

Planning Risk Education

A Training Manual in support of IMAS MRE Best Practice Guidebook 3

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".

Contents

INTRODUCTION	4
> Using this Training Manual	4
> Background to the IMAS MRE Training Manuals	4
> Content of the training manual on planning risk education	5
> Materials and resources needed for the workshop	6
> Proposed training agenda	6
> Do's and Don'ts for Trainers	8
> What makes a good facilitator?	8
> The importance of feedback	9
DAY 1 DETERMINING MRE NEEDS AND AN INTRODUCTION TO PLANNING FOR RESULTS	10
> Introduction and review of the provisional agenda	11
> Why do we need to plan?	11
> The role of a needs and capacities assessment	12
> Background information	12
> Activity 1.1 Project Cycle Management Jargon	13
> Activity 1.2 "Thinking outside the box"	13
> The content of a post-conflict needs assessment	15
> Background information	15
> Activity 1.3 The content of an MRE needs assessments (Group exercise)	15
> Analysis of MRE needs	19
> Background information	19
> Activity 1.4 Analysing an MRE needs and capacities assessment	19
> Activity 1.5 Tools for analysing an MRE needs and capacities assessment: the problem tree	22
> Activity 1.6 Basic principles of planning for results	27
> Activity 1.7 Feedback	27

DAY 2 UNDERSTANDING OBJECTIVES, RESULTS AND ACTIVITIES	28
> Goals, objectives, results and activities	29
> Activity 2.1 Understanding goals, objectives, and activities	29
> Activity 2.2 Understanding MRE goals, objectives, and activities	30
> Activity 2.3 Turning a problem tree into an objective tree	31
> Stakeholder analysis Background information for the trainer	32
> Activity 2.4 Stakeholder analysis	32
> Activity 2.5 Feedback	35
DAY 3 THE LOGICAL FRAMEWORK APPROACH (LFA) AND PLANNING FOR RESULTS	36
> The Logical Framework Approach	37
> Results-Based Programme Planning	37
> Measuring performance through Monitoring and Evaluation: Background information for the trainer	39
> Activity 3.1 Understanding logframe terminology	39
> Activity 3.2 Logframe practice	41
> Activity 3.3 Applying performance indicators in the logframe	43
> MRE M&E indicators Background information for the trainer	44
> Activity 3.4 Developing MRE indicators	46
> Activity 3.5 Project v. programme MRE action planning	47
> Activity 3.6 Feedback	47
DAY 4 PRACTICE IN MRE ACTION PLANNING	48
> Activity 4.1 Preparing an action plan for an MRE project	49
> Activity 4.2 Presentation of MRE project action plans	49
> Activity 4.3 Feedback	50

Introduction

USING THIS TRAINING MANUAL

This training manual has been developed to **support the assessment of needs and capacities for mine and explosive remnants of war risk education (MRE) interventions**. 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 Data Collection and Needs Assessment.

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 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 MRE 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 PLANNING RISK EDUCATION

This training manual links directly to IMAS 12.10: Planning for mine risk education programmes and projects, as well as the supporting Best Practice Guidebook 3.

The manual provides useful tools and techniques for a trainer or MRE programme manager to guide his/her team in the planning process through a four-day training workshop. The training focuses on essential planning steps necessary for the establishment of a MRE programme, as well looking further ahead to annual action planning process. A proposed agenda for the training is included below. While this manual does not provide training specific to strategic planning, this chain of planning events contributes to the strategic planning process. **It is assumed that participants in the training have previous experience of MRE and at least a basic knowledge of results-based planning and the logical framework approach.**

The training manual covers the following six issues:

- > Content and analysis of an MRE needs and capacities assessment (half a day's training);
- > The importance of planning for results and basic principles (half a day's training);
- > Setting objectives (half a day's training);
- > Developing strategies for MRE (half a day's training);
- > The use of the logical framework (a day's training); and
- > Practice in action planning (a day's training).

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
- > White T-shirts (one for every five participants) and a variety of coloured markers
- > Coloured paper and scissors
- > Internet access

PROPOSED TRAINING AGENDA

Workshop Day 1 | Analysis of an MRE needs and capacities assessment

09:00 – 10:30

- > Introductions and review of the provisional agenda
- > Why is planning important?
- > Key terminology in project cycle management (icebreaker)
- > Thinking outside the box (icebreaker)
- > The content of an MRE needs and capacities assessment (brainstorming and exercise)

Coffee break

11:00 – 12:30

- > The content of an MRE needs and capacities assessment (exercise – review)
- > Analysing an MRE needs assessment (exercise)

Lunch break

14:00 – 15:30

- > The problem tree (presentation and exercise)

Coffee break

16:00 – 17:00

- > Basic principles of planning (discussion)
- > Feedback on the day's training

End of Day One

Workshop Day 2 | Knowing what you want to achieve, and how you are going to achieve it

09:00 – 10:30

- > Goals, objectives, results and activities (presentation and exercise)
- > Turning the problem tree into an objectives tree (exercise)

Coffee break

11:00 – 12:30

- > Turning the problem tree into an objectives tree (exercise feedback)
- > The role of MRE in mine action and development (discussion)

Lunch break

Workshop Day 2 | Knowing what you want to achieve, and how you are going to achieve it (contd.)

14:00 – 15:30

- > Stakeholder analysis (presentation and exercise)

Coffee break

16:00 – 17:00

- > Stakeholder analysis (exercise feedback)
- > Feedback on the day's training

End of Day Two

Workshop Day 3 | Planning for Results - Tools and Techniques

09:00 – 10:30

- > Results-based planning and the role of the Logical Framework Approach (LFA) in planning (presentation)
- > Using the LFA Matrix (exercise)

11:00 – 12:30

- > The Performance measurement framework (presentation and group work)

Lunch break

14:00 – 15:30

- > Practice in developing indicators (presentation and exercise)

Coffee break

16:00 – 17:00

- > Project v. programme MRE planning (discussion)
- > Feedback on the day's training

End of Day Three

Workshop Day 4 | Putting Planning into Action – Practical Application

09:00 – 10:30

- > Presentation of case study and allocation of project planning tasks
- > Preparing plans – planning for change (exercise)

Coffee break

11:00 – 12:30

- > Preparing plans (exercise contd.)

Lunch break

14:00 – 15:30

- > Presentation of plans and feedback

Coffee break

16:00 – 17:00

- > Wrap-up
- > Feedback on the training workshop

End of 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.

DAY 1

DETERMINING MRE NEEDS AND AN INTRODUCTION TO PLANNING FOR RESULTS

Issues covered in this training day

- > Introduction and review of the provisional agenda
- > Why do we need to plan?
- > Role of MRE in mine action
- > Content of a needs and capacities assessment
- > How the findings should be analysed

INTRODUCTION AND REVIEW OF THE PROVISIONAL AGENDA

There are many ways to do introductions. One way is to divide the group into pairs and inform them that they will have to introduce their partners in five minutes time. This forces people to ask their partner basic questions about who they are and where they come from.

