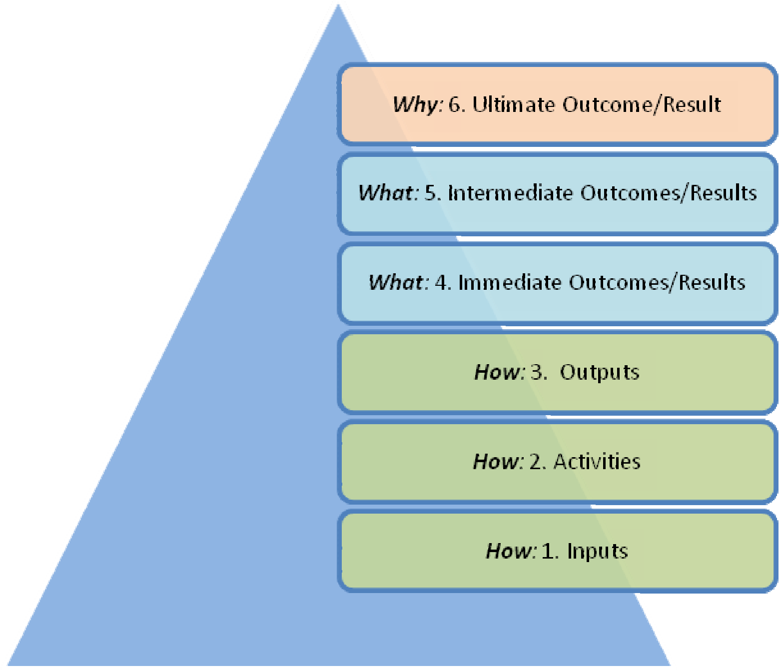
Sometimes also called a "results chain", a logic model is a depiction of the causal or logical relationships between activities, outputs, and the outcomes of a given policy, program or initiative.

A logic model is divided into 6 levels;

1. **Inputs**
2. **Activities**
3. **Outputs**
4. **immediate outcomes**
5. **intermediate outcomes,** and
6. **ultimate outcome**

Each of these levels represents a distinct step in the causal logic of a policy, program or initiative.

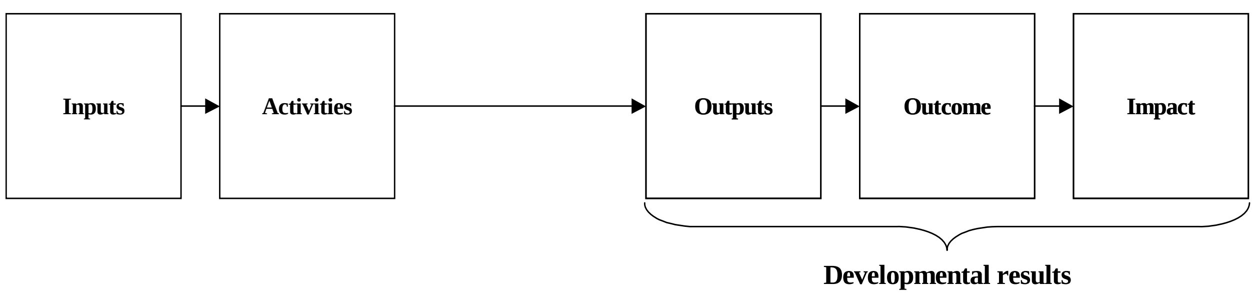
- The bottom three levels (inputs, activities and outputs) address the *HOW* of an initiative leading to WHAT the (i) initial and (ii) intermediate outcomes will accomplish.
- The ultimate outcome describes WHY the overall change is being sought and motivates the logic chain itself.
- The top three levels (outcomes) constitute the actual *CHANGES* that take place: the *DEVELOPMENT RESULTS.*



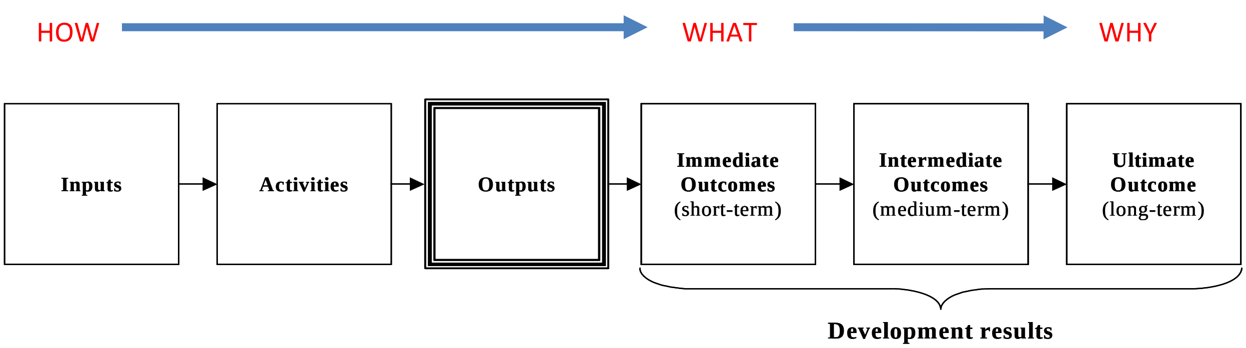
Results Chain (Logic Model)

How is it different?

