

Monitoring Risk Education

A Training Manual in support of IMAS MRE Best Practice Guidebook 7

B

Before each suggested training segment the manual includes **background information** (marked with a "B") for the trainer on the critical elements that (s)he should know in preparation for the training. It is assumed that the trainer will have read the relevant Best Practice Guidebook. Guidance is then given on the appropriate activity or activities to transfer the information and required skills to the workshop participants.

T

Instructions to the trainer on how to carry out the training activities are marked with a "T".

A

Suggested answers for each activity follow the materials and are marked with an "A".

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Introduction

USING THIS TRAINING MANUAL

This training manual has been developed to **support the coordination of mine and explosive remnants of war risk education (MRE)**. Although some basic “do’s and don’ts” on how to train are given below, the manual is **intended primarily for use by those with previous experience in providing training**.

The training manual is generic in nature, which means that **the curriculum and activities suggested** in the manual **must be adapted to the specific context** in which training is taking place. It uses a fictitious case – Autobia – that draws on real-life examples, but avoids participants at a training workshop being drawn into political discussions or arguments about facts.

As part of preparing for the training workshop, the trainer(s) should have read the IMAS MRE Best Practice Guidebook on Monitoring.

BACKGROUND TO THE IMAS MRE TRAINING MANUALS

In October 2003, UNICEF completed a set of seven MRE standards, which were formally adopted as International Mine Action Standards (IMAS) in June 2004. The seven standards are as follows:

- > IMAS 07.11 | Guide for the management of mine risk education;
- > IMAS 07.31 | Accreditation of mine risk education organisations and operations;
- > IMAS 07.41 | Monitoring of mine risk education programmes and projects;
- > IMAS 08.50 | Data collection and needs assessment for mine risk education;
- > IMAS 12.10 | Planning for mine risk education programmes and projects;
- > IMAS 12.20 | Implementation of mine risk education programmes and projects; and
- > IMAS 14.20 | Evaluation of mine risk education programmes and projects.¹

In 2005, the UN Children’s Fund (UNICEF) in partnership with the Geneva International Centre for Humanitarian Demining (GICHD) published a series of Best Practice Guidebooks on behalf of the United Nations to support the MRE IMAS.² Guidebook 7 addresses the monitoring of risk education programmes.

This training manual, one in a series of seven, has been produced by the GICHD and UNICEF to facilitate the implementation of the IMAS on risk education through the provision of training in support of the relevant Best Practice Guidebook. The seven training manuals are the following:

- > Needs Assessment for Risk Education
- > Planning Risk Education
- > Communication in Risk Education
- > Community Liaison in Mine Action
- > Monitoring Risk Education
- > Coordinating Risk Education
- > Emergency Risk Education

CONTENT OF THE TRAINING MANUAL ON MONITORING RISK EDUCATION

IMAS 07.41: 'Monitoring of mine risk education programmes and projects' is the relevant standard governing monitoring of MRE, and therefore the basis of this training manual. The manual also links directly to Best Practice Guidebook 7, which was designed to support the implementation of the IMAS on monitoring. The manual provides useful tools and techniques for a trainer or MRE programme manager to guide his/her team in coordination of risk education through a two-day training workshop. The training focuses on essential components of monitoring risk education. **It is assumed that all participants in the training have previous experience of risk education.**

This training manual outlines a two-day course that provides participants with the necessary tools to create a more effective monitoring system in risk education projects and programmes. It has four specific objectives, namely to:

- > improve monitoring practice in mine action in general, and MRE in particular
- > consider and understand the value of planning as a simple yet effective monitoring system
- > strengthen staff skills to be better able to measure project and programme results
- > promote more efficient use of organisational and community resources

Before each suggested training segment the manual includes **background information** for the trainer (marked with a 'B') on the critical elements that (s)he should know in preparation for the training. It is assumed that the trainer will have read the relevant Best Practice Guidebook. Guidance is then given on the appropriate activity or activities to transfer the information and required skills to the workshop participants.

At the beginning of each activity, one or more **learning objectives** are set. Guidance is then given on how to carry out the appropriate activity or activities to meet these learning objectives.

Instructions to the trainer on how to carry out the training activities are marked with a 'T'.

Materials needed for these activities follow.

Suggested answers for each activity follow the materials and are marked with an 'A'.

MATERIALS AND RESOURCES NEEDED FOR THE WORKSHOP

- > Tables and chairs that can be easily moved
- > Flipcharts and markers for each group of five workshop participants
- > Coloured paper and scissors
- > Pin and/or glue
- > Internet access

At the end of the course, hand out the relevant Best Practice Guidebook (No 7) as well as the GICHD publication, *Mine Risk Education: A Project Management Guide*.

COURSE OUTLINE

The two-day monitoring course is divided into four sessions, with two sessions planned each day. A minimum of four hours is required per session.

Purpose of the training: To strengthen staff skills to be better able to measure project and programme results.

Workshop Day 1 | Understanding Monitoring

Session 1 | An Introduction to monitoring

Welcome and introductions

- > Monitoring and the project cycle
- > Defining monitoring and its uses
- > Relevance to evaluation
- > Understanding efficiency, effectiveness and impact

Coffee break

- > Planning the monitoring process
- > Who should participate in monitoring?

Lunch break

Session 2 | Designing a monitoring system

- > Identifying indicators
- > Differentiating between output and outcome indicators
- > Setting targets

End of Day One

Workshop Day 2 | Information Gathering, Analysis and Learning

Session 3 | Developing a data collection plan

- > Data collection methods
- > Analysing and interpreting data
- > Reporting results/communicating learning
- > Reflecting, making decisions and adapting

Coffee break

- > Determining level of knowledge on risk
- > Determining degree of change in knowledge
- > Community satisfaction in a mine action project
- > Measuring community participation

Lunch break

Session 4 | The logical framework matrix

- > Using the logical framework as a monitoring management tool

End of Day Two and Workshop

DO'S AND DON'TS FOR TRAINERS

Good training is based on five basic principles.

- > Adults learn best in an atmosphere of active involvement and participation.
- > Adults have knowledge and experience and can help each other to learn.
- > Adults learn best when it is clear that the context of the training is close to their own tasks or jobs. This means that training should be as realistic as possible.
- > Adults are voluntary learners. They have a right to know why a topic or session is important to them.
- > Adults have usually come with an intention to learn. If this motivation is not supported, they will switch off or stop coming.

Although the basic objective of training should be to create a learning environment, regrettably, often workshops contain a series of lectures. Adults have a particular problem with learning because as we grow older, our short-term memory becomes weaker. We find it harder to translate what we see or hear to long-term memory. Any method that relies too much on short-term memory, such as lectures, is therefore doomed to failure. For learning to stick, it has to be internalised.

Remember the words of Confucius:

“I hear and I forget; I see and I remember; I do and I understand.”

WHAT MAKES A GOOD FACILITATOR?