If you have more time, you can ask each person to say three things about themselves, two of which are true and the other is false. The rest of the group has to guess which is false.

For a review of the agenda, you can use PowerPoint/an overhead projector or simply present briefly the key topics that will be covered and ask whether anything is missing.

Try not to spend more than 30 minutes on the introductions and review of the agenda.

WHY DO WE NEED TO PLAN?

A plan is the roadmap that guides you towards a successful conclusion. It reflects the amount of thought that has been given to a project or programme from the design phase through to its conclusion. Planning never ends in a project. A project must be constantly reviewed and plans adapted to suit a changing situation or operating environment. More often than not, these will be subtle changes to redirect activities, not 360 changes in direction. While a plan in itself is useful, it's HOW you plan and the continuous planning process that's really important for guiding your programme.

Effective planning contributes to the following essential steps in project development (among others):

- > Provides sound analysis of the 'local' situation
- > Sets SMART objectives and results
- > Establishes performance standards through the setting of indicators
- > Helps to minimise risk and uncertainty by examining risks and assumptions
- > Provides a solid basis for allocation of available resources (e.g. financial, human, and material)
- > Ensures greater project sustainability by putting 'locals' first, contributing to an effective exit strategy

Therefore, a series of critical steps are required to have an effective plan. The planning interventions highlighted throughout the following sections contribute towards the achievements of those steps.

T

B

B

THE ROLE OF A NEEDS AND CAPACITIES ASSESSMENT: BACKGROUND INFORMATION FOR THE TRAINER

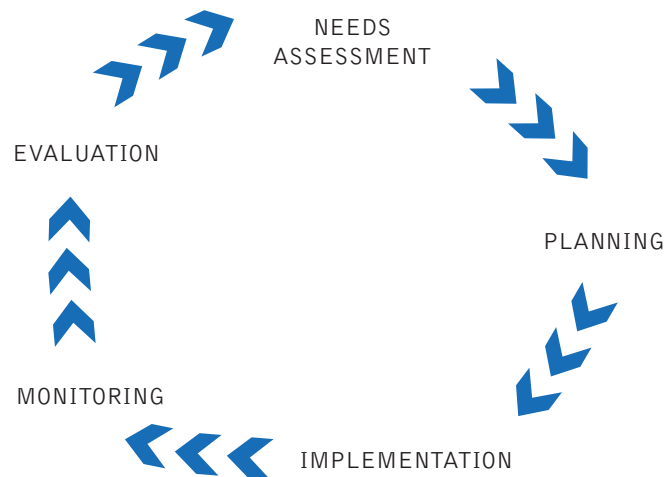
The purpose of a needs assessment in MRE is to identify, analyse and prioritise the local mine and explosive remnants of war (ERW) risks, to assess the capacities and vulnerabilities of the communities, and to evaluate the options for conducting MRE. A needs assessment will provide the information necessary to make informed decisions on the objectives, scope and form of the resulting MRE project. It should provide a basis for decisions on priority needs and the best response as well as a baseline reference for future monitoring and evaluation activities.

The needs assessment should take account of both primary and secondary information. Primary information involves data collected directly at the community level. Secondary information involves data derived from other sources, for example from the mine action database or other institutional and governmental sources. In order to avoid duplication, MRE organisations should recognise the potential of other actors as partners in exchanging information. This is particularly crucial in crisis and unstable contexts when time is limited and resources may be greatly stretched.

A needs assessment is a time-bound event, which should ideally take place at the start of a project or programme cycle, when objectives and the identification of those in need of MRE are being identified. A localised needs assessment should take about a month to conduct, depending on the context and country concerned; a nationwide assessment is likely to take longer. It will be necessary to continuously amend and update the assessment based on additional data that is collected during the course of the programme and changing circumstances.

A needs assessment is the first step in the project management cycle (see Figure 1). It informs the planning process, to ensure that the future project or programme is rational and meaningful. Implementation should be accompanied by monitoring – ongoing data gathering that tracks progress and helps to guide the orientation of the project – and a periodic evaluation that assesses the *impact* of the initiative. The results of the evaluation should be used to improve future performance. If the situation has changed significantly, then a new needs assessment may be needed. Otherwise, it will feed into the next planning cycle (unless the need for an intervention has passed).

Figure 1 | The Project Management Cycle



ACTIVITY 1.1 | PROJECT CYCLE MANAGEMENT JARGON



Learning objectives

- > This first icebreaker activity is intended to clarify misunderstandings and misconceptions about key terminology used in simple project cycle management. It will also give the training facilitator the chance to gauge the level of knowledge of the trainees.

Materials needed

- > Enough T-shirts for each group of five trainees
- > Different coloured marker pens for each group

Time needed

- > Approximately 30 minutes

Conduct of activity

Write up on pieces of paper using the following words (one per paper) and then fold the paper so the writing is hidden:

- > Needs assessment
- > Planning
- > Implementation
- > Monitoring
- > Evaluation

Divide the trainees into groups of five and go round asking a member of each group to take one slip of paper. Tell them they have 15 minutes to draw the word or concept on the T-shirt but without using any words. They will then show the T-shirt to the other groups who have to guess what the word or phrase depicted is...

The idea is to encourage a discussion in a group of key terminology that is often used without a full understanding of what exactly is meant. Once the groups have all had a go, ask them to put the T-shirts in chronological order (if possible put them up on the wall or have people wear them and then stand in a circle and take a photograph!) so they will serve as a constant reminder during the workshop.

ACTIVITY 1.2 | "THINKING OUTSIDE THE BOX"



Learning objectives

- > This icebreaker is intended to put the participants in the right frame of mind, helping them to understand the importance of going outside existing approaches to make their work more creative and effective.