1996 Model

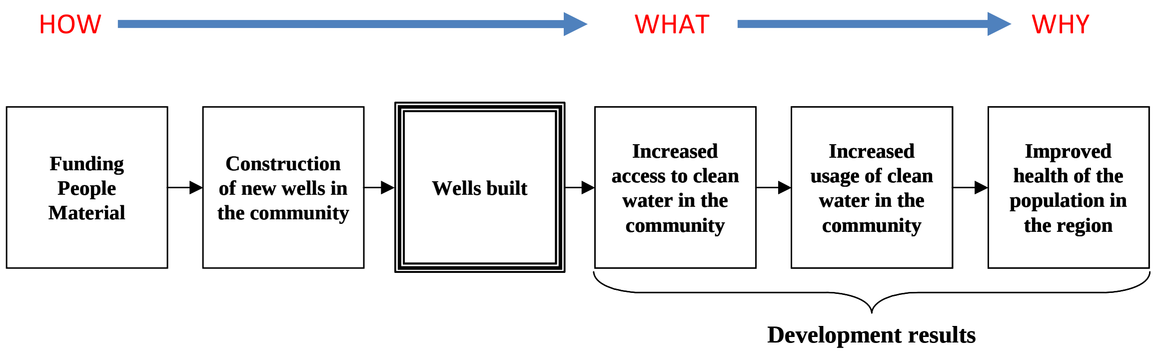


2008 Model

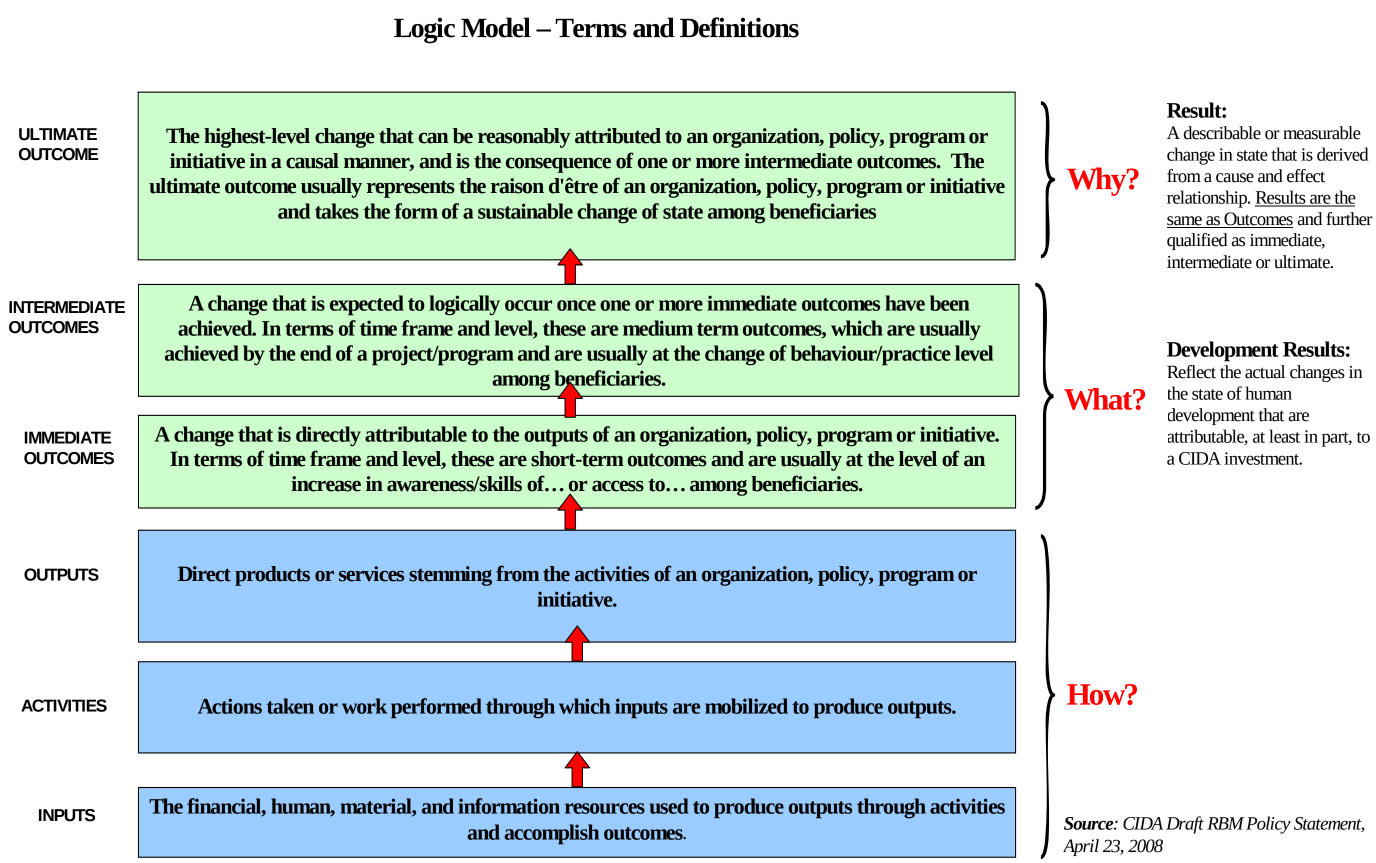


HOW does it look in practice?

Results Chain Example



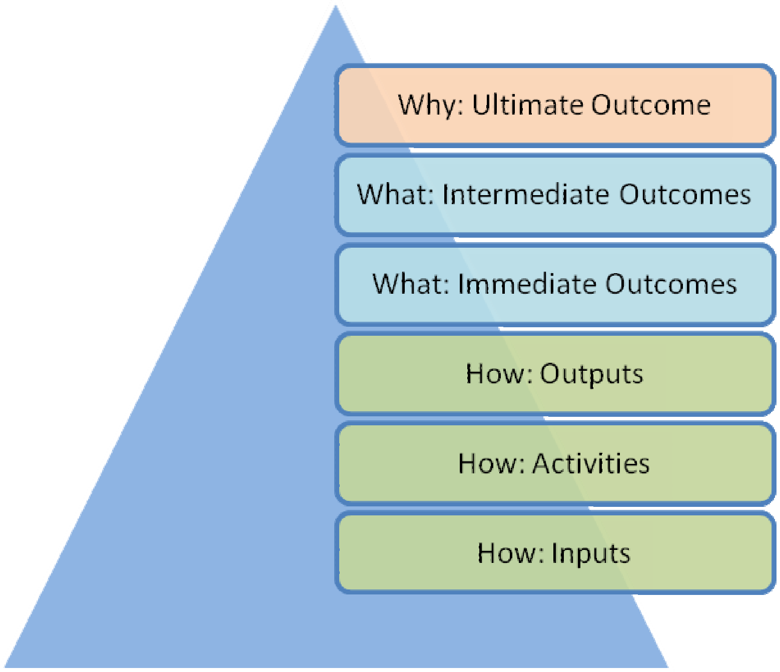
Results Chain /Logic Model



Source: CIDA@RBM2008 PowerPoint

Logic Model

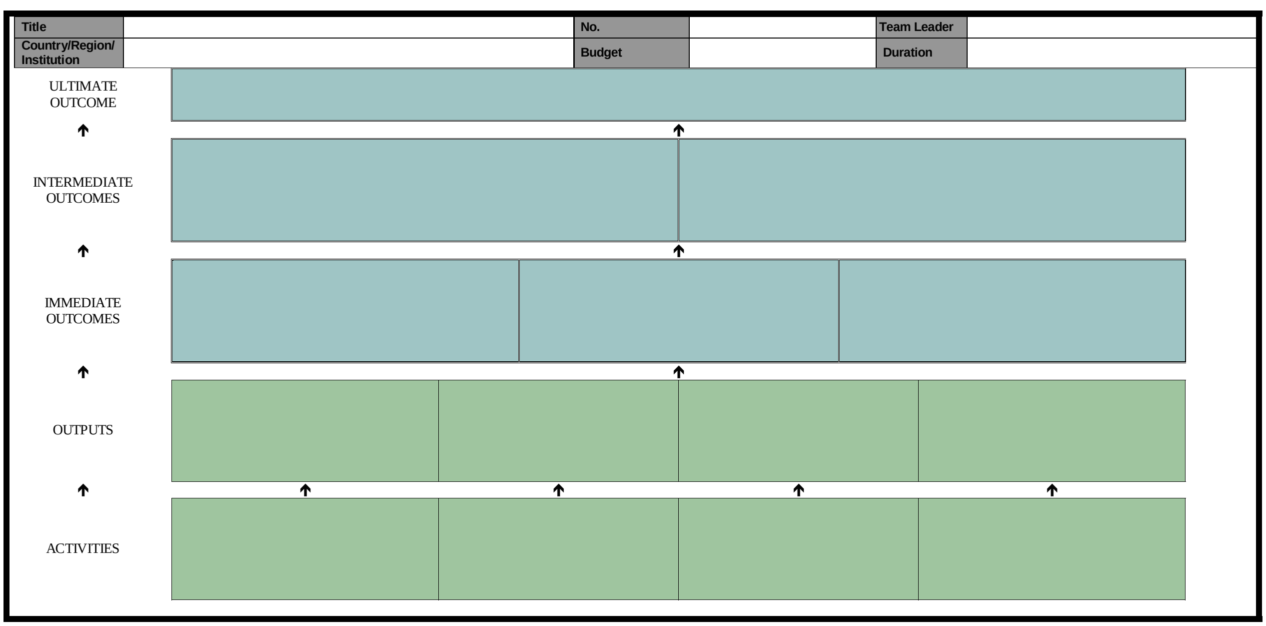
A logic model is like a pyramid; it gets smaller the closer you move toward the highest level.