A facilitator is a generic term for a person who teaches or trains through workshops, training courses, or classes. To be a good trainer/facilitator requires time and experience, and ‘learning by doing’ is the best way. Remember that you can never fully satisfy every participant. If you have managed to encourage learning among the majority, then you have done your job well. The most effective trainers and facilitators have a range of key characteristics:

- > A warm personality, with an ability to show approval and acceptance of workshop participants
- > Social skill, with an ability to bring the group together and control it without damaging it
- > A manner of teaching which generates and uses the ideas and skills of workshop participants
- > Organising ability, so that resources are booked and logistical arrangements smoothly handled
- > Skill in noticing and resolving workshop participants’ problems
- > Enthusiasm for the subject and capacity to put it across in an interesting way
- > Flexibility in responding to workshop participants’ changing needs, and
- > Knowledge of the subject matter

Following on from this, there are a number of basic facilitation skills that must be used by a successful facilitator:

- > I listen intensely. I am a model for listening, often paraphrasing and “mirroring” what was said.
- > I always use people’s first names.
- > I am a facilitator, not a performer. My work is being interested, not interesting.
- > I encourage everyone to express themselves, and I accept varying points of view offered. I keep track of who talks and who does not, encouraging balanced participation.

THE IMPORTANCE OF FEEDBACK

“Teaching adults is complicated enormously by the difficulty of criticising an equal. Not giving the right quantity or quality of feedback is one of the main reasons why adult learning fails... There are two dangers: giving it in the wrong way and not giving enough.” Rogers, 1989

If you do not let workshop participants know when they are doing things well, then they will not be able to reinforce the good things they are doing. As a trainer, you will have to guide self-reflection and give feedback immediately in order to address some of the mistakes from the past. There are five simple rules for giving feedback:

- > Give feedback as soon as possible. Do not wait until the error or success is repeated.
- > Limit comments to only two or three aspects of good or bad performance. There is a limit to how much we can absorb at any one time.
- > Don’t immediately correct every mistake yourself. The most difficult thing for a trainer is to keep quiet and let participants learn by doing it themselves. It might take longer, but the learning impact will be greater.
- > Give praise before offering negative comments. However poor the performance, there must be something you can praise. Build up participants’ self-esteem.
- > Criticise the performance not the person. Whenever you offer feedback, make sure it encourages the participant to act upon it.

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WHY IS MONITORING ESSENTIAL? BACKGROUND INFORMATION FOR THE TRAINER

It is now generally understood that the early establishment of a monitoring system to collect and use information is crucial for the successful achievement of project goals and objectives. The existence of a **monitoring plan in and of itself promotes evidence of performance-based decision-making**. Without it, project management staff would not be able to track progress, to know when the project was off schedule, nor would they know when it required a change of direction to successfully achieve the project's intermediate objectives or final goal. **Implementing a project without a monitoring plan could be compared to steering a ship without a compass or radar**. When you design a monitoring system, you are establishing a system that will provide useful information on an ongoing basis so that you can improve what you do, and how you do it.

DAY 1

UNDERSTANDING MONITORING

Issues covered in this training day

- > Introduction and review of the provisional agenda
- > Understanding monitoring
- > Designing a monitoring system

T When the draft agenda is circulated, ask participants to bring with them to the training workshop a sample of their project proposal, including: the monitoring plan (sometimes referred to as a performance measurement framework); a quarterly report; and any monitoring forms they have designed, so that examples can be taken from 'live' documents during the course of the training.

SESSION 1 | MONITORING AND THE PROJECT CYCLE BACKGROUND INFORMATION FOR THE TRAINER

Session 1 provides essential background information for the participants on the role of monitoring in the project cycle, how it differs from evaluation (as well as the similarities between the two), together with the themes and dimensions that are measured during the course of monitoring a project.

T ACTIVITY 1.1 | INTRODUCTIONS

Learning objectives

- > To facilitate a brief introduction and to bond the group as they work to achieve the common goal of creating a more effective monitoring system.

Materials needed

- > None

Time needed

- > Approximately 30 minutes

Conduct of activity

Although some of the national participants may already know each other, members of sub-national teams may be meeting for the first time. Even if they already know each other, some may be intimidated by being in the presence of managers or directors. Make sure that the introductory icebreaker does not offend or make any individuals feel uncomfortable. As this is a short two-day course, start with a topic close to the heart of the training, using the word association technique. This simple icebreaker helps people explore the breadth of the area under discussion as well as introducing themselves to the other participants.

After first greeting the participants, ask what words or phrases come to mind relating to the topic "monitoring". Their feedback will generate a list of words. If replies are slow, start the ball rolling by suggesting one, e.g. 'measuring'. Write all suggestions on a flip chart or board. These can be clustered by theme when everyone has contributed. As each participant suggests a word, you can ask her/him their name and area of work. Finish by giving some insights to the participants about who you are and your role over the coming two days. It will be useful to reflect on this table towards the end of your two days to see just how many of the words were addressed or discussed during the course.

For a review of the agenda, you can either use a PowerPoint presentation/overhead projector/ and/or agenda handouts, inquiring whether anything is missing or requires deleting. Try not to spend more than 30 minutes on this introductory icebreaker.

ACTIVITY 1.2 | MONITORING AND THE PROJECT CYCLE



Learning objectives

- > To demonstrate the relationship between monitoring and the other phases of the project cycle.