Materials needed

- > Whiteboard and markers
- > Overhead projector

Time needed

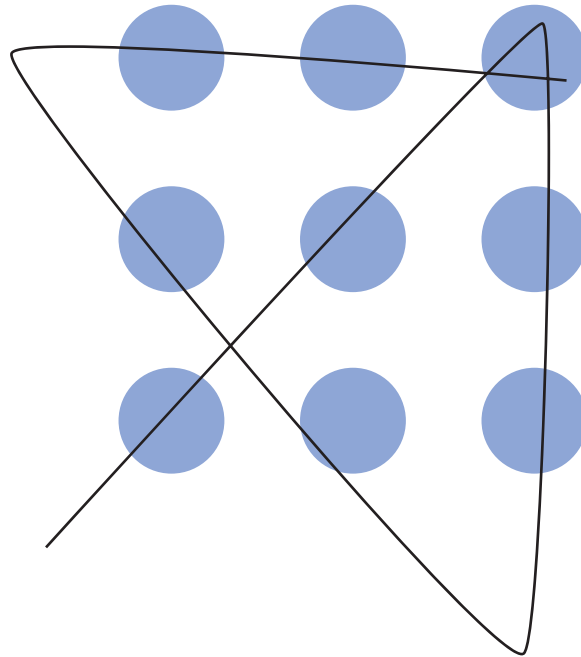
- > Approximately 10 minutes

T

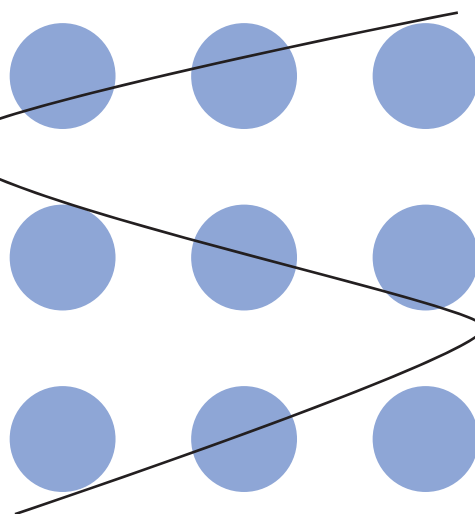
ACTIVITY 1.2 | "THINKING OUTSIDE THE BOX" (CONTD)

Conduct of activity

Ask participants to draw nine dots in a square on a piece of paper. They must then connect all nine dots using four straight lines without taking their pen off the paper. Give them a few minutes to have a go. If someone finds the answer (or already knows it) ask them to demonstrate to the others. Ask him or her to explain how it was done. Try to elicit the response – by going outside the square/box. This is the key to the exercise. See below for the answer.



Then tell them that since that was easy, now they should connect the dots using only three lines. This requires further innovation. See below for the answer.



Finally, ask participants how the dots could be joined with just one line. There are a number of possible answers: using a thick paintbrush perhaps, or by folding the paper three times so all the dots are touching.

In wrap-up, tell them that they will need their creativity for the next exercise

THE CONTENT OF A POST-CONFLICT NEEDS ASSESSMENT: BACKGROUND INFORMATION

B

A post-conflict needs assessment will form the basis for emergency planning even though it will be amended and updated based on new information as it becomes available. Of course, time is short in an emergency. But this should not be used as an excuse to avoid conducting a basic assessment. Key questions to ask – and answer – are the following:

Who is especially at risk?

Why are they especially at risk?

Where are people at risk and when should MRE be delivered?

What explosive hazards pose the greatest risk?

Why are people coming into contact with explosive hazards?

How can those at greatest risk be reached most efficiently by MRE messages?

Who is already addressing risk at the local level and if so, how?

ACTIVITY 1.3 | THE CONTENT OF AN MRE NEEDS ASSESSMENT (GROUP EXERCISE)

T

Learning objectives

- > To enable trainees to understand the issues to be included in an MRE needs and capacities assessment.

Materials needed

- > One flipchart for each group of five trainees with markers; and
- > Copy for each of the participants of the Needs and Capacities Assessment outline.

Time needed

- > Approximately 90 minutes (including review)

Conduct of activity

Begin with a brainstorming (i.e. asking for and recording ideas from the group, without criticism) of what issues should be covered in a needs and capacities assessment. Once you have a few issues up on the flipchart ask for main categories of information. You're aiming for four main categories:

1. The **context** for mine risk education
2. The **explosive threat** to the civilian population
3. The **at-risk groups** who should benefit from mine risk education
4. Existing **capacities** to provide mine risk education

.

T

ACTIVITY 1.3 | THE CONTENT OF AN MRE NEEDS ASSESSMENT (GROUP EXERCISE) (CONTD)

Then assign one category to each group and give them 30 minutes at least to come up with a list of information they would like to collect if they were preparing a needs assessment in an affected country. Go through each group in turn eliciting peer feedback and other suggestions wherever possible.

A

Suggested Answers to Activity 1.3

1. The context for mine risk education in (Autobia)

Geography

This section should describe the geography of the country, e.g. size, mountainous areas, climate.

Demographics

The total population and disaggregated population data by age, sex, and ethnic group.

Geopolitical landscape

This section should describe the regional actors and their influence on the country. Are there any providing weapons, including mines, to the country?

Background to the conflict

This section should include a short explanation of the current situation in the country, including a description of the main actors.

Current security

- > How does this affect humanitarian actors?
- > How is the national government (or organisation working on its behalf) received?
- > Which areas are “no-go”?

Religions and ethnic groups

- > What religious groups exist in the country?
- > How well do they co-exist?

Traditions and culture

- > Are there cultural traditions that will affect the conduct of a risk education programme?
- > Can any be used as helping factors?

Languages

- > How many languages are used in the country?
- > For those groups whose native language is not the national language, how well do they understand it and how much do they use it in their day-to-day life?

Literacy

- > To what extent do people read and write?
- > How does this differ among ethnic group and across social class and between rural and urban populations?

Communication channels

- > What are the main communication channels in the country?
- > Who uses which channels? At what time of the day?
- > Are there particular radio or TV programmes that are popular that could be exploited for risk education purposes?

Social situation

- > How are household/community tasks divided between men, women, boys and girls?
- > Who takes decisions in the household?
- > Who looks after boys? Who looks after girls?

Economic situation

- > How do people earn their living (broken down by social class and ethnic group and rural/urban population)?
- > Do people need to clear landmines or collect UXO (to sell as scrap metal or for any other reason)?

Infrastructure and transport

- > What infrastructure is usable (broken down by region)?
- > What transport facilities exist? How much do they cost? How reliable are they?

Medical services and health system

- > What is the state of the health system? How well are health centres able to cope with mine and ERW injuries (broken down sub-regionally)?

Laws and administrative regulations

- > Has the country joined the Anti-Personnel Mine Ban Convention?
- > Has the country joined the Convention on Certain Conventional Weapons and Protocol V on explosive remnants of war?
- > Has the country joined the Convention on Cluster Munitions?
- > Do any laws prohibit civilians touching landmines and UXO/AXO?
- > What are they supposed to do if they find mines or UXO/AXO?

Development actors

- > Which development organisations are operating in the country/affected areas?
- > What sectoral areas are their priorities?
- > Where, geographically, are they operating?

2. The explosive threat to the civilian population**Type of threat**

- > Is it anti-personnel mines, anti-vehicle mines, unexploded ordnance (UXO) or improvised explosive devices (IEDs)?
- > Are there abandoned stockpiles of explosive ordnance (AXO) that could be a threat?
- > Where is the threat known or suspected?
- > Which areas are not affected? Do they contain displaced people who will likely return to affected areas?

A

Type of threat (contd)

- > Does the threat vary from region to region or is it broadly the same throughout the country?
- > What is the level of access (security and logistics and infrastructure) to the affected areas? (This should be broken down by sub-region.)