Template:

Note: The following material has been edited slightly from the original.

Completing the logic model, in cooperation with partners, beneficiaries and stakeholders, is an integral part of project planning. CIDA has a standard template for the logic model:



Results

To complete a logic model, you need to be able to write clear and concise results statements.

What is a result? A result is a *describable or measurable change* that is derived from a cause and effect relationship

What is a results statement?

A results statement *outlines what a policy, program or investment is expected to achieve* or contribute to. It describes the change stemming from CIDA's contribution to a development activity in cooperation with others.

Hint # 1: Results Statements

Questions to ask yourself when drafting or assessing a results statement:

- Is the statement **simply worded** and does it contain only **one idea**? The logic model is a snapshot of your investment; the results statements should be clearly stated and easy to understand. Would the *general* public be able to understand this results statement? Does the statement contain more than one idea? If so, can it be split into separate statements?
  Simple Statement
- Is the results statement **inclusive**? Was the results statement drafted in an inclusive, participatory fashion? Were key stakeholders, including partners, implementers, leaders, decision-makers, women and men, minorities and direct beneficiaries involved? **RBM is a participatory process**. The process and methodology for the selection of outcomes and drafting of results statements should be as participatory as possible, involving a wide representation of key stakeholders. Ensuring that all the voices are heard and that your expected outcomes are shared with all involved is essential.

- Does the results statement include a **directional verb** and tell you:
  - **WHAT?** Does the results statement describe the type of change expected using a directional verb in past tense (increased, improved, strengthened, reduced, enhanced)?
  - **WHO?** Does the results statement specify the target population or beneficiary of the intervention? Does it specify the unit of change (individual, organization, group)?
  - **WHERE?** Is the location or site where the result will occur specified?

  Simple Statement plus directional verb use
- Can the result be **measured**? Can the result be measured by either quantitative or qualitative performance indicators? Can performance indicators that will measure the result be easily found, collected and analyzed?

- Is the result **realistic** and **achievable**? Is the result within the scope of the project's control or sphere of influence? Is there an adequate balance between the time, resources allocated and the expected reach and depth of change expected? Is the result

achievable within the funding levels and time period for the project? Is the result (immediate and intermediate outcome level) achievable during the lifecycle of the investment? In other words, can the expected changes be realistically achieved by the end of the intervention? • Is the result **relevant?** Does the result reflect country ownership and needs and will it support higher-level developmental change in the strategies or programs it supports? Does the result reflect needs and priorities among the beneficiaries that were identified in a participatory fashion? Does the result take into account the culture of the local population? Is the result aligned to CIDA program and corporate priorities?

Source: CIDA@RBM2008 Toolkit

Example 1: Results Statements		
Result	**Issue?**	**Is it a strong results statement?**
Increased literacy	• Does not identify for Who or Where the expected change will occur	Not strong
Increased literacy among men and women in region X of country Y		Strong
More women can get maternal health-care services	• Not in past tense; doesn't use a directional verb • Does not identify where the expected change will occur	Not strong
Improved access to maternal health-care services for women in country X		Strong
Peace in Country X	• Not in past tense. • Does not specify direction of expected change, nor who, specifically, it will affect. • Not achievable.	Not strong
Increased participation of civil society in decisions relating to the peace process in country X		Strong

Source: CIDA@RBM2008 Toolkit

Steps to Develop a Logic Model:

Here are the steps that need to be taken to create a logic model. The order in which they are undertaken will depend on the status, scope and size of the investment.

A. *Identify ultimate beneficiaries and stakeholders.*

Hint #2: Useful Definitions

Beneficiary: The set of individuals and /or organizations that experience the change of state at the ultimate outcome level of a Logic Model, although they could also be targeted in the immediate and intermediate outcome levels. Also referred to as "reach" or "target population" (TBS Lexicon)

Intermediary: An individual, group, institution or government who are not the ultimate beneficiary of an investment but who are the target of select activities that will lead, via the associated immediate and intermediate outcomes, to a change in state (ultimate outcome) for the ultimate beneficiaries.

Stakeholder: An individual, group, institution, or government with an interest or concern, either economic, societal, or environmental, in a particular measure, proposal, or event. (Termium Plus)

Partner: The individuals and/or organizations that collaborate to achieve mutually agreed upon objectives. (OECD-DAC Glossary of Key terms in Evaluation and Results Based Management)

Executing Agency (EA): Organization that implements a project on behalf of another.

B. *Ensure that the right people are at the table* (DO, branch environmental, governance and gender specialists, executing agency, local stakeholders, beneficiaries etc.). Remember that this is a participatory exercise. This can be done via brainstorming, focus groups, meetings, consultative emails, etc.

C. *Identify ultimate outcome*. Start by identifying the problem your investment intends to address. The ultimate outcome of an investment is its raison d`étre; the highest level of change we want to see to solve that problem.

Example 2: Ultimate Outcome

Problem: Poor health among inhabitants of region Y of country X due to water-borne illness.

The ultimate outcome is the highest level of change that can be achieved, a change of **state** for the target population.

Ultimate Outcome: Improved health among people living in region Y of country X.

D. *Identify main activities for partners*. Brainstorm the main or key activities of the investment. If possible, group the activities to avoid duplication.

E. *Identify outputs for each activity*

Hint #3: Activities/Output Statements

Make sure activities are written as action statements and that outputs are written as completed actions. Outputs are usually things you can count.

Example 3: **Activities/Output Statements**

To achieve the ultimate outcome of "*Improved Health among people living in region Y of country X*" , stakeholders in country X (ministry of health, regional health authority, local community organizations etc…), our EA has decided to concentrate on three groups of activities: (i)building wells (ii) offering training (iii) rehabilitating and staffing regional health centres.