Materials needed

- > None

Time needed

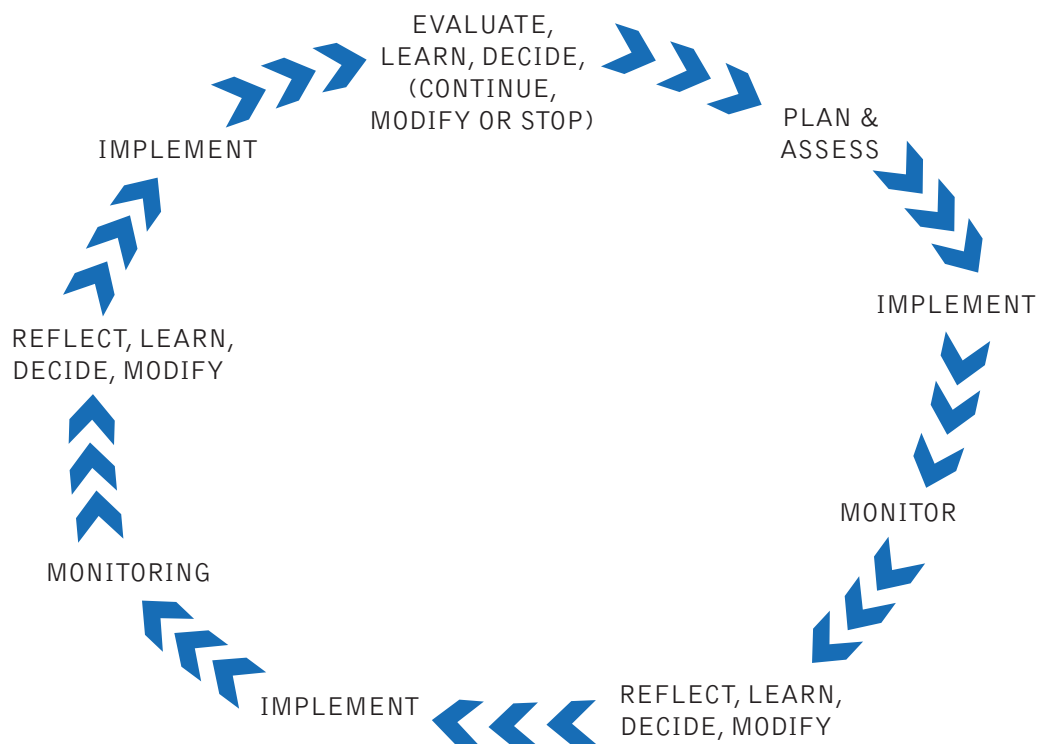
- > Approximately 15 minutes

Conduct of activity

During this activity, use Figure 1 below as a slide to demonstrate the relationship between monitoring and the other phases of the project cycle. Explain that monitoring is a process of systematically and continuously gathering and analysing information to show what progress has been made towards previously agreed targets. A monitoring system is designed during the planning phase and set in motion at the beginning of the implementation phase.

Monitoring continues until the very end of the project cycle. It encourages project staff and management to reflect and learn from their findings, to decide whether to continue along the same path, or if it is necessary to change direction. It keeps the project on track towards meeting its overall goal.

Figure 1 | Monitoring in the context of the project cycle³



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ACTIVITY 1.3 | WHAT IS THE DIFFERENCE BETWEEN MONITORING AND EVALUATION?

Learning objectives

- > To motivate participants to think about the differences (and similarities) between monitoring and evaluation.

Materials needed

- > Set of statements to cut up (below)

Time needed

- > Approximately 30 minutes

Conduct of activity

Cut out each of the statements below and ask participants to place them under one of the headings, 'monitoring' or 'evaluation'. This can be done by using separate pieces of paper each containing one statement. Give one to each participant and ask them to place (pin or glue) it under the correct title. It can alternatively be undertaken as a group as part of a PowerPoint activity.

Statements about monitoring and evaluation

A systematic and continuous process that happens during project implementation	To feed into the project planning process
Makes judgments about the evidence	To determine if the programme outputs are leading to the desired outcomes
Compares actual project impacts against the agreed strategic plans	To examine if the outcomes are having any noticeable impact on the long-term development objectives
To ensure that activities are being implemented according to plan	To demonstrate the value of your work to your own organisation and to outsiders
To determine whether available resources are sufficient and well used	To contribute to lessons learnt
To improve the quality of routine work at local level	To influence policy direction and advocacy
To provide baseline information	A one-off event usually undertaken mid-way or at the end of a project



In presenting the correct answer, it might be worth beginning with two slides as follows:

Slide 1 The difference between monitoring and evaluation is sometimes described as the difference between a medical check-up and an autopsy.⁴

Slide 2 Monitoring attempts to answer the question “What are we doing?” Evaluation, on the other hand, asks “What have we done?”⁵

The first slide is a thought-provoking analogy while the second slide distinguishes their roles from a more practical perspective. This paves the way for **Slide 3**, the answer to the Activity 2 exercise, best shown in one slide, if possible:

Slide 3 | Comparison between monitoring and evaluation

Monitoring

- > A systematic and continuous process that happens during project implementation
- > To ensure that activities are being implemented according to plan
- > To determine whether available resources are sufficient and well used
- > To improve the quality of routine work at local level
- > To provide baseline information
- > **To determine if the programme outputs are leading to the desired outcomes**
- > **To demonstrate the value of your work to your own organisation and to outsiders**
- > **To feed into the project planning process**

Evaluation

- > A one-off event usually undertaken mid-way or at the end of a project
 - > Makes judgments about the evidence
 - > Compares actual project impacts against the agreed strategic plans
 - > **To determine if the programme outputs are leading to the desired outcomes**
 - > To examine if the outcomes are having any noticeable impact on the long-term development objectives
 - > **To demonstrate the value of your work to your own organisation and to outsiders**
 - > To contribute to lessons learnt
 - > To influence policy direction and advocacy
 - > **To feed into the project planning process**
-

You will note that three statements have been highlighted in bold as they are likely to cause some debate about which box they rightfully belong in. Two are largely self evident as belonging to both boxes, however the third one, ‘to determine if the programme outputs are leading to the desired outcomes’ is a bit more tricky.

Monitoring largely focuses at the output level (directly linked to activities) and the outcome result level.⁶ While evaluations may also focus on outcomes (especially if mid-term evaluation), there is much more of a focus on impact level results. So, for now, for the purpose of simplicity, it is best to state that the statement can appear in both and that monitoring contributes to evaluation. There is more on this issue later in the workshop.

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WHAT RESULTS ARE MEASURED DURING THE MONITORING PHASE? BACKGROUND INFORMATION FOR THE TRAINER

During the monitoring phase, what is being measured is the achievement of results. Three main developmental results have been identified over the years, namely, outputs, outcomes and impact.

Field coordinators or project managers are often confused about which type of result to measure during the monitoring phase. The focus during the 1970s and 1980s was on measuring outputs only, which are immediate or short-term results – the direct consequence of activities and inputs (resources). In the past decade, other medium- to long-term results have been identified as critical to the overall success of a project or programme. These are the medium term ‘outcomes’ and longer term ‘impacts’.

It is generally assumed that impact is only measured during the evaluation stage at the end of a project or some months or even years after the project has closed. So, we are really talking about anything from three to five years. But then again there are exceptions to every rule. If, for example, you are implementing a service delivery project such as computer installation for a whole community, to increase internet communication, outcomes and impacts may be visible much earlier. If the project is for corrective eye surgery for 300 people with visual impairment, outcomes and impacts may be evident some weeks after the surgery. But, as a rule of thumb for most three- to five-year development projects or programmes, the following applies:

Outputs are evident within days, weeks or months after an activity or series of activities have been implemented. In mine risk education, expected outputs could perhaps be one of the following: ‘high-risk groups have accurate knowledge of ERW threats’, or ‘youth groups are competent at conducting MRE activities’.

Outcomes may become evident after one to two years of project implementation depending on the goal of the project. In MRE, some possible outcomes are as follows: ‘increased capacity of the National Mine Action Centre (NMAC) to coordinate and monitor MRE programmes’ or, ‘annual action plans developed, implemented, and monitored by national and sub-national government MRE agencies’. Those who work in MRE know that it is unlikely that these results will be achieved within the first year of the project. Therefore, the timing of measurement should very much depend on the type of outcome selected.

Impact is usually measured at the end or post-end of a project. In MRE an impact could be ‘sustained reduction in UXO/mine injuries in Autobia’. If this is a sustainable achievement, it will most likely be evident after a minimum of three to five years, or longer.

So, for the purpose of this training, the emphasis is on the measurement of outputs and outcomes during the monitoring phase.