Impact of the threat

- > How, in summary, does this affect the civilian population (human, social, economic, environmental impact)?
- > Who, in summary, is most affected? (This issue is addressed further in section 3.)
- > What are the risks to the civilian population or reporting landmines or ERW they find?

3. The at-risk groups who should benefit from mine risk education

General target audience

This section should first summarise who is at risk from mines and ERW (based on victim profiles and local assessments), what their risk-taking behaviour is and why. Do explosions lead to multiple or individual casualties?

It should include the place and type of casualties, what happened to them, did they receive adequate treatment, how long did it take, what are they doing now, etc.

Specific target audiences

The section should then be broken down by affected group (specific target audiences). In each case, it should detail the typical risk-taking behaviour.

It should include the place and type of casualties, what happened to them, did they receive adequate treatment, how long did it take, what are they doing now, etc. Did explosions lead to multiple or individual casualties?

4. Existing capacities to provide mine risk education

Existing mine action structure and capacity

- > What is the mine action structure for the country?
- > Who is implementing mine action in the country?

Existing MRE actors

- > Who is providing risk education to those at risk from mines, IEDs, or UXO?
- > Who else could do so? (e.g. organisations involved in HIV/AIDS awareness)

Existing public health actors

- > Who is providing assistance to mine or UXO victims?
- > Who else could do so?
- > What are the main gaps?

Existing development actors

- > Who is providing development assistance to mine-affected communities?
- > Could their efforts be better harnessed to deal with the impact of mine or ERW contamination? Who else could do so?

Local resources

- > What media, education or public health expertise is there in-country?
- > Could some of the key organisations or bodies be involved in MRE?
- > What capacities to provide MRE already exist in affected communities?

Funding

- > What annual level of funding is available to mine action?
- > Which donors could be approached to provide more? Could some give in-kind assistance (i.e. through technical assistance)?

ANALYSIS OF MRE NEEDS: BACKGROUND INFORMATION

There is no right and wrong way to analyse MRE needs; the important thing is that analysis is seen as an integral part of the planning process—the step that takes a programme from raw data contained in a draft needs assessment to an understanding of what an effective MRE programme in the prevailing context might look like. Thus, planners are trying to find patterns: areas of high contamination, particular at-risk groups, capacities that can be harnessed and developed in any response.

This section gives the trainees practice in ad hoc analysis followed by the problem tree approach—a standard component of the logical approach to planning that predominates in the development world.

ACTIVITY 1.4 | ANALYSING AN MRE NEEDS AND CAPACITIES ASSESSMENT**Learning objectives**

- > To enable trainees to practice analysis of a fictional MRE needs and capacities assessment.

Materials needed

- > One flipchart for each group of five trainees with markers; and
- > Copy for each of the participants of the Autobia Fact Sheet and map of Autobia (contained overleaf)

Time needed

- > Approximately 45 minutes

Conduct of activity

The trainer should divide the participants into groups of five (different to the previous exercise). Hand out the Autobia fact sheet and map to everyone and tell them they have 20 minutes to prepare a brief outline of an MRE programme appropriate to the first 12 months of the post-conflict context.

Before asking two or three of the groups to present their ideas, review first as a whole the key facts (and challenges) from the needs assessment.

ACTIVITY 1.4 | ANALYSING AN MRE NEEDS AND CAPACITIES ASSESSMENT (CONTD)

AUTOBIA FACT SHEET

A bitter internal armed conflict has just ended in Autobia, with a peace deal brokered by the United Nations between the government and ethnic Decepticon rebels, based in the mountainous east of the country. A government of national unity has been appointed under the terms of the peace accord; one of their main tasks is to draft a new constitution paving the way for elections to be held within 18 months. It is expected that the constitution will give considerable autonomy to the eastern regions.

Deployment has now begun of a UN peace-keeping mission – UNOMICRO – which will be 20,000 strong. Ethnic Decepticon refugees that fled the country to neighbouring Deceptica are planning to return and those displaced internally by the fighting have already begun returning to their homes. The ethnic Decepticons are mainly subsistence farmers and herders but they have very little seed, agricultural implements or livestock left. It's too late in the season to plant crops so they will be reliant on international food aid until the following spring. The government of Deceptica has announced that it will open border routes to facilitate the delivery of aid coming in through its eastern seaport (Autobia is land-locked).

The World Bank is planning to convene a major donors' conference to support the rebuilding of Autobia, whose economy has been devastated by two decades of conflict. A joint World Bank/European Union/Japanese government assessment mission is about to visit the country and will prepare a report in advance of this conference. Nordic countries are expected to play a significant role at the conference as the Ministry of Foreign Affairs in Denmark had initiated the latest peace efforts.

Autobia is not well known to the outside world but there are reports of substantial natural gas reserves, mostly in the former rebel-held areas; if true, a pipeline could easily be built to enable gas to reach European markets.

Meanwhile, the number of civilian mine victims is said to be increasing. Information on victims is being collected by the International Committee of the Red Cross, as part of its national mine risk education and victim assistance programme. The health system is not functioning and is dependent on outside assistance from the ICRC and Médecins sans Frontières to provide even basic primary health care.

There are no foreign organisations working actively in demining although three international NGOs have been carrying out “integrated demining” projects in Deceptica along the border with Autobia where the refugees were temporarily resettled.

Reports from Human Rights Watch based on interviews in the refugee camps suggest that there are many victims of both mines and other unexploded munitions, including cluster bombs, especially in the east. All the bridges have been destroyed and the few asphalt roads in the country have deteriorated and many in the east are believed to be mined. Press reports suggest that roads and some communities are “littered” with unexploded ordnance.

Claims that the national armed forces continue to lay mines have been strenuously denied, although it was acknowledged that they held “significant” stockpiles around the country. The previous government blamed the rebels for mine-laying and had indicated that it was planning to join the Anti-Personnel Mine Ban Convention. The newly-appointed government of national unity has not yet made its position known.

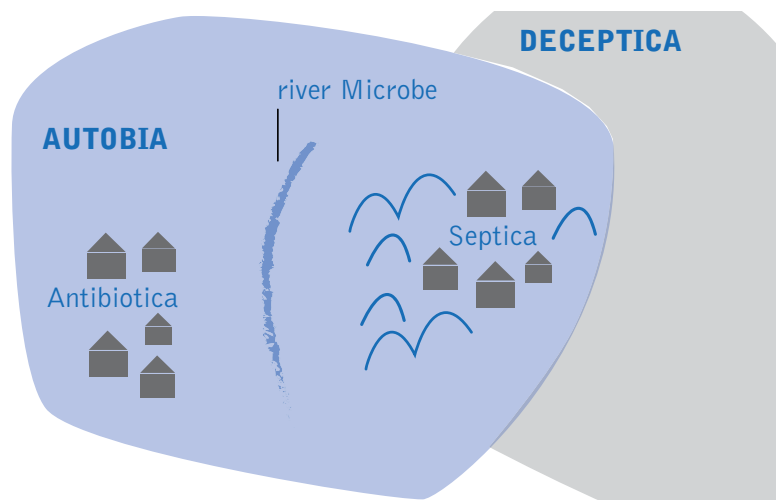
The peace accord foresees the creation of a new national army recruited from the ranks of both warring parties.