Activities: Build Wells in region Y

- Develop and deliver training on well maintenance to people living in region Y
- Rehabilitate and staff regional health centres in region Y

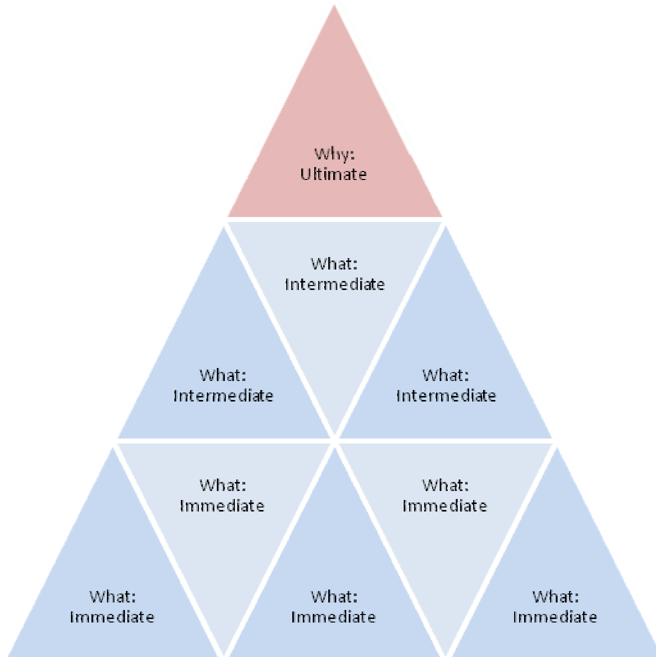
Outputs: Wells built in region Y

- Training on well maintenance developed and delivered to people living in region Y
- Regional health centres in region Y rehabilitated and staffed

F. *Identify logical outcomes for immediate and intermediate levels*

Hint #4: Logical Outcomes for Immediate and Intermediate Levels

A logic model is like a pyramid; it gets smaller the closer you move toward the highest level. Three or four changes at the immediate level (changes in access, ability, awareness) may lead to only two changes at the intermediate level (practice, behaviour). Similarly, two changes at the intermediate level will lead to only one change at the ultimate level (change in state). The logic model template is flexible and will allow you to change the number of boxes at each level to reflect the logic of your investment. Make sure the numbers decrease as you move upwards towards the ultimate outcome.



Refer to Example 4B: Logic Model						
Ultimate Outcome (WHY)						
Intermediate Outcomes (WHAT)						
Immediate Outcomes (WHAT)						
Outputs (HOW)						
Activities (HOW)						

Example 4A: Results

Immediate level results flow logically from the activities and outputs; they represent the change brought about by the existence of goods and/or services created through the activities. Thus, provision of wells = increased access to clean water.

The *Immediate* level results represent a change in access, ability or skills that lead to the *Intermediate* level results representing a change in behaviour or practices. They are the logical steps leading to the ultimate outcome.

Immediate Outcomes (a change in access, ability or skills):

- Increased access to clean drinking water for people living in region Y.
- Increased ability to maintain wells among people living in region Y.
- Increased access to health services for people living in region Y.

Intermediate Outcomes (a change in behaviour or practice):

- Increased use of clean drinking water by people living in region Y.
- Increased use of health services by people living in region Y.

Ultimate Outcome (a change in state):

- Improved health among people living in region X of Country Y.

G. *Identify linkages.* Check back and forth through the levels to make sure everything flows in a logical manner. Make sure there is nothing in your outcomes that you do not have an activity to support. Similarly, make sure that all your activities contribute to the outcomes listed.

H. *Validate with stakeholders/partners*. Share your draft logic model with your colleagues, branch specialists, stakeholders, and partners etc. to ensure that the outcomes meet their needs and that the investment will actually work the way you have envisioned it.

I. *Write the narrative text to illustrate linkages and explain the causality of the logic model*. The narrative should speak to the arrows in the logic model: the causal relationship between the levels and HOW we see the activities proposed leading to the expected changes. The most compelling narratives are those that are succinct and use brief, concrete, evidence-based examples to support these explanations.

<table>
<tr><th colspan="4">Example 4B: Logic Model</th></tr>
<tr><td>Ultimate Outcome (WHY)</td><td colspan="3">Improved health among people living in region Y of country X</td></tr>
<tr><td>Intermediate Outcomes (WHAT)</td><td colspan="2">Increased use of clean drinking water by people living in region Y.</td><td>Increased use of health services by people living in region Y.</td></tr>
<tr><td>Immediate Outcomes (WHAT)</td><td>Increased access to clean drinking water for people living in region Y.</td><td>Increased ability to maintain wells among people living in region Y.</td><td>Increased access to health services for people living in region Y.</td></tr>
<tr><td>Outputs (HOW)</td><td>Wells built in region Y.</td><td>Training on well maintenance developed and delivered to people living in region Y.</td><td>Regional health centres in region Y rehabilitated and staffed.</td></tr>
<tr><td>Activities (HOW)</td><td>Build Wells in region Y.</td><td>Develop and deliver training on well maintenance to people living in region Y.</td><td>Rehabilitate and staff regional health centres in region Y.</td></tr>
</table>

What are performance indicators?

The performance indicators are what *you will use to measure your actual results*. A performance indicator is a quantitative or qualitative unit of measurement that specifies what is to be measured along a scale or dimension but is neutral; it does not embed a direction or a target.

Quantitative performance indicators are discrete measures such as number*, frequency, percentile, and ratio*. (E.g., Number of human rights violations, ratio of women-to-men in decision-making positions in the government.)

Qualitative performance indicators are measures of *an individual or group's judgement and/or perception* of congruence with established standards, the presence or absence of specific conditions, the quality of something, or the opinion about something. (E.g., Client opinion of the timeliness of service.) Qualitative indicators do not need to be nebulous or intangible; when used to report on achievement of results they should convey specific information that shows progress towards results and is useful for project management and planning.

Example 5: Indicators

Our investment has, as one of its immediate outcomes :

"Increased ability to maintain wells among people living in region Y."

Through consultation, it was decided that this would be measured by tracking:

"self-assessment of well maintenance ability".

The pre-training survey of women and men participating in the training showed that 3% felt that they were capable of maintaining wells.

A survey conducted directly after training showed that 80% of participants felt that they were capable of maintaining the wells.

A follow-up survey at the midpoint of the investment showed that 75% of women and men who received training still felt that they were capable of maintaining the wells in their communities.

Hint #5: Performance Indicators

The criteria of a strong performance indicator are as follows:

1. Validity
2. Reliability
3. Sensitivity
4. Utility
5. Affordability

1. Validity: Does the performance indicator actually measure the result?

Your result statement is -

"Increased use of clean drinking water by people living in community X".

A valid performance indicator would be:

✓ *"percentage of households using drinking water drawn from clean source."*

An invalid performance indicator would be:

X *"number of wells in community X"*

Although this performance indicator would measure the availability of clean water (i.e., wells) it would not actually tell us if the people were using them and if the number of people using them had increased.... thus, it would not actually measure your result.

2. Reliability: Is the performance indicator a consistent measure over time?

Your results statement is –

"Increased access to health services for people living in region Y."

A reliable performance indicator would be:

- ✓ *"percentage of population living within a two-hour walk of a health clinic."*

An unreliable performance indicator could be:

- X *"gross mortality rate for region Y of country X."*

This performance indicator would not be reliable because it may not change consistently along with the result; a change in *access* to health care is not a change in *usage* and thus may not be reflected in a change in mortality rates. Similarly, mortality rates can be affected by external and unpredictable circumstances (drought, natural disaster) that can change independently of the result.