That said, many development agencies undertake internal reviews or **internal** evaluations during the course of a three- to five-year project or programme to ensure that potential impacts are positive rather than negative. Despite its title, this is essentially an internal ‘monitoring’ process. It is a healthy way of keeping a project on track, and one that feeds well into a final **external** evaluation.

ACTIVITY 1.4 | WHAT DOES MONITORING INVOLVE?



Learning objectives

- > To enable participants to understand the different components of monitoring

Materials needed

- > Flip charts and markers

Time needed

- > Approximately 30 minutes

Conduct of activity

Reflecting on the word-association list from the introductory session, brainstorm from groups of participants on flip charts what monitoring actually involves, as follows:

- > Identifying measurement indicators that focus on relevance, efficiency, effectiveness, impact, and sustainability.
- > Establishing systems to collect information concerning these measurement indicators.
- > The process of collecting and recording the information.
- > Analysis and interpretation of the information.
- > Using the information to inform day-to-day project management.
- > Adapting the project based on the information to ensure that the activities support the achievement of objectives.

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ACTIVITY 1.5 | UNDERSTANDING RESULTS

Learning objectives

- > To enable participants to understand the meaning of a 'result'.

Materials needed

- > Set of PowerPoint slides (below)

Time needed

- > Approximately 30 minutes

Conduct of activity

Elicit and then present the meaning of the term 'result' using PowerPoint slides below. Inform them that an agreed set of results should be established during the planning stage of the project cycle and monitored throughout the life of the project.

Slide 1 What is 'a result'?

"A result is a describable or measurable change in state derived from a cause and effect relationship. This change in state is described as something having been increased, decreased, improved, raised, etc.

An expected result is then a change in state that you will expect to have achieved in the future."⁷

Slide 2 Result levels

There are three levels of result: outputs, outcomes, and impacts.

Slide 3 Outputs

Outputs are short-term results; concrete, visible, tangible consequences of project inputs/activities producing results in a matter of days/weeks/months. Being 'action-orientated', they are continuously measured during the project cycle.

Slide 4 Outcomes

Outcomes are medium-term results; a combination of outputs that demonstrate 'change' over time, measured and achieved during the lifetime of the project (1-2 years or more).

Slide 5 Impacts

Impact is a higher-level result this is often only obvious at the end of a project (3-5 years or more), telling you if what you did made a difference to the goal you were trying to achieve. It determines if your overall programme/project strategy was a success.

ACTIVITY 1.6 | WHAT DIMENSIONS ARE MEASURED IN MONITORING?

Learning objectives

- > To enable participants to understand the five main themes which are measured in monitoring: relevance, efficiency, effectiveness, impact, and sustainability.

Materials needed

- > Flip chart for trainer
- > Set of PowerPoint slides (below)

Time needed

- > Approximately 30 minutes

Conduct of activity

Use a flipchart to list the five dimensions most frequently measured in monitoring and evaluation: relevance, efficiency, effectiveness, impact and sustainability. Elicit definitions of each of these from the group.

While there is no distinct cut-off point between the ones relevant to monitoring or evaluation the latter two themes of 'impact' and 'sustainability' are more relevant to evaluation. That said, planning for impact and sustainability is something that occurs throughout the project cycle, strongly influenced by monitoring findings.

Without going into too much detail, it is worth noting that the type of measurement chosen will depend largely on the purpose of the evaluation. For example, if an MRE agency undertakes a mini-evaluation two years into a five-year project, it may be too early to measure impact, so the focus may be more on efficiency and effectiveness. If, on the other hand, it is a post-end evaluation, when the project has closed or beginning a new phase, the focus can be on impact and sustainability.

In the past, monitoring focused solely on efficiency. In recent years, there has been an increased focus on measuring effectiveness and quality throughout the monitoring cycle.

Present the seven slides contained below.

Understanding efficiency, effectiveness, and impact

- Slide 1** Efficiency tells you if activity inputs are appropriate in terms of the output. Inputs are money, time, staff, equipment, etc.
- Slide 2** Effectiveness is a measure of the extent to which a development programme or project has achieved its set objectives. It goes beyond activity/output level, focusing more on outcomes.
- Slide 3** Impact tells you if what you did made a difference to the problem you were trying to address, focusing at the higher goal or broader development objective level.
- Slide 4** Efficiency and effectiveness are often confused, so it's worth recapping this.

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ACTIVITY 1.6 | WHAT DIMENSIONS ARE MEASURED IN MONITORING? (CONTD)

Conduct of activity

Slide 5 | Comparing efficiency and effectiveness

Efficiency

- > In project planning, **efficiency** links to **outputs** at the **activity** level
- > It is doing something with the least possible resources in terms of time, money, staff, or equipment.
- > Efficiency is linked to the use of resources and quantity
- > **Efficiency is “doing things the right way”**

Effectiveness

- > In project planning, **effectiveness** links to **outcomes** at the **goal** or specific objective level
- > It is doing the job well, not taking into consideration the level or degree of resources used.
- > Effectiveness has stronger links to quality and change.
- > **Effectiveness is “doing the right things”**

Slide 6 As one source⁸ describes efficiency and effectiveness:

Efficiency is killing two flies with one blow of the flyswatter.

Effectiveness is killing at least two flies with one small 20-kiloton explosion.

It might be useful to end this slide asking the participants to give an example from the world of risk education of the difference between efficiency and effectiveness.

Slide 7 **Impact** goes a step further and links to the higher level goal or broad developmental objective. It determines if your overall programme or project strategy was a success.

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KEY STAKEHOLDERS IN MONITORING BACKGROUND INFORMATION FOR THE TRAINER

In the NGO world, it is common practice that the director, managers and key project staff, design and plan performance measurement frameworks as part of their project proposals for donors. While this may be necessary on some occasions where time is of the essence for a donor deadline, more and more agencies are involving communities and the direct beneficiaries of their projects to be part of the monitoring design process as well as being involved in actual monitoring on the ground.

Research has shown that community participation is central to the achievement of sustainable project goals. As risk education agencies become more competent in participatory processes, communities will become involved more and more in the programme’s monitoring and evaluation process – that is, if they are true to its participatory principles. So, project managers may find it necessary to invite community representatives to its training on monitoring.

Some members of the community may not be interested in all the jargon associated with project planning and management, but they will be interested in the process and the end result. It is important to adapt the training for the audience, focusing much more on the benefits of their participation than on the definition of terms. That said, there may be members in the community who want to learn more about the theory behind monitoring and this should be addressed as part of a more formal training session.

Note that participatory monitoring differs from more conventional and often ‘outsider’ approaches in that it seeks to engage key project stakeholders more actively in reflecting and assessing the progress of their project, particularly at the outputs, outcomes and impact level. It sits well within the principles of community liaison in mine action.

The value of participatory monitoring cannot be underestimated given the potential for communities to seek sustainable solutions to their mine action challenges.

ACTIVITY 1.7 | WHO SHOULD PARTICIPATE IN MONITORING AND WHY?

Learning objectives

- > To enable participants to reflect on the key stakeholders of monitoring risk education.