There are no functioning newspapers or TV/radio stations inside Autobia that service the ethnic Decepticons in the east but rebel organisations have set up a propaganda arm, including newspapers and radio programming produced in western Deceptica.

Key facts

Official name	Republic of Autobia
Member of	United Nations, Council of Europe, Commonwealth
Area	110,912 km ² (roughly the size of Bulgaria)
Population	9,000,000 (1994 estimate)
Capital	Antibiotica (1 million inhabitants in 1994)
Major cities	Septica (200,000 inhabitants in 1984)
Official language	Autobian (Decepticon is widely spoken in the east of the country)
Religion	Christian Orthodox (93%)
Government	According to the existing Constitution, the President of Autobia is elected by universal suffrage every five years. He was last elected in 1995 with 97% of the vote just before the declaration of a State of Emergency. The President appoints a Prime Minister and a Cabinet. There is a bicameral assembly – Parliament House and the Oversight Chamber. Members of Parliament House are elected by popular vote and the Oversight Chamber representatives are appointed by the Prime Minister.
Geography	The Microhill Mountains run from north to south in the east of the country – Lumpi is one of the highest peaks in Europe. Autobia is landlocked, with its neighbour to the east, Deceptica, holding a valuable warm water port.
Economy	With fertile soils in the west and centre of the country, Autobia has a strong agricultural base. Production is centred on large-scale mechanised cooperatives, although these have been badly affected by the conflict. Natural gas reserves have been found in the east of the country but there has been little exploitation to date because of the conflict. A planned pipeline will go through the mountains from south to north through the west of Deceptica and into Central Europe.

Map of Autobia



A

Suggested Answer to Activity 1.4

There is no right or wrong answer, but one possible response follows:

- > Minimal existing MRE capacity and experience within the country (as far as we know), apart from the ICRC;
- > Possible capacity from the organisations working across the border (but will they come into Autobia and will they be acceptable to all parties);
- > Minimal information on those at risk, other than the obvious (returnees, people living in the east of the country);
- > No formal data gathering mechanism for casualties or dangerous areas;
- > Mines and ERW are a threat, including submunitions;
- > No national or regional coordination and tasking mechanism; and
- > No specific MRE needs assessment.

This suggests the following possible programme outline for the following 12 months:

- > An MRE-specific needs assessment (quick and dirty, given the time constraints);
- > Discussion with the ICRC on their plans for MRE (use of local Red Cross society planned or ongoing; plans to transition their MRE as the situation moves out of emergency?)
- > Initiation of an MRE programme in the east that at least coordinates with the cross-border integrated demining programmes;
- > A decision on whether to invite international demining NGOs to do MRE and clearance in Autobia;
- > A request for technical assistance in MRE and funding from the UN peacekeeping mission and/or UNICEF;
- > Some form of coordination body for MRE in the east of the country;
- > Start to develop national standards and standardised forms and materials.

T

ACTIVITY 1.5 | TOOLS FOR ANALYSING AN MRE NEEDS AND CAPACITIES ASSESSMENT: THE PROBLEM TREE

Learning objectives

- > To enable trainees to further practice analysis of a fictional MRE needs and capacities assessment.

Materials needed

- > One set of risk-taking cards for each group of five trainees cut up

Time needed

- > Approximately 90 minutes

Conduct of activity

The trainer should keep the participants in their previous groups of five. Tell them that a team of MRE planners have been asked to design a project to reduce civilian mine and ERW accidents. Experience has taught them that such accidents arise for a variety of different reasons, and a multi-pronged strategy will probably be necessary.

To get a clearer idea concerning the various reasons for civilian landmine and UXO accidents, the planning team has just held a brainstorming session (see Box) with a group of people serving as community liaison volunteers within a pilot project to strengthen links between mine action organisations and mine-affected villages. The session focused on the question: **Why are there mine and ERW accidents among civilians?**

Example of brainstorming rules

- > All ideas are accepted without argument
 - > Aim for quantity rather than quality
 - > No debate about whether ideas are accepted or not, only about whether the idea has already been listed.
 - > No evaluation now (to limit the discussion on the significance of the material and concentrate on getting full cross-section of ideas)
-

The community liaison volunteers suggested a number of problems that were leading to accidents, and the planning team then took out duplicate suggestions.

The team's task now is to develop a 'problem tree' depicting the cause and effect relationships among the remaining problems identified during the brainstorming session. To begin, they select one problem they agree is important as the 'starter problem', and work through the rest of the problems one at a time in the following manner:

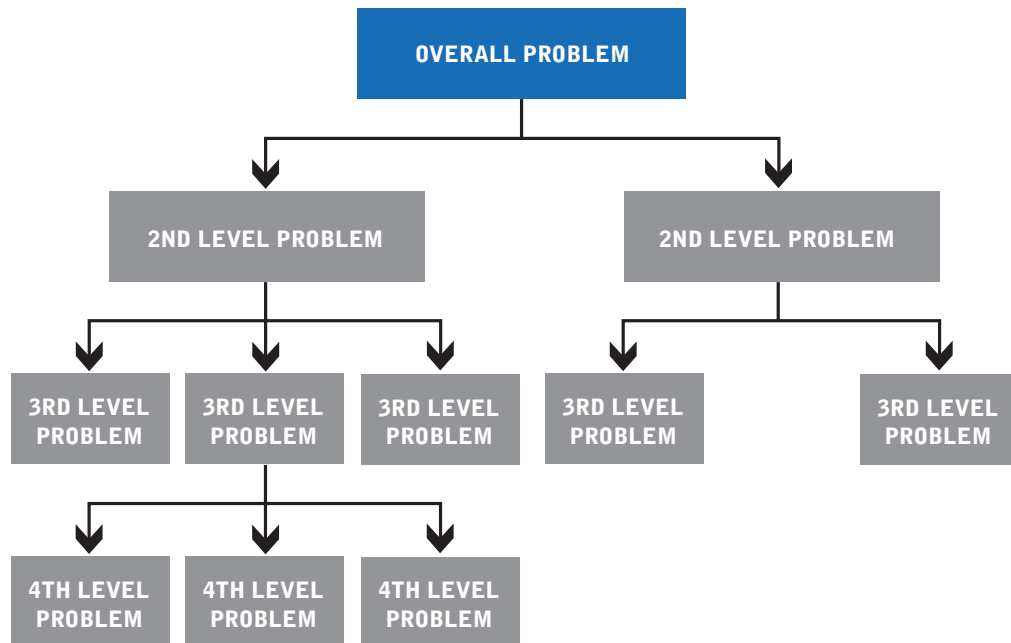
- > If the problem is a **cause** of the starter problem it is placed below the starter problem;
- > If the problem is an **effect** of the starter problem it goes above;
- > If it is neither a cause nor effect it goes at the same level.