3. Sensitivity: When the result changes, will the performance indicator be sensitive to those changes?

The example above for reliability also applies here. Your results statement is –

"Increased access to health services for people living in region Y."

A sensitive performance indicator would be:

- ✓ "Percentage of population living within a two-hour walk of a health clinic"

  Note how this measure is sensitive to access to health services and will provide a *corresponding change* when access improves.

An insensitive performance indicator could be:

- X *"gross mortality rate of region Y of country X"*

  Note how this measure *is not consistently sensitive* to a change in the availability of health care, or may be *sensitive to other factors* that are not directly linked to the result.

4. Utility: Will the information be useful for decision-making and learning?

A number of different performance indicators could be used to measure a result. Some may be more useful for decision-making purposes than others. For example, your results statement is:

"Increased use of clean water among people living in region Y"

A versatile performance indicator could be:

- ✓ *“Percentage of households using drinking water drawn from clean source”*

  Note how this provides information that could be used in planning subsequent phases of the investment (i.e., do there need to be more wells to facilitate greater use).

A limited performance indicator would be:

- X *“Number of times well used daily”*

Although this would indeed measure the result, it wouldn’t provide a lot of useful information such as who was using it, or how widespread that use was over the community.

6. **Affordability:** Can the program/investment afford to collect the information?

A household by household survey of the inhabitants of region Y to ascertain their satisfaction with the new wells and the training they received on how to maintain them may provide excellent performance data on the investment, but may also be too costly for the executing agency to conduct.

Look for a balance of **Rigour** and **Realism**. Choose performance indicators that :

- ✓ Provide the best possible measurement of the results achieved
- ✓ Fall within the budget available.

What is baseline data?

Baseline data is the *set of conditions existing at the outset of a program/investment*; quantitative and qualitative data collected to establish a profile. The data acknowledges the past to define and assess the present. Baseline data is collected at one point in time and is used as a point of reference against which results will be measured or assessed. A baseline is needed for each performance indicator that will be used to measure results during the investment.

What are targets?

A target specifies *a particular value for a performance indicator to be accomplished by a specific date in the future*; it is what the investment would like to achieve within a certain period of time, in relation to one of its expected results. Targets provide tangible and meaningful point of discussion with beneficiaries, stakeholders and partners.

Hint # 6: Developing Strong Targets

Strong targets:

- ✓ <u>*Must always be realistic, reviewed regularly and adjusted annually.*</u>
- ✓ Include beneficiaries and stakeholders when established.
- ✓ Provide timelines. Targets can vary from short to long-term (i.e. monthly, midway, project-end).
- ✓ Make a clear statement of desired target performance against objectives.
- ✓ Use established baselines when being developed.

Example 6:

Indicator: Percentage of households in region Y with access to safe drinking water.

Baseline: At the moment, 5% of households in region Y have access to safe drinking water.

Target:

- ✓ For the first year of the Health Initiative for region Y of country X, the target is to have 25% of household with access to safe drinking water.
- ✓ The target for the end of the initiative is to have 65% of households with access to safe drinking water.

This target is realistic because it takes into account the low percentage established during the baseline study and the fact that some communities in region Y are very remote and potentially difficult to work in.

What is a data source?

Data sources are *the individuals, organizations or publication from which data about your indicators will be obtained*. Performance data on some indicators can be found in existent sources, such as the reports and studies carried out annually by actors in the international development community. Other data can be obtained through indicators tracked by governments and partner organizations and reported in annual reports to donors. Finally partners may need to identify their own sources of data to track performance against expected results.

The source of performance data is very important to the credibility of reported results; try to incorporate data from a variety of sources to validate findings.

Some Examples of Data Sources:

- Beneficiaries
- Partner organizations
- Government documents
- Government Statistical reports
- Human Development Reports

What is a data collection method?

Data collection methods represent *HOW data about indicators is collected*. Choosing a data collection method depends on the type of indicator and the purpose of the information being gathered. It also depends on how often this information will be gathered.

Hint # 7: Selecting appropriate Data Collection Methods:

- Determine which data collection methods best suit the indicators in question
- Use multiple lines of evidence
- Consider the practicality and costs of each method
- Weigh the pros and cons of each data collection method (accuracy, difficulty, reliability, time)

Example 7: Some Examples of Data Collection Methods:

- Analysis (of records or documents)
- Literature review
- Survey
- Interview
- Focus group
- Comparative study
- Collection of anecdotal evidence
- Questionnaire
- Pre and Post intervention survey

Hint # 8: Establishing Data Sources and Collection Methods

Data Sources and Collection Methods can sometimes be established after project implementation in collaboration with partners, executing agencies, stakeholders and evaluation specialists.

What is Frequency?

Frequency looks at the *timing of data collection*. Frequency describes and answers:

- How often will information about each indicator be collected and/or validated?

- When will information about a performance indicator be collected? Regularly (quarterly or annually) as part of ongoing performance management and reporting, or periodically, for baseline, midterm or final evaluations?

It is important to note that data on some indicators will need to be collected to establish the baseline.

What is Responsibility?

Responsibility looks at who *is responsible for collecting and/or validating the data*? Share this responsibility, where appropriate, with a variety of other actors including partners, executing agencies (EAs) and even beneficiaries.

It is important to note, however, that AIC is ultimately responsible for tracking the overall performance of an investment and for reporting on that performance on a semi-annual basis. Often, the EA will be responsible for collecting the information on performance indicators and providing it in the form of reports to CIDA. The CIDA project officer will be responsible for the review and validation of those reports.

Some examples of actors responsible for data collection/validation:

- Beneficiaries
- Local professionals
- Partner organizations
- Consultants
- CIDA Staff

Example 8:

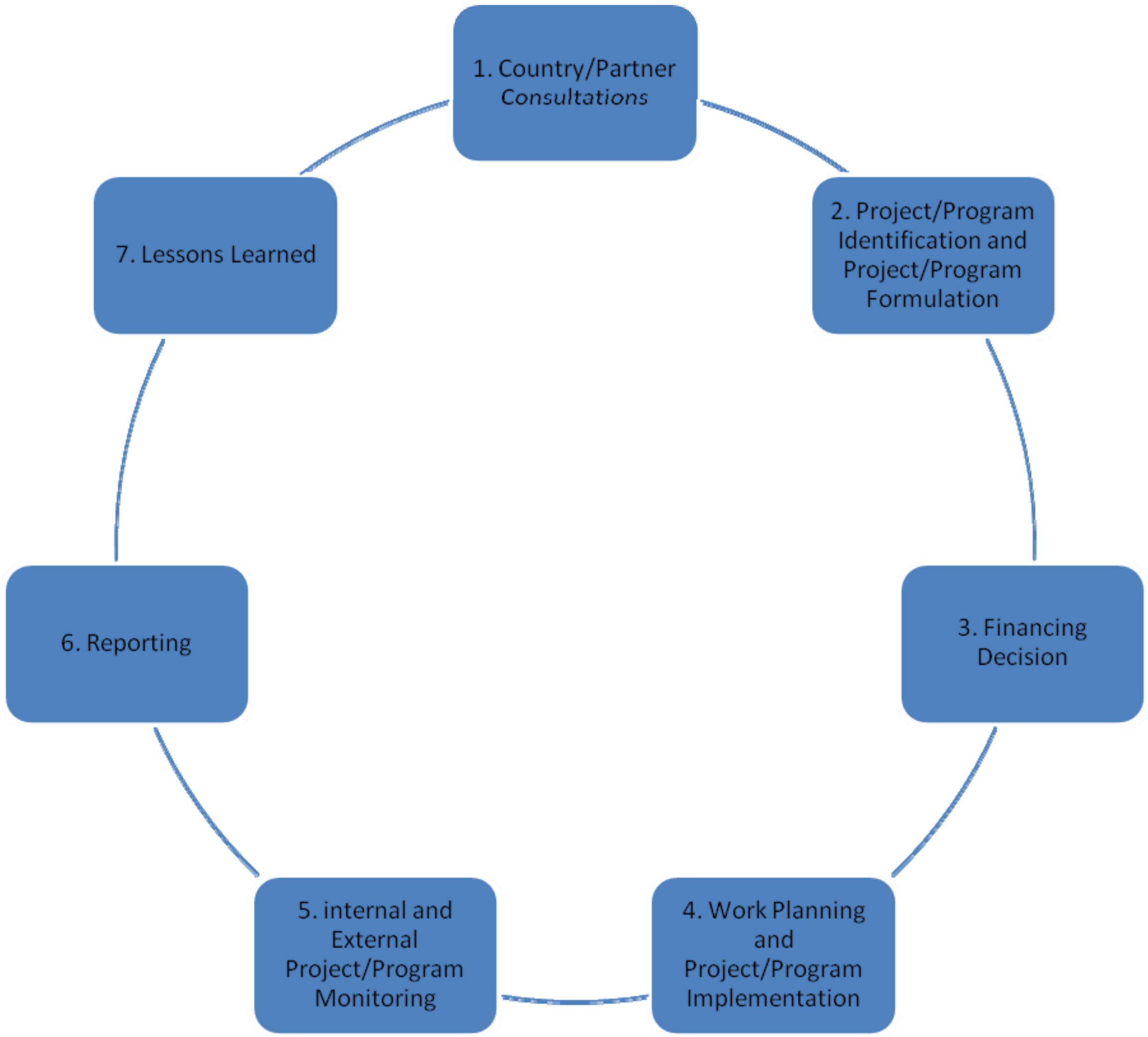
Community X and the Executing Agency are working together to create a logic model and a Performance Measurement Framework for their health investment.

Expected Results	Indicators	Baseline	Targets	Date Source	Data Collection Method	Frequency	Responsible
Ultimate Outcomes Improved health among people living in community X	Number of people infected with water-borne illness	To be established at investment inception	To be established once baseline has been determined	MoH annual report	Statistical Analysis	Annual	MoH
	Gross Mortality rate in region Y	To be established at investment inception	To be established once baseline has been determined	Government Annual Report	Survey/ Literature Review	Annual	National Government
Intermediate Outcomes Increased use of clean drinking water by people living in community X	Percentage of households using drinking water drawn from a clean source	To be established at investment inception	To be established once baseline has been determined	Residents of Region Y	Household Survey	Annual	Executing Agency
Increased use of health services by people living in region Y.	# of cases of water borne illness diagnosed and treated effectively per year	To be established at investment inception	To be established once baseline has been determin-ed	MoH annual Report	Statistical Analysis/Literature review of report	Annual	National Government
Immediate Outcomes	Number of households living within x distance of	To be established at investment	To be established once baseline has been	Residents of Community X	Household Survey	Quarterly	EA

Expected Results	Indicators	Baseline	Targets	Date Source	Data Collection Method	Frequency	Responsible
Increased access to clean drinking water for people living in community X.	well.	inception	determined				
Increased ability to maintain wells among people living in community X.	Self-assessment of ability to maintain wells	To be established at investment inception	To be established once baseline has been determined	Residents of region Y	Pre and Post training self-assessment forms	Quarterly	EA
Increased access to health services for people living in region Y.	Percentage of population of region Y living within a two-hour walk of a health clinic	To be established at investment inception	To be established once baseline has been determined.	Residents of Region Y	Household Survey	Annual	EA

Expected Results	Indicators	Baseline	Targets	Date Source	Data Collection Method	Frequency	Responsible
Outputs Wells built in community X	Number of wells	5	20	EA's operational reports	Review of report	Quarterly	EA
Training on well maintenance developed and delivered to people living in community X	Number of training courses offered. Number of individuals trained.	0 0	5 15	EA's operational reports EA's operational reports	Review of report Review of report	Quarterly Quarterly	EA EA
Regional health centres in region Y rehabilitated and staffed.	# of health centres stocked with basic drugs and medical equipment # of health centres staffed with at least one trained nurse-practitioner capable of dispensing drugs.	TBD TBD	TBD TBD	MoH annual report MoH annual report	Statistical Analysis/ literature review Statistical Analysis/ literature review	Annual Annual	National Government/EA National Government/EA

CIDA's Project/Program Life Cycle



Entry Points for Gender Equality in the Project/Program Life Cycle of Responsive Programming

Refer to diagram on previous page.

Source: *Advancing Equality Between Women and Men: Strengthening Project/Program Design and Operational Capacity for Canadian NGO's*, Canadian Partnership Branch – Voluntary Sector Projects and Education (CIDA), March 2009 Winnipeg workshop binder. (***from Appendix 5 of binder)***

Country/Partner Consultations

a. Include individuals with gender expertise in the consultative process.

b. Make sure to understand the specific parameters for program/project from which funding is sought.

c. Gender issues should be addressed as part of the main discussion about the sector or initiative in question.

d. Be prepared to do your research. Prior to the consultations, begin to investigate the gender equality issues that are relevant to the sector or initiative. Identify relevant local government initiatives relative to gender equality. Find out what women's organizations have to say. Find out what are the national commitments to women's rights and gender equality.

1. Project/program Identification and Project/Program Formulation [Please note that all the steps outlines below should be done in close collaboration with your local partner(s)]

    a. Conduct gender based institutional diagnosis or gender audit of your organization (a quick diagnosis could take 2 to 3 days; a serious gender audit requires an external consultant and takes 1 to 2 weeks).

    b. Carry out a stakeholder analysis that identifies the appropriate roles of women and men in the process of project/program development.

    c. Conduct gender analysis of the project/program context (and subsequently use the information in determining the project/program strategy, approach, and selection of appropriate activities to meet expected results).

    d. Identify strategic and practical gender needs.

    e. Determine gender specific results for the project/program in the Logic Model. HOW will gender be addressed and WHAT outcomes will be accomplished?

    f. Appraise project/program expected results: what will change? Is the change acceptable?

g. Identify gender related risks and appropriate mitigation measures.

h. Ensure to allocate budget for gender equality.

i. When possible, collect preliminary sex-disaggregated baseline data.

j. Address ownership of project/program activities for sustainability and replicability.

k. Develop a strategy to address:

    i. Gender equality issues identified for the project/program in overseas project

    ii. Issues identified in institutional diagnosis of your organization

2. Financing decision

    a. Proponent submits detailed proposal to donor.