Materials needed

- > None

Time needed

- > Approximately 15 minutes

Conduct of activity

This part of the session is an open discussion with participants. Start by asking the question “who should participate in monitoring and why?”. The information provided below will trigger more specific questions to follow.

Monitoring is a process of tracking or measuring what is happening within a risk education programme or project. It includes tracking change in the mine/ERW threat and the environment. In other words, it looks at changes to:

- > initial assumptions regarding target groups,
- > demographic and cultural changes affecting those most at risk,
- > the mine/ERW threat, or
- > the broader political and socio-economic context that might influence people’s ability to manage the threat in a safe way.⁹

Discuss who is best placed in their programmes to gather this information and what challenges are faced in obtaining it systematically.

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SESSION 2 | SELECTING PERFORMANCE MEASUREMENTS AND TARGETS

In this session, the training focuses on how to identify appropriate indicators for mine action project outputs, outcomes and impact. Session 2 also addresses the issue of targets and what influences the achievement of project targets. Session 3 will then cover how and when information for these indicators will be collected.

At the end of this session the participants must be convinced that there is a need for a monitoring system, and that time and effort should be put into designing, implementing and managing it.

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ACTIVITY 2.1 | REFLECTION ON RESULT STATEMENTS

Learning objectives

- > To enable participants to reflect on the key stakeholders of monitoring risk education.

Materials needed

- > Flip chart and/or PowerPoint slides

Time needed

- > Approximately 15 minutes

Conduct of activity

The participants now know what key terms such as 'result', 'efficiency', 'effectiveness' and 'impact' mean. It's time now to learn about 'indicators'. But, before we do that, there is one potential obstacle that must be overcome – that of the 'waffly' result.

For the purpose of this training, it is assumed by now that the objectives, activities, and the three results (outputs, outcomes and impact) statements have been identified and agreed. These will most likely be represented in a logical framework model (more on this later).

This session on reflection can be undertaken as part of a general discussion, and partly via slides.

Emphasise that indicators are the basis of any monitoring system. That said, the process of setting indicators to match the result is often where difficulties occur. And this is largely for three reasons:

- > the wording of the impact, outcome and output statements is too broad and 'waffly';
- > the statement doesn't specify what type of change is expected, is it change in knowledge, attitude, level of ability, etc.; or
- > it doesn't identify who or what would be affected by the change.

An important step at this stage in your planning is to examine the wording of your result statements and make sure that your statements are SMART, that is, **Specific** (directly measures the result); **Measurable** (so that result progress can be tracked); **Attainable** (realistic and practical); **Relevant** (to the intended result) and **Time-bound** (indicates a specific timeframe).



It may be useful to take an example from existing project proposals that can be supplied by the participants. If this is not possible, write up on flip chart the following **outcome statement** and determine whether it is measurable – reviewing from a SMART perspective.

Outcome statement:

The National Mine Action Centre is fully functional and operational.

Ask the following question of at least three participants to get the discussion moving:
What would you measure to determine the level of achievement of this result?

It is likely that each participant will give you a different answer. This demonstrates that the statement lacks clarity. Words like ‘functional’ and ‘operational’ are open to many interpretations and need to be made more specific. There is a danger here that project staff will gather different data to measure this outcome. This is particularly relevant to NGOs where staff changes are a constant feature in project management. It is worth noting that if you have inherited a project with ‘waffly’ statements, it is best to clarify their meaning in your annual action plan or as a footnote in the performance measurement matrix.

Writing on a flip chart or a PowerPoint slide could provide examples of more ‘SMART’ outcomes, for example:

Slide

A reliable UXO/mine surveillance system established within the National Mine Action Centre with information about trends shared on a quarterly or annual basis.

Sustained behavioural change on UXO among all targeted scrap collectors and dealers.

It is worth noting here that an outcome level result is usually at the ‘higher’ institutional level or demonstrating a significant ‘change’ in behaviour, knowledge, attitudes, among others. It also indicates change in organisational processes as a result of capacity development.

B

TRACKING PERFORMANCE – THE ROLE OF INDICATORS BACKGROUND INFORMATION FOR THE TRAINER

The indicators or success criteria that are set during the planning phase of the project serve as the monitoring (and evaluation) framework for the project.

T

ACTIVITY 2.2 | UNDERSTANDING THE ROLE OF INDICATORS IN TRACKING PERFORMANCE

Learning objectives

- > To enable participants to understand how indicators are used to track performance.

Materials needed

- > None

Time needed

- > Approximately 15 minutes

Conduct of activity

Start with a mini-quiz to determine the level of knowledge of the participants on performance measurement. Depending on how much time is available, this can be done by posing questions in an open discussion or by dividing participants into groups and getting each group to feedback responses to a list of questions posted on a flip chart or slide. Suggested questions are as follows:

- > What is an indicator?
- > How does it differ from a result?
- > What does an indicator measure?
- > Why is it necessary?
- > During the project cycle, when do you identify indicators?
- > What is the difference between an indicator and a target?

A

Suggested Answer to Activity 2.2

Q. What is an indicator?

- A. An indicator is a measureable or visible sign that something has been used or that some people have benefited (or not) from an intervention. It can be qualitative or quantitative.

For example in MRE, an indicator could be “an increase in the number of children under 16 who are aware of the dangers of mines/ERW”. This indicator could be a plausible measurement for the output level result “improved knowledge of school children on mine/ERW risk”.

Q. How does an indicator differ from a result?

- A. Results tell us what we want to achieve. Indicators determine the level of achievement.

Suggested Answer to Activity 2.2 (contd)

- Q. What does an indicator measure?**
- A. It measures what actually happened. It measures progress towards the achievement of outputs, outcomes and impact in terms of quantity, quality, relevance, timeliness and cost-effectiveness (among others).
- Q. Why are indicators necessary?**
- A. They determine the level or degree of 'change' that resulted from activities, outputs and outcomes. Indicators tell us what we want to know about the result and the kinds of information required to determine the level of achievement.
- Q. During the project cycle when do you identify indicators?**
- A. During the planning phase. If poorly developed, they can be updated and fine tuned after the initial needs assessment.
- Q. What is the difference between an indicator and a target?**
- A. Indicators tell us what we are measuring, while targets specify appropriate quantities, quality and timeframe.

TYPES OF INDICATORS BACKGROUND INFORMATION FOR THE TRAINER

You have already noted that there are a number of different result levels. The same is true of indicators. Indicators are linked to the monitoring measurements we discussed previously, such as efficiency (often known as 'output' indicators), effectiveness and impact. **Note: If participants are new to monitoring and have never heard of ANY of the terms in the past, then it is best to skip this detailed section and stick to a simpler description that only focuses on examples of 'quality' and 'qualitative' indicators.**

T

ACTIVITY 2.3 | UNDERSTANDING THE ROLE OF INDICATORS IN TRACKING PERFORMANCE

Learning objectives

- > To enable participants to understand how indicators are used to track performance.

Materials needed

- > Flip chart or PowerPoint slides (text below)

Time needed

- > Approximately 30 minutes

Conduct of activity

Start by showing a slide of the three types of indicators outlining their differences.