Using this approach, the planning team hopes to develop a Problem Tree, similar to that in the following diagram. (Note: The logic of this type of diagram is that the 'lower level' problems cause or lead to the problem in the next higher level. In the simple example, the overall problem is caused by two more specific 2nd level problems. The first of these 2nd level problems is then caused by three more specific 3rd level problems, and so on.)

Point out that this is a difficult exercise — especially for someone unfamiliar with the problem tree approach—so they should take their time. Circulate among the groups and give pieces of advice to keep them moving along.

Once they have found an answer, go through the first three levels from the top eliciting the correct responses so everyone understands the "logic" of the approach. Then end with a discussion on how representative this is of the MRE programmes in which they are working.

Problem Tree Example



Problem Tree Example

Returning refugees don't know where the landmines are.

Boys play with UXO.

Nomads don't know where the landmines are.

Poor farmers keep some landmines in their fields so rich people do not take the land from them.

Some children don't know that landmines are dangerous.

Fishermen want explosives for fishing.

Some people don't know that UXO are dangerous.

People sell UXO to traders for scrap metal.

People buy landmines to protect their property when they are away.

People plant landmines to protect their crops from nomads & their livestock.

The yellow colour of some submunitions attracts children.

Some people don't know that landmines are dangerous.

Problem Tree Example (contd)

Men try to keep their wives and daughters safe but then the women don't know anything about the dangers of landmines.

Women and girls must collect clean water, but the path to the stream is mined.

People may know that landmines are dangerous, but they don't know where the minefields are.

Nomads need to water their livestock, but the path to the stream is mined.

Boys see their fathers move explosive ordnance, so they are not afraid.

Sometimes people don't know there is a problem with landmines or UXO – when they don't know, they are at risk.

There are many reasons why people take risks even though they know that landmines and UXO are dangerous.

Poor families need to plant their crops even if their fields have landmines or ERW.

People need firewood to cook, and must go into the forest where there are some landmines & UXO.

Landmines and UXO block places that people need to go, so they must take risks.

People have not been taught that UXO are dangerous.

Landmines and ERW can be worth money, so people take risks.

ACTIVITY 1.6 | BASIC PRINCIPLES OF PLANNING FOR RESULTS



Learning objectives

- > To enable trainees to wind down and prepare themselves mentally for the second day of practice in planning for results.

Materials needed

- > One flipchart for each group of five trainees with markers and an additional flipchart for the facilitator.

Time needed

- > Approximately 45 minutes

Conduct of activity

Participants will likely be tired by now, so this exercise is a relatively “soft” one to close the formal day’s training. Ask the groups to each come up with five basic principles for good MRE planning. Give them 15 minutes to discuss and agree on them. Go through asking each group at a time for one suggestion. Write up a list without commenting on or rejecting any suggestions. Then as a group, discuss which are the five most important. A list might look something like the following:

1. Base your plans on an assessment of needs
2. Target the areas where the threat is greatest
3. Agree on common messages
4. Ensure the plan incorporates some incentives for behavioural change
5. Plan to use communication channels that are appropriate to the context
6. Set realistic objectives and devise indicators to determine whether the programme has reached them.
7. Ensure your ideas are discussed with target communities to make sure they are both appropriate and likely to be effective.

ACTIVITY 1.7 | FEEDBACK



Complete the day with a short formal feedback session from the trainees. For instance, you can draw a smile, a frown and a normal face on three different flipcharts and ask people to stand in front of the one that reflects their feelings. Ask for suggestions on how things could have been better and then what people enjoyed, so you (hopefully!) end the day on a high note.

End of day one of the workshop

DAY 2

UNDERSTANDING OBJECTIVES, RESULTS AND ACTIVITIES

Issues covered in this training day

This second day of the training focuses on the setting of the project goal, objectives and determining results and activities in an MRE plan. It emphasises common terminology used in project planning and management circles and sets the scene for more in-depth discussion on two key planning tools, Results Based Management and the Logical Framework Approach which will be covered in Day 3.

- > Goals, objectives, results and activities
- > Turning a problem tree into an objectives tree
- > Stakeholder analysis

GOALS, OBJECTIVES, RESULTS AND ACTIVITIES

Goals, objectives, results, and activities are very often confused both in MRE plans and in practice. Too frequently, the activity—MRE—becomes the ultimate goal of the intervention, rather than a means to achieve a more valuable goal, such as casualty reduction. In the case of MRE, then, a typical hierarchy of goals and objectives in a project plan might run as follows:

Goal ³	To reduce casualties from mines and ERW in Autobia
Objective ⁴	To ensure the safe return of refugees from Decepticana, a small province in Autobia (just to show the difference in scale).
Impact	UXO/mine injuries reduced in Autobia (this results is normally linked direct to the overall goal)
Outcome	Country mine action office has reliable mine and ERW surveillance system/sustained behavioural change among all high-risk groups that are targeted (normally a result at the 'change' level or at institutional level)
Output	Youth workers able to conduct MRE sessions (demonstrates a result at the operational/activity level)
Activity:	To teach/to build /to construct (it's an action) e.g. to train teachers in MRE.

Understanding results

A result is a measurable change in state derived from a cause-and-effect relationship. In Results-Based Management, three different types of results are highlighted: impact, outcome, and outputs. It is important here to gain an understanding of what they mean in the context of project planning, as follows:

Impact, a higher-level result, 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. It determines if your overall programme/project strategy was a success.

Outcomes, medium-term results, are a combination of outputs that demonstrate **change** over time, measured **during** the lifetime of the project.

Outputs (short-term results) are concrete, visible, tangible consequences of project inputs /activities producing more immediate results. Being **'action-orientated'** they are continuously measured during monitoring phase.

ACTIVITY 2.1 | UNDERSTANDING GOALS, OBJECTIVES, AND ACTIVITIES

Learning objectives

- > To enable trainees to understand the difference between the terms goal, objective, and activity

Materials needed

- > Set of eight cards (text overleaf) for each group of five trainees
- > One flipchart for each group of five trainees with markers

Time needed

- > Approximately 30 minutes

T

ACTIVITY 2.1 | UNDERSTANDING GOALS, OBJECTIVES, AND ACTIVITIES (CONTD)

Conduct of activity

Write out and photocopy onto separate cards the following words/sentences, then mix them up and give one set of cards to each group of five participants. Tell them they have to put them into two columns side by side in a logical order so they make sense. Tell them nothing else.