3. Work Planning and Project/Program Implementation

    a. Collect sex-disaggregated baseline data.

    b. Identify gender sensitive indicators.

    c. Ensure to allocate a budget for gender equality.

    d. Ensure gender sensitivity in project/program and meetings.

    e. When faced with resistance, take constructive actions in response.

    f. Implement the gender equality strategy developed for your project/program.

    g. Implement the gender equality strategy developed for your organization.

4. Internal and External Project/Program Monitoring

    a. Include members with gender expertise on project/program monitoring team.

    b. Monitor the gender implications and/or impact of the project/program.

    c. Identify obstacles the project/program faces in addressing gender issues.

    d. Involve women and possibly other marginalized groups in the evaluation process, making sure that their perspective is heard and taken into account.

    e. Reflect on your achievements and use the learning to change planned activities if you are not on the right track to meet your expected results.

    f. Report results achieved against (expected) gender equality results:

    i. In the project/program implementation
    ii. In your organization

5. Reporting
    a. Whenever possible, disaggregate information by gender
    b. Report on the cultural/gender impacts of activities undertaken
    c. Report on (gender related) risks that were identified and strategies used to mitigate them.

6. Final Evaluation (Lessons Learned)
    a. Include members with gender expertise on the evaluation team.
    b. Prepare a gender sensitive Terms of Reference of the final evaluation.
    c. Test the original assumptions regarding project/program results on gender roles.
    d. Ensure that all stakeholders are aware of what steps are being taken to phase out external project/program support.
    e. Involve women and marginalized groups in the evaluation process, making sure that their perspectives are heard and taken into account.
    f. Present evaluation findings and lessons learned.
    g. Identify measures to be taken to safeguard the interests of women and, if possible, other marginal groups during and after project/program completion.
    h. Reflect on your achievements, document best practices and lessons learned. Use the learning in the planning of new projects/programs.

Gender Equality Results Categorization

Source: *Advancing Equality Between Women and Men: Strengthening Project/Program Design and Operational Capacity for Canadian NGO's*, Canadian Partnership Branch – Voluntary Sector Projects and Education (CIDA), March 2009 Winnipeg workshop binder

Tool 1 (a)

From *CIDA's Framework for Assessing Gender Equality Results* http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUImages/GenderEquality3/$file/GE-framework.pdf

Gender Equality Results		**Illustrations of the type of results that fall in each category**
Corporate Result →	**Elements of this result →**	
1. Decision Making	1.1 Capacity for public participation	
	1.2 Representation among decision makers	
	1.3 Household and individual decision making	
2. Rights	2.1 Legal system	
	2.2. Public awareness	
	2.3 Response to gender-specific rights violations	
3. Development resources and benefits	3.1 Livelihoods and productive assets	
	3.2 Institutional capacity	
	3.3 Policy change	
	3.4 Well-being and basic needs	

Gender Analysis Case Study

Activity

Purpose: To examine one identified development issue/desired success as it relates to the CIDA project cycle. To mainstream gender within ITPP activities.

A. Read the Gender Analysis Case Study Example.

B. Clearly identify the issues that could affect how well the project benefits women, men, girls and boys.

C. Clearly state one specific development issue to address.

D. Describe strategies (activities) to achieve gender equality results.

E. Design a project life cycle with three expected gender equality results and indicators.

F. Identify potential risks and suggest strategies to mitigate risk.

G. Develop a monitoring and reporting approach.

A. Gender Analysis Case Study Example

Source: Adapted from *Advancing Equality Between Women and Men: Strengthening Project/Program Design and Operational Capacity for Canadian NGO's*, Canadian Partnership Branch – Voluntary Sector Projects and Education (CIDA), March 2009 Winnipeg workshop binder

The gender analysis required in order to apply to Agency does not need to be extensive. Applicants certainly do not need to hire a 'gender specialist' to do it. Applicants are encouraged to use the gender analysis outline in the Agency application form to do this analysis themselves. A bit of research on the Internet for background, and input from the applicant's overseas partner is normally all that is needed. We recommend that if an applicant is planning a planning trip to the proposed project location that they could set aside a half day to work-shop gender issues with the stakeholders of the partner organization.

The **gender analysis itself does not need to be submitted as part of the Agency application** – what is needed for the application is the result of the gender analysis, i.e. specific gender issues that were identified through the gender analysis – **for the particular project in the project location**. Therefore the gender analysis does not need to be written as a formal report – it can be as simple as notes written on a flip chart paper – so long as it enables the applicant and the overseas partner to identify specific gender issues that relate directly to their project, and to identify some concrete actions that they can take in their project to address **at least one** of these specific issues.

Case Study

Imagine an organization that is planning to do a project to improve goat farming methods in a particular region to improve the standard of living of poor farming families and to build food security.

During a trip in the overseas partner country to identify how to design the project, the Canadian and overseas coordinators allocate one morning of the trip schedule to talk about gender issues. The overseas partner coordinator invites to the meeting one or several women from the area who currently raise goats.

During the morning allocated to talk about gender issues, the list of five factors to consider in the Agency application form is posted on flip chart paper in all languages spoken by those attending the discussion.

Gender Analysis

The group begins by discussing the five factors specifically in relation to agricultural activities in the region, particularly livestock raising (including buying, caring for, selling, etc.). The main points raised in the discussion are noted on flip chart paper, including such points as:

1. In this region, it is common for women to take care of free range livestock including goats as part of household work. However, women who live far away from good forage or grazing land generally don't raise livestock because they can't leave their household chores and children to travel so far from home on a regular basis.

2. Normally men are the ones who take livestock to market to sell. It can be difficult for women to take their livestock to the central market where the prices are better. This is because culturally women "just don't' sell at these big "rough" markets. Women either sell to a middleman at a lower price or must find a male relative to go to market for them.

3. Community-based agricultural "self-help" groups and some agricultural cooperatives exist in this region. One women invited by the overseas partner organization to this discussion notes that she would be interested in having access to benefits of such groups (such as negotiating power with middlemen.) However, the groups she is aware of have all male management committees, so she is unsure that if such an option were available for goat farming that her interests and needs would be adequately represented.

4. Most households have reasonable access to communal grazing and foraging areas for their livestock. However, some less influential households – often female-headed households – are sometimes "crowded –off" these communal grazing areas by more influential farmers with larger herds.

5. Participants at the discussion largely agreed that the government agricultural policies did not discriminate against men or women farmers. However they noted that the local agriculture

extension office would only provide small-hold agricultural loans to the land-owner, which made these loans inaccessible to most women (because the land they used for their livestock activities is owned by their husband.)

This group has just completed a gender analysis.