Now, ask your participants to divide into groups of five or six persons and identify six indicators: two from each category relevant to MRE. No more than 30 minutes should be allowed for this exercise. Alternatively, it can be undertaken as part of an open discussion, documenting each suggestion on the flip chart and analysing it based on the definitions and the examples contained overleaf.

Slide 1 **Efficiency indicator:** This establishes whether or not you are “doing the job right” as defined in your project plan. It measures the degree to which activity inputs are appropriate in terms of the output. Remember that inputs are money, time, staff, equipment, materials.

Slide 2 **Effectiveness indicator:** This establishes whether or not you are “doing the right job”. It measures the degree or level of ‘change’ achieved in relation to outcomes.

Slide 3 **Impact Indicator:** This measures the extent to which the project is currently expected to achieve the development objective or projected overall project goal.

A

Suggested Answer to Activity 2.3

Examples of efficiency indicators

- > number of MRE radio programmes/spots designed and broadcast within a given timeframe to a given population;
- > level of attendance and degree of active involvement of community members during mine action assessments or surveys;
- > number of new NGO partnerships signed, action plans developed, funds disbursed and monitored within a given timeframe;
- > number of suspicious objects removed within a given timeframe in response to reporting by the community; and
- > unit cost of an activity compared to outcome. (Note: cost-effectiveness refers to an activity or project that is considered good value when comparing the services provided and the money spent, which despite its title measures project efficiency rather than effectiveness).

It focuses on the activity, input, and output level.

Suggested Answer to Activity 2.3 (contd)

Examples of effectiveness indicators

- > % improvement in children knowing what to do when they find a mine or ERW, compared to baseline;
- > ratio of children interviewed recognising standard or informal marking compared to ratio in baseline;
- > % of families having heard accurate information about mines and ERW from children who had MRE, compared to baseline.

This focuses more on change over time at the outcome level.

Examples of impact indicators

- > % reduction in ERW/mine mortality and morbidity rates from January 2006 to January 2010, as per 2006 baseline data.
- > % reduction in number of scrap metal collectors gathering unexploded ordnance compared to baseline.

SELECTION CRITERIA BACKGROUND INFORMATION FOR THE TRAINER

While many organisations use the SMART approach when identifying indicators, others have established a set of six criteria, namely (some are similar to SMART):

- Validity** Does it measure the result?
- Reliability** Is it a consistent measure over time and, if supplied externally, will it continue to be available?
- Sensitivity** When a change occurs will it be sensitive to those changes?
- Simplicity** Will it be easy to collect and analyse the information?
- Utility** Will the information be useful for decision-making and learning?
- Affordable** Can the project afford to collect the information?¹⁰

There are a number of planning steps that are worth following when deciding which indicator to choose.

1. As a team, brainstorm on indicators for each result and list them under the relevant result.
2. Remember that collecting information for each indicator costs time, energy and money, so limit the number of indicators. Focus on those that adequately measure each result.
3. Prioritise and select indicators based on their perceived importance, ease of obtaining data and measurement cost.
4. Identify the data sources available and the type of data collection needed for each indicator (more on this in the next chapter).
5. Double-check that the indicators selected correspond to the result be it an output, outcome or impact.

Remember, if an organisation has adopted specific cross-cutting issues such as gender, HIV/AIDS or environment, they must be reflected in some practical way in the indicators. If gender is one of the cross-cutting issues, then the indicators and targets must be disaggregated by sex.

End of day one

DAY 2

INFORMATION GATHERING, ANALYSIS AND LEARNING

Day Two of the workshop looks at information gathering and analysis, and the use of the logical framework in particular.

SESSION 3 | ESTABLISHING AN APPROPRIATE INFORMATION-GATHERING STRATEGY

In Session 2 of Day One, participants selected indicators. Now, in Session 3, they need to determine which data collection methods to use, to identify a set of sources which can provide you with the appropriate data, and to agree on a collection schedule.

ACTIVITY 3.1 | DATA COLLECTION METHODS

Learning objectives

- > To enable participants to identify methods for data collection for indicators.

Materials needed

- > List of indicators previously developed by participants

Time needed

- > Approximately 30 minutes

Conduct of activity

Remind participants that the breadth and depth of the data collection plan will be influenced by the risk education agency's available logistical, staffing, and financial resources as well as time.

Divide participants into the same groups that identified the six indicators. Ask them to revisit those indicators and specify the data collection method. Advise them to select methods that match the purpose and available resources. They have 30 minutes for this activity with one person from each group volunteering as rapporteur.

It is likely that some of the methods presented will include: reports, minutes of meetings, research documents, interviews (key informant, group, household); surveys using questionnaires, as well as using the wide range of tools and techniques attributed to Participatory Rural Appraisal (PRA).

Suggested Answer to Activity 3.1

After the final presentation, comment on the methods and put forward the following points:

- > If there is no baseline information available at the beginning of the project, this suggests the need for assessments or surveys, depending on the purpose of the project. Remember that this will also serve to better specify targets in your indicators.
- > Determine whether the data required is primary or secondary. The value of primary data is that the quality and timeliness of the information may be more reliable if sound sampling techniques and analysis are adopted. On the other hand, secondary data is easier to gather, less time consuming, and obtained at less financial cost, but sources may not be reliable.
- > Encourage the participants to always remember the need for data disaggregation, which is particularly relevant to mine action, in terms of perspectives and impact on men, women, children, youth, elderly, households, ethnic groups, host/internally displaced/refugee, specific locations, etc.

A

Suggested Answer to Activity 3.1 (contd)

- > The need to understand the various styles of sampling, which will determine who you chose to interview, meet or survey.
- > The added-value of community participation in monitoring (as well as their inclusion in planning, assessments, etc.) and the need to have in-depth knowledge of participatory rural appraisal techniques.

T

ACTIVITY 3.2 | DATA SOURCES / MEANS OF VERIFICATION

Learning objectives

- > To enable participants to identify sources for data collection for performance tracking.

Materials needed

- > List of sources previously developed by participants

Time needed

- > Approximately 30 minutes

Conduct of activity

Reflecting on feedback from data collection methods, in an open discussion ask participants to identify sources of data for each piece of information required (this section could be merged with the previous section, but it is important to emphasise the need to be specific about the source).

The reason for such specificity is that the same source should be used each time to ensure that you are drawing from a similar pool of data. Switching data sources when measuring the same indicator can lead to inconsistencies and misinterpretations over time. This practice should be avoided.

REPORTING RESULTS, COMMUNICATING LEARNING AND ADAPTING BACKGROUND INFORMATION FOR THE TRAINER

B

At this stage in the monitoring planning phase, information will have been collected and analysed. In many organisations, the report on the findings ends up on a shelf, or worse still, the findings never reach the report stage as staff are too busy implementing the next intervention.

