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| --- |
| **Engendered Log Frame** |
|  | **Narrative summary** | **Objectively verifiable indicators** | **Means of verification** | **Important assumption** |
| Goal | Do gender relations in any way influence the project goal? | What measures can verify achievement of the gender conscious goal? | Is the data for verifying the goal sex-disaggregated and analyzed in term of gender?What gender analysis tools will be used? | What are the important external factors necessary for sustaining the gender conscious goal? |
| Purpose or objectives | Does the project have gender responsive objective? | What measures can verify achievement of the gender responsive objective (s)? | Is the data for verifying the purpose sex-disaggregated and analyzed in terms of gender? What gender analysis tool will be used? | What are the important external factors necessary for sustaining the gender responsive objective (s)? |
| Outputs | Is the distribution of benefits taking gender roles and relations into account? | What measures can verify project benefits accrue to women as well as men, and different types of women? | Is the data for verifying the purpose sex-disaggregated and analyzed in terms of gender? What gender analysis tool will be used? | What are the important external factors necessary for achieving project benefits (specifically benefits for women)? |
| Activities | Are gender issues clarified in the implementation of the project? | Inputs: What resources do project beneficiaries contribute to the project? Is the contribution of women as well as men accounted for? Are external resources accounting for women's access and control over resources? | Is the data for verifying the purpose sex-disaggregated and analyzed in terms of gender? What gender analysis tool will be used? | What are the important external factors necessary for achieving the activities and especially ensuring the continued involvement of men and women participants in the project? |

From: Odame, Helen Hambly. 2000. Engendering the Logical Framework. Presented at a workshop on: Gender and Agriculture in Africa: Effective Strategies for Moving Forward. Nairobi and www.cgiar.org

**Monitoring for Gender Issues:** Gender-sensitive impact indicators can describe actual gender-related change arising from a project such as labour change, income change attributable to project activities, etc.; and Gender-sensitive output indicators can describe the actual project in a gender-sensitive way, such as the number of men versus women trained on a specific issue.‘An indicator is a pointer. It can be a measurement, a number, a fact, an opinion or a perception that points at a specific condition or situation, and measures changes in that condition or situation over time’ (CIDA, 1996).

An ‘indicator’ is something that can be measured. Indicators should be easily quantifiable and collected.

 Indicators can measure short and long term changes, such as:

* Short-term changes in:
* Number of children in the households;
* Number of households involved in vaccination campaigns;
* Medium-term changes in:
* Number of animals sold or traded;
* Number of animals consumed.

The table on the next page contains some possible indicators for monitoring of gender and cultural issues for consideration at national (Nat.), provincial (Prov.), district (Dist.) and community (Com.) levels of RESPOND.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicators** | **Nat** | **Prov** | **Dist** | **Com** |
| Gender indicators on **benefits** from resources and projects * % of the total budget of the programme directed to gender related activities
* How many effective equal opportunity policies are in place?
* How many people have received training on those policies?
* % of budget to support gender training activities?
* % of the budget benefiting women verses men?
* % Efforts introduced to address inequality including ???
* % increase of arrangements that accommodate women's roles ( woes breast feeding center
 | xx | xx | xx | xxx |
| Gender indicators on **access** over resources and project activities * Have men and women access to resource on an equal base? (transport, telephone, computer, other privileges, promotions etc.)
* % of men and women staff in all positions
* % of men and women involved in the project
* % of men and women receiving inputs (define which) from the project
* Comparison of men and women salaries annually
* % of men and women receiving a salary from the project
 | xx | xx | xx | xxx |
| Gender indicators on **capacity building*** % of training related to gender issues for men and for women
* % of women and men participating in training over period of time
* No of efforts focused on increasing gender awareness
* No of Policies introduced that are transformative
* No of people trained on those policies
* Compare gender awareness at the beginning and at the end of the training
* % of women and men participating exchange program
* Efforts made to assess awareness
* Reporting of performance results in relation to implementation of equal opportunities
* Gender sensitive location of training practices
 | xxxx | xxxx | xxxx | xxxxx |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicators (continued)** | **Nat** | **Prov** | **Dist** | **Com** |
| Gender indicators on **participation in decision making** * % of women and men in senior management and executive positions in the project
* % of women and men in the Project Coordination Committee
* % of women and men in Provincial relevant
* % of men and women in District Councils
* % of men and women in Committees
 | xxx | x | xx | x |
| Gender indicators on **control over resources and project activities*** % of groups and committees with female chairpersons
* % of men and women in all positions in the committees
 | x | x | x | xx |
| Indicators on **gender strategic needs/empowerment*** % of policies, documents or guidelines produced that address development toward gender equality and equity within the programme
* % of men and women Gender Focal Points/specialist
* % of projects addressing gender strategic needs
* % of NGOs with a gender focus involved in project activities
 | xxxx | xxxx | xxx | x |
| Cultural indicators **for training*** % of hours addressing cultural issues
* % of facilitators/professors dealing with cultural issues
* % of traditional healers participating as trainers
* % of traditional healers participating as trainees
 | xxxx | xxxx | xxxx | xxxx |
| Cultural indicators **for participatory epidemiology and disease surveillance*** % of indicators developed taking into consideration communities emic understanding of disease
* % of traditional healers participating in surveillance team
 | x | x | x | xx |