- > Goal
- > Objective
- > Activity
- > To become rich
- > To have a million dollars on my bank account
- > Find a rich man/woman and persuade them to marry me

This simple exercise should help to start clarify the difference between the different terms.

A

When you go through the answer, stress the linkages between the different terms. You marry a rich spouse so you can become rich (goal). To do that you have to find a rich man/woman and persuade them to marry you (activity). Having a million dollars on your bank account is one objective on the way to becoming rich but there might be other forms of wealth (e.g. happiness), so there are other possible objectives that would help you to reach your goal.

T

ACTIVITY 2.2 | UNDERSTANDING MRE GOALS, OBJECTIVES, AND ACTIVITIES

Learning objectives

- > To enable trainees to understand the difference between the terms goal, objective, strategy and activity in MRE

Materials needed

- > Set of eight cards (text overleaf) for each group of five trainees
- > One flipchart for each group of five trainees with markers, and
- > Sticky tape

Time needed

- > Approximately 20 minutes

Conduct of activity

Write out and photocopy onto separate cards the following words/sentences, then mix them up and give one set of cards to each group of five participants. Tell them they have to decide which are goals (the first), which are objectives (the second and third), and which are activities (the remaining four), and then to arrange them accordingly on the flipchart with sticky tape.

- > To reduce the number of casualties from mines and ERW
- > To ensure returning refugees are aware of safe behaviour in a mine- or ERW-affected area

- > To ensure settled communities inform returnees of which areas are safe and which are dangerous
- > Providing awareness information to refugees planning to return
- > Conducting community education in communities to which refugees are likely to return
- > Printing and disseminating warning posters in refugee camps
- > Broadcasting warning messages on local radio

ACTIVITY 2.3 | TURNING A PROBLEM TREE INTO AN OBJECTIVE TREE

Learning objectives

- > To enable trainees to practice turning a problem tree into an objectives tree

Materials needed

- > One printed example of a problem tree for each group of five trainees with markers (example overleaf)

Time needed

- > Approximately 90 minutes

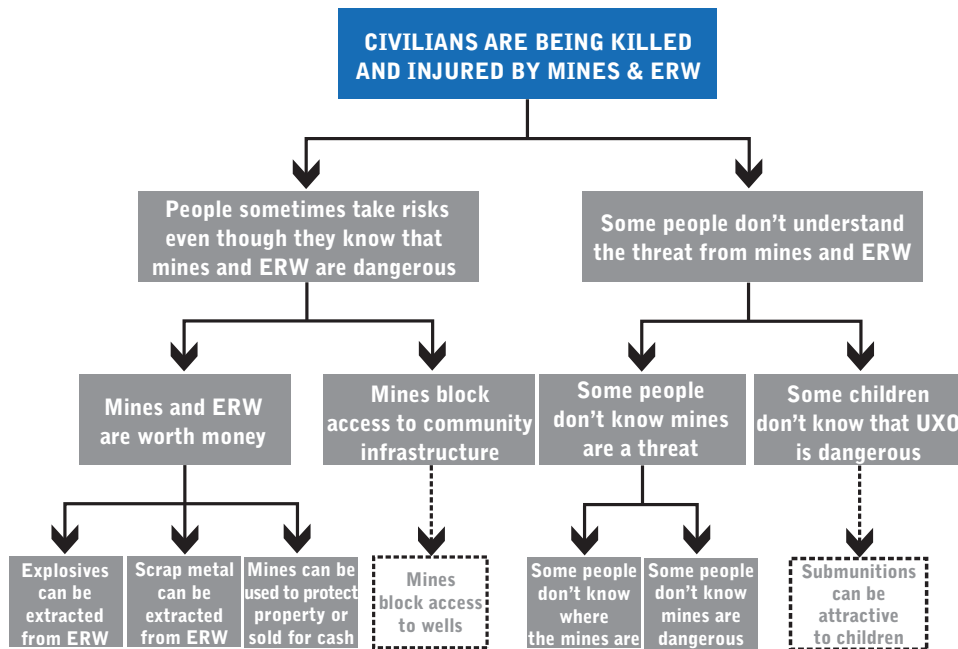
Conduct of activity

Remind the participants of the importance of thinking outside the box. Then ask them what they would use the problem tree for. If no one suggests the answer, tell them the next step in the logical planning process is to turn problems into programme objectives. Elicit how you would turn the first, main problem—people are being killed and injured by mines and ERW—into an objective. Possible answers could be: To reduce the number of people killed by mines and ERW. (If people suggest “To eliminate”, question how feasible this is in most cases, especially for an MRE programme.)

Then hand out an example of a problem tree (similar to the one they worked on in the previous day’s training) and give them at least 45 minutes to come up with objectives as a group. Point out that it gets harder as you go further down the tree of the left-hand side (intentional risk-taking), so they need to become creative, while remaining realistic. Circulate to give advice and maintain momentum. Approaches to minimising intentional risk-taking include identifying alternatives (difficult, demands close linkage with development efforts), targeted clearance, community risk management approaches, and the adoption and enforcement of legislation.

T

Problem Tree exercise



B

STAKEHOLDER ANALYSIS: BACKGROUND INFORMATION FOR THE TRAINER

Having identified the main problems and the cause and effect relationship between them, it is then important to give further consideration to who these problems actually impact on most, and what the roles and interests of different stakeholders might be in addressing the problems and reaching solutions.

Stakeholder analysis is about asking the questions: “Whose problem?” and, if a project intervention strategy is proposed: “Who will benefit?”

The main steps in stakeholder analysis include:

- > Identifying the principal stakeholders (these can be various levels, e.g. local, regional, national)
- > Investigating their roles, interests, relative power and capacity to participate
- > Identifying the extent of cooperation or conflict in the relationship between stakeholders
- > Interpreting the findings of the analysis and defining how this should be incorporated into project design

When looking at who the stakeholders are, it is useful to distinguish between the “target group” and the broader group of stakeholders (the target group being one of the principal stakeholders).

Target group

The target group are those who are directly affected by the problems in question and who might be beneficiaries of any proposed project solution.

The groups who might be specifically considered in any such analysis would depend on the nature of the problems, but could include:

- > Men/women/children
- > Farmers
- > Young/old
- > Herders
- > Mine/ERW victims
- > Builders/traders

Each of these groups needs to be clearly defined so that there is no doubt as to who we are talking about.

Other stakeholders

Stakeholders include both the target group and other government or private agencies (or groups) who have an interest in, or a responsibility for, addressing the identified development problems. Stakeholders might include individuals, communities, institutions, commercial groups, policymakers or government ministries.

ACTIVITY 2.4 | STAKEHOLDER ANALYSIS

Learning objectives

- > To enable trainees to practice carrying out a stakeholder analysis and to understand its role in the planning process.