During the session, it is vital that participants understand the importance of the following steps:

- > documenting the analysis and finding, and making recommendations (remember this is relevant to monitoring as well as evaluation).
- > packaging the information in different formats so that it is accessible to project staff, project stakeholders (government and non-government) and donors.
- > Some media are considered more appropriate than others for dissemination for different target audiences therefore careful consideration needs to be given to formats.
- > Perhaps there are certain groups in the community that should be targeted for specific information sharing such as scrap collectors and dealers, or mine/ERW survivors?
- > Incorporating the learning into the project design, adjusting activities or the process of achieving an objective to improve programme performance.
- > As time is of the essence in addressing recommendations from any research, translating the advice into action within a given timeframe.
- > And, last but not least, the adjustment or modification may require more funding or staff, and someone in management must be nominated to address this concern within a given timeframe.

It is best to approach this session by asking a number of 'why, how, what, when' questions relating to the steps above, promoting discussion and debate. Ask one of the participants to document the feedback on a flip chart so that it can be used as a learning tool later.

T

ACTIVITY 3.3 | DESIGNING MONITORING TOOLS

Learning objectives

- > To enable participants to design monitoring tools

Materials needed

- > One or more flip charts

Time needed

- > Approximately 30 minutes

Conduct of activity

Before you end Session 3, if time allows, it is worth discussing available monitoring tools and if possible setting aside 45 minutes for groups to design specific tools. Alternatively, if members of the team have come equipped with monitoring tools, they could be photocopied and shared during this session and perhaps two samples chosen for discussion.

Ask participants to list what types of tools/forms currently exist for monitoring MRE projects or programmes. Draw up a list. Check that all participants are aware of those forms or tools and if they are not, share a copy with them.

Then check if there are gaps in the monitoring system and brainstorm about how you could rectify this. This can be done as an open group session using a single flipchart, or as smaller groups with each group presenting their plan. If this level of detail is required by the participants it may be useful to allow for an extra half day for the overall training. Again, this can be established when you get feedback on the original draft agenda.

If not already discussed, it is worth noting that one area of documentation that is invaluable for monitoring progress is the quarterly progress report.

Rather than filling the report with generalisations or jargon, it might be worth following the logical way of thinking that you undertook in the planning phase (and we will talk more about this in the next session on Logical Frameworks). Sadly, many staff, once they've written the project proposal, file it away never to be seen until the first donor report is required, where they then wonder, "what was it we said we were going to do?". A much more effective way of making this document meet your needs is to use a quarterly monitoring matrix, see the table below for an example.

Table | Sample quarterly monitoring matrix¹¹

List project outcomes, outputs, assumptions as planned¹²	List planned indicators	Actual¹³	Variance/Difference
Outcomes	Indicators		Explain why the target wasn't met Outline what will be done
Outputs	Indicators		
Assumptions	Risks		

SESSION 4 | USING THE LOGFRAME AS A MONITORING MANAGEMENT TOOL BACKGROUND INFORMATION FOR THE TRAINER

B

Session 4 attempts to organise participants' thoughts in a logical fashion by representing all of the monitoring details on a logical framework matrix. So essentially, everything they learned in the previous sessions and their new-found knowledge on monitoring will be represented as a concise snapshot in the magical 'logframe'.

Logical Framework Analysis is a project planning and monitoring tool, designed to trigger a logical thinking process when identifying activities towards the achievement of a goal or objective (purpose). In its early days, LFA focused at the activity and output level (short-term results), without much reflection on higher level results. Over the years, the LFA has benefited from thinking on Results Based Management (RBM), having now evolved into a more comprehensive management tool, examining medium-term results (outcomes) and longer term results (impact). RBM supports the measurement of 'change' – more quality orientated information - rather than on number of 'actions' undertaken. One of the most popular analytical tools of the LFA is the Logical Framework Matrix, better known as the "logframe". The matrix is a concise way to collect and organise information so that it can be easily analysed by groups.

ACTIVITY 4.1 | WHAT IS LOGICAL FRAMEWORK ANALYSIS

T

Learning objectives

- > To enable participants to understand the basics of a logframe

Materials needed

- > PowerPoint slides (text below)

Time needed

- > Approximately 15 minutes

Conduct of activity

Give a brief overview of Logical Framework Analysis (LFA), highlighting the term 'logframe', and the logical framework matrix. There is an assumption in this training that people are already aware of LFA and Results-Based Management (RMB), but may need a refresher. Slide 1 below contains a brief explanation of RBM and Slide 2 describes its role in monitoring.

Slide 1 Results-Based Management

RBM is a means to improve management effectiveness and accountability by involving key stakeholders in defining realistic expected results, assessing risk, monitoring progress toward the achievement of expected results, integrating lessons learnt into management decisions and reporting on performance.

Slide 2 The role of the logframe

The logframe, from a monitoring perspective, assists project staff and partners to conceptualise:

- > the expected results from a project;
- > underlying assumptions and risks; and
- > how progress towards these results will be measured.

T

ACTIVITY 4.2 | USING THE LOGFRAME TO APPLY LEARNING DURING THE WORKSHOP

Learning objectives

- > To enable participants to practice completing indicators in a logframe

Materials needed

- > PowerPoint slide and handout (text contained overleaf)

Time needed

- > Approximately 90 minutes

Conduct of activity

For participants, this is the time to put their new-found skills on monitoring into practice, using a logframe, known here as a Results-Based Logical Framework. Taking the Results-based Logical Framework contained on page 34 as an example, ask participants to divide into groups of five, nominating one writer and one rapporteur in each group. Ask them to review the first and second columns of the logframe (beginning from the left column of the matrix, moving to the right) looking first at objectives and secondly at their respective impacts, outcomes and outputs.

Their task is to identify indicators for each impact, outcome, and output to complete column 3 of the matrix. During this activity, they must review the chosen indicator and determine the following (write on a flip chart and paste on the wall during the activity):

- > Have you checked its appropriateness in terms of the six selection criteria?
- > Does it have a target? And if so, is it realistic?
- > Is it measuring efficiency or effectiveness?
- > Is it an output, outcome, or impact indicator?
- > Does it adequately measure that specific result, or are more indicators required?
- > If, yes, suggest others (depending on time).
- > Does it just measure the action or does it measure the 'change' brought about by the action?

Remember the six CIDA criteria

Validity	Does it measure the result?
Reliability	Is it a consistent measure over time and, if supplied externally, will it continue to be available?
Sensitivity	When a change occurs will it be sensitive to those changes?
Simplicity	Will it be easy to collect and analyse the information?
Utility	Will the information be useful for decision-making and learning?
Affordable	Can the project afford to collect the information?

ACTIVITY 4.2 | USING THE LOGFRAME TO APPLY LEARNING DURING THE WORKSHOP (CONTD)



Conduct of activity

They have 90 minutes for this activity. Advise them to begin by identifying one indicator for each result, then, if time allows, to add further appropriate indicators if required for adequate measurement. On three separate flip chart papers, titled impact, outcome, outputs, record the indicators for each under the relevant title.

At the end of the exercise, ask each group to post their impact indicators along one side of the room, and the same for the other two results, separating them by title. Have a joint review of the indicators using the selection criteria outlined above, and add those deemed the most appropriate by the group to the third column.