B. Identifying issues that could affect how well the project benefits women (as well as men)

As the next step, the group used the above analysis to identify specific obstacles that could affect the success of the proposed project in delivering benefits effectively to **both men and women**. These obstacles were summarized to be included in the Agency application. The obstacles identified included ones such as:

- The project plans to encourage farmers in the region to raise goats in large communal pens (rather than free range) at an appropriate distance from the community to address issues of smell, noise and land and water pollution. This will allow farmers to better control breeding, avoid accidental deaths, and increase the number of goats that can feasibly be kept. From the gender analysis, it was identified that women could have greater difficulty than men in travelling to work at a facility located away from their homes. So this could be an obstacle to women accessing in accessing the project's resources and ultimate benefits. The traditional lack of women's representation in community agricultural association could also be an obstacle to woman fully participating in the running and management of communal pens.

C. Choosing an issue to address

As a final step, the group discussed the various obstacles that they identified in the previous step, and different ways they could try to address these obstacles. The coordinators realized that they needed to choose at least one obstacle to address in their application proposal to Agency.

Ultimately they decided to incorporate two strategies into the project design to address two particular obstacles. The two obstacles they chose were:

i. Women's greater difficulty in travelling to communal pens, and

ii. Women's traditional lack of representation in management of community agricultural associations

D. Describe strategies (activities) to achieve gender equality results.

The two strategies they decided to adopt were

i. In addition to setting up the planned model communal goat pens, they decided to also offer training to the community on how to construct and use individual goat pens (as an alternative to traditional free-range goat rearing.) Although individual goat rearing might not be as profitable as the communal pens, the group felt that this would help women with less mobility to take advantage of the benefits of improved goat farming methods without having to travel away from home on a daily basis.

ii. The group also decided to actively promote women's involvement in the model communal pens, and particularly in the manageme4nt committees of the pens to ensure adequate representation of women's needs and interests. This discussion group talked about ways to encourage this, including:

   a. Making sure that women were specifically invited to all project events from the beginning of the project, and encouraged to speak in planning sessions; and

   b. Asking the communities to identify respected female as well as male community leaders (both with livestock experience) when discussing the formation of the goat pen management committee.

These two obstacles and strategies were summarized to be included in the Agency application.

E. Identify potential risks and suggest strategies to mitigate risk.

Risk	Mitigation Strategy

F. Formulation of Expected Gender Equality Results and Indicators

The purpose of the project is *"improved goat farming methods"* to improve the standard of living and enhance food security.

Based on the strategies developed in Section D above, the expected gender equality results (in the language of CIDA's Corporate Gender Equality Results in the PAF) would be :

1.1 Women's capacity for public participation

Example of a result statement:

- Increased capacity of women to participate in the management committees.

1.2 Representation among decision makers

Example of a result statement:

- Increased representation of women among decision makers.

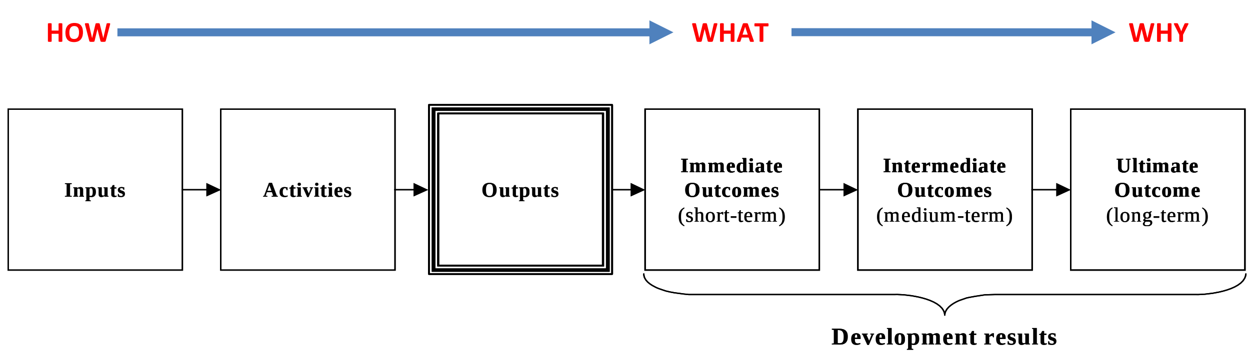
3.1 Livelihoods and productive assets

Example of result statements:

- Strengthen women's ability to construct and use individual household goat pens.
- Increased access by women to training on how to construct and use individual household goat pens.

Activity   *Purpose: To develop an example of how the results chain/logic model can be used.*

At least one of these gender equality results (expected) should be included in the RBM planning table (at the outcome level.)



Refer to Example 4B: Logic Model			
Ultimate Outcome (WHY)			
Intermediate Outcomes (WHAT)			
Immediate Outcomes (WHAT)			
Outputs (HOW)			
Activities (HOW)			

Outcome level indicators for Result 1.1

Quantitative: Number of women participating in project events and speaking at planning sessions. Number of men participating in project events and speaking at planning sessions.

Qualitative: Women's perception of levels of participation. Men's perception of levels of participation.

Outcome level indicators for Result 1.2

Quantitative: Number of women and men in pen management committees.

Qualitative: Women's and men's perception of participation.

Outcome level indicators for Result 3.1

Quantitative: Number of women attending the training. The percentage of trained women who built a household goat pen.

Collection of Sex-Disaggregated Data

Sex-disaggregated data will need to be collected to report results using the above indicators.

G. Monitoring and Reporting Results

Monitoring and reporting of results achieved should focus on the expected gender equality results formulated in section F above using the indicators specified.

Goal Development

Activity

Purpose: To develop a common understanding of the future goals of partner organizations as developed by members of partner organizations.

Sharing session: Identify goals developed by partner organizations as preparation to IPM.

Discuss each one to enable understanding.

Ask delegates to identify commonalities and key words and phrases that appear in each statement.

Identify additional key words or phrases that address the needs at each local level.

Combine these key words and phrases into a new draft goal statement for 2011-2016.

Review of Current Successes (2006-2009)

- Compiled from Day 1 presentations by groups

Ultimate Outcome						
Intermediate Outcome						
Immediate Outcome						
Outputs						
Activities						

Development of Outcomes

Activity

Purpose: To develop a common understanding of the desired success of partner organizations and how these reflect the major outcomes.

Pretend that the year is 2016. You are a project officer of your organization, and you have been asked to make a presentation about the organization to a potential link institution. Identify what successes your organization has achieved since 2011. Share your list with the members of your group and develop a common list. Write as many as you think would be reasonable for the organization to achieve in the five year period. Refer also to the results that you and your colleagues prepared in preparation for the IPM and also to the reports on building on successes.

Part A:

Use the differently coloured file cards to identify them in the following categories:

- Organizational (pink card)
- Scientific (yellow card)
- Social (blue card)
- Economic (white card)
- Environmental (including climate change adaptation) (green card)
- Other (brown card)

Review the small-group lists. Vote on the top five key areas.

Using these key areas, develop five intermediate outcome/mid-term result statements for the desired vision of success.

Part B:

Obtain consensus on the statements.

With the whole group, identify and discuss the following topics:

- The major gaps between the present success situation (2009) and the vision of success in 2016.
- The major areas in which the partner organizations of ITPP want to work to bridge the gaps.

Begin to identify indicators.