At the end of the discussion recall two points highlighted in Session 2:

- > Remember, that collecting information for each indicator costs time, energy and money, so limit the number of indicators. Focus on those that adequately measure each result.
- > Prioritise and select indicators based on their perceived importance, ease of obtaining data and measurement cost.

And stress the following recommendation: **Allow for a maximum of three indicators per result statement, and even less if the result can be adequately measured.**

Table | Results-based logical framework

NARRATIVE SUMMARY	RESULTS-BASED LOGICAL FRAMEWORK		
Objectives	Expected Results	Performance Indicators	Risk analysis and assumptions
<p>Goal To reduce casualties from mines and ERW in Microbia</p>	<p>Impact Sustained reduction in ERW/mine injuries in Microbia</p> <p>Sustained behavioural change among all targeted high risk groups</p>		<p>Assumptions are the positive conditions that are required for producing results. e.g. "the mine action office becomes fully operational"</p>
<p>Purpose To ensure the safe return of refugees from Bacteria, a small province in Microbia</p> <p>Activities/Inputs Products and services delivered</p>	<p>Outcomes Increased capacity of National Mine Action Centre to coordinate and monitor mine action programmes</p> <p>Individuals and groups are making informed and responsible choices about reducing the threat of mines/ERW within their respective communities</p> <p>Annual action plans developed, implemented, and monitored by national and sub-national government mine action agencies</p> <p>Increased participation by women in decision-making on mine action priorities</p> <p>MRE activities implemented were cost effective</p> <p>Outputs Youth workers competent at conducting MRE sessions</p>		<p>Risks are the factors that will negatively affect the assumptions and negate the positive conditions required to produce results, e.g.: "A new outbreak of conflict prevents project implementation"</p>

A

ACTIVITY 4.2 | USING THE LOGFRAME TO APPLY LEARNING DURING THE WORKSHOP (CONTD)

Suggested Answer to Activity 4.2

A number of possible indicators are outlined below attributed to each result level.

Impact: Sustained reduction in ERW/mine injuries in Microbia over the project period.

- > % reduction in ERW/mine mortality and morbidity rates from January 2006 to January 2010, as per 2006 baseline data.

Impact: Sustained behavioural change among all targeted high risk groups.

- > Evidence of livelihood adaptation among high risk groups.

ACTIVITY 4.2 | USING THE LOGFRAME TO APPLY LEARNING DURING THE WORKSHOP (CONTD)



Suggested Answer to Activity 4.2

Outcome: Increased capacity of National Mine Action Centre to coordinate and monitor MRE programmes.

- > Evidence of project adaptation of MRE projects/programmes based on monitoring results over time.
- > Regularity of quarterly reports on MRE activities originating from the NMAC at all levels, and quality of information provided.
- > Number of quarterly and annual coordination meetings held at all levels, and evidence of sharing lessons learnt based on experience of mine action agencies.

Outcome: Individuals and groups are making informed and responsible choices about reducing the threat of mines/ERW within their respective communities.

- > Number of scrap metal collectors who have reported UXO to the correct reporting authority (or, number of scrap metal collectors or dealers injured or killed by UXO over a one to three year period).
- > Number of suspicious objects removed by appointed authorities within a given timeframe in response to reporting by the community.

Outcome: Annual action plans developed, implemented, and monitored by national and sub-national government mine action agencies.

- > Presence of up-to-date action plans, reduction in duplication of MRE activities, consistency in MRE messages being disseminated, and level of involvement of communities in selected activities.

Outcome: Increased participation by women in decision-making on mine action priorities.

- > Number of women involved in meetings and planning and assessment sessions, focus group discussions, and matching the stated priorities of those women with MRE priorities on the ground.

Outcome (or perhaps impact): MRE activities implemented were cost effective (comparing outcomes with cost incurred).

- > Comparison of mine/UXO accident trends over time in different areas examining if a pattern emerges following the implementation of MRE activities. (Insert casualty data for five years onto a graph, then add MRE projects start and end – and see if any apparent relationships between the project and the accident rates). Cost effectiveness measures efficiency of the project.

Output: Youth workers competent at conducting MRE sessions.

- > Accuracy of youth responses to MRE questions on policy and practice.
- > Change in level of knowledge among groups targeted by youth compared with baseline.

Remember that the LFA is a management tool that can be used throughout the project life cycle. It should be kept up to date so that the logic of the project including results, indicators and key assumptions reflect the current reality. The current reality will be known through the implementation of an effective monitoring system. Some outputs may be altered during the course of the project based on a changing reality on the ground. Keep in mind, however, that amending outcomes, and project goal in particular, may indeed change the entire focus of the project. If change is deemed necessary at the higher result level, then it is best to seek prior approval from your donor.



END OF COURSE ACTIVITIES

Towards the end of the two-day course, three small activities are recommended.

First, it is worth referring back to the day one introductions and the word association on 'monitoring', ask participants to look at the list of words for a few minutes. Then ask them to select the words they now want to delete because they have no place in monitoring, or alternatively, to add new words that come to mind when referring to monitoring.

Second, ask participants to name one thing they will do differently in relation to monitoring in future projects.

Third, ask participants to fill in a training workshop evaluation form.

End by thanking each participant for their time, active involvement and valuable contribution to the training.

ENDNOTES

- ¹ As of July 2009, the IMAS on MRE were in the process of being revised.
- ² The IMAS on MRE and the Best Practice Guidebooks can be downloaded free of charge from the Internet at www.mineactionstandards.org.
- ³ Adapted from CIVICUS Monitoring and Evaluation toolkit, by Janet Shapiro, www.civicus.org.
- ⁴ CIVICUS Monitoring and Evaluation by Janet Shapiro, www.civicus.org.
- ⁵ UNICEF/GICHD MRE Monitoring Guidebook 7.
- ⁶ Monitoring and evaluation is an evolving 'science' and interpretations are changing rapidly and with much debate.
- ⁷ As defined by the Canadian International Development Agency, www.acdi-cida.gc.ca.
- ⁸ <http://ask.metafilter.com/23656/Whats-the-difference-between-efficiency-and-effectiveness>.
- ⁹ UNICEF/GICHD MRE Monitoring Guidebook 7.
- ¹⁰ CIDA, "The Logical Framework: Making it results orientated", www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/REN-218132726-PPN.
- ¹¹ Adapted from <http://applications.barnsley.gov.uk> at www.local livelihoods.com.
- ¹² Based on project proposal performance framework/monitoring plan
- ¹³ Based on monitoring

TRAINING WORKSHOP ON MONITORING RISK EDUCATION

Workshop Feedback Form

(Place, date)

1. Was the workshop useful to your work?

Yes _____ No _____ Don't know _____

2. Was the workshop ... long enough? _____ ...too long? _____ ...too short? _____

3. Was the workshop well organised?

Yes _____ No _____ Don't know _____

4. Were the presentations useful?

Yes _____ No _____ Don't know _____

5. Were the group work/exercises useful?

Yes _____ No _____ Don't know _____

6. What would you change?

7. How would you change it?