Materials needed

- > A copy of the matrix (overleaf) for each group of five trainees with markers and a flipchart for the facilitator
- > Access to the internet for each group

Time needed

- > Approximately two hours

Conduct of activity

Hand out the example of a stakeholder analysis matrix. Explain that the stakeholder analysis is the next step in the logical planning process and helps to define the strategy that will be used to reach the objectives you have identified (and, normally, to amend those objectives based on the realities of the situation).

Pick one country that everyone will use (e.g. Angola or Cambodia) and assign each group two stakeholders and ask them to research and fill in the row of information for those stakeholders. Tell them they will need to use the internet and suggest websites (e.g. CMAA/Landmine Monitor/E-MINE/UNDP Cambodia, etc.) that they can use to obtain the necessary information. Give them one hour to conduct the research and prepare their presentation. (Use the time to research yourself if you are not familiar with the situation in Cambodia!) Then review the presentations in the order of the matrix to keep everyone involved.

Stakeholder Analysis Matrix

Stakeholder	How affected by the problem?	Capacity/motivation to participate in addressing the problem	Relationship with other stakeholders (e.g. partnership or conflict)
National Mine Action Authority or government			
Mine Action Centre			
Ministry of Agriculture			
Ministry of Health			
UN Development Programme			
Local NGOs			
International NGOs			
Affected communities			
Mine and ERW victims			

ACTIVITY 2.5 | FEEDBACK

Complete the day with a short feedback session from the trainees. For instance, you can ask them to write down one thing they particularly liked and one thing that could be improved on in the workshop.



End of day two of the workshop

DAY 3

THE LOGICAL FRAMEWORK APPROACH (LFA) AND PLANNING FOR RESULTS

Issues covered in this training day

The third day of the training should enable the participants to use what they have learnt in the first two days to practice preparing a logical framework matrix for an MRE action plan.

- > The Logical Framework Approach (LFA)
- > Results-Based Planning
- > Performance measurement framework for monitoring and evaluation
- > Practice in developing indicators
- > Project v. programme MRE action planning

THE LOGICAL FRAMEWORK APPROACH⁵

B

The Logical Framework Approach (LFA)⁶ 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, without much reflection on higher 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 the medium (outcomes) and longer term results (impact). RBM pushes the issue of measuring 'change', 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 logframe is a summary of the project planners' thoughts on:

- > A statement of the goal, objectives, planned results: impact, outcomes, and outputs, as well as the required inputs for a project (or programme)
- > What each activity will do, and what it will produce following a chain of events
- > The key assumptions that are being made and an analysis of the risks
- > How the results will be measured, monitored and evaluated

We will see this information arranged in the shape of Logical Framework Matrix later.

RESULTS-BASED PROGRAMME PLANNING

B

Results-Based Management (RBM) involves four key phases of the programme management cycle: i) planning, ii) implementing, iii) monitoring, and, iv) reporting on results. While the four phases are interlinked, the emphasis in this training manual is on the planning phase.

Over the years, the logframe has evolved from a basic 'action' orientated matrix, to a results-based framework. There are numerous ways to do this matrix ranging from the very simple to the very complex. For the purpose of this training session, we have adopted a five-column and four-row matrix.

Remember, that while the matrix (the product) itself is important, how the logframe is developed (the process) is equally important, particularly in terms of stakeholder participation in its development.

Results-based logical framework

PROJECT/ PROGRAMME LOGIC	LOGICAL FRAMEWORK APPROACH			
Objectives	Expected Results	Performance Indicators	Means of Verification	Risk analysis and Assumptions
Programme Goal (development objective)	Impact / Long-term results			Assumptions are the positive conditions that are required for producing results. e.g. "the mine action office becomes fully operational"
Project Objectives (purpose)	Outcomes / Mid-term results			Risks are the factors that will negatively affect assumptions and negate the positive conditions required to produce results. "a new outbreak of conflict prevents project implementation".
Planned Outputs	Output / short-term results			
Project Activities	Inputs required			

MEASURING PERFORMANCE THROUGH MONITORING AND EVALUATION: BACKGROUND INFORMATION FOR THE TRAINER

There is often confusion about the difference between monitoring and evaluation. While both are interlinked, they have distinct differences. The following definitions will be useful for this activity:

Monitoring is a process of systematically and continuously gathering and analysing information to show what progress has been made towards previously agreed targets – largely focus on measuring **efficiency**⁷;

Evaluation make judgments about the evidence collected at the monitoring stage, comparing actual project impacts against the agreed strategic plans – while efficiency is considered, there is more of a focus on measuring **effectiveness**⁸ and **impact**.

While monitoring is a combination of many key actions such as establishing indicators (success criteria), setting up data collection systems, analysis and review among other issues, for the purpose of the planning phase the training will focus specifically on ‘indicators’ and ‘means of verification’ in support to the logframe planning process.

Let us first confirm what is an indicator:

Performance or Verifiable indicators are quantity and quality measures of what we plan to achieve – measures that can be backed up by documentation or evidence – means of verification. They track impact, outcome (effectiveness) and output (efficiency) results. You will note a row on the logframe beside each result for the completion of indicators.

Indicators should include appropriate targets (quantity, quality and time). SMART characteristics are encouraged (Specific, Measurable, Attainable, Relevant, Time-bound).

Means of verification indicate where, when, and in what form data on the verifiable indicators will be obtained and reported.

The horizontal logic of the LFA matrix helps establish the basis for monitoring and evaluating the activity.

ACTIVITY 3.1 | UNDERSTANDING LOGFRAME TERMINOLOGY

Learning objectives

- > To enable trainees to understand the difference between the terms goal, objective, impact, outcome, output, activity and inputs in MRE.

Materials needed

- > Set of 22 cards (text below) for each group of five trainees,
- > One flipchart for each group of five trainees with markers
- > Sticky tape

Time needed

- > Approximately 45 minutes

T

ACTIVITY 3.1 | UNDERSTANDING LOGFRAME TERMINOLOGY (CONTD)

Conduct of activity

Post headings on wall or black/white board as follows:

- | | |
|-------------|-------------------------|
| > Goal | > Output |
| > Objective | > Activity |
| > Impact | > Input |
| > Outcome | > Means of Verification |

Then cut out each of the statements below in separate pieces of paper. Give a single line statement to each participant and ask them to place it under the relevant heading /title. Discuss the outcome reflecting on definitions as outlined in the previous chapter. It is likely that there will be much discussion on the differences between goal and objective and also between outcome and impact. Reassure them that this is a confusing issue as there are some overlaps depending on whether or not it's a project or programme. But keeping a few basic tips in mind and getting to know the definitions will help - as well as lots of practice on the ground.

1. To reduce the incidence of UXO/mine injury in Autobia
2. To ensure the safety and livelihoods of scrap collectors and dealers in Autobia
3. To enhance the quality of life of families in ERW/mine-affected areas in Autobia
4. To ensure the safe return of refugees from the village of Deceptica
5. To increase the knowledge of teachers in MRE in four provinces
6. To support the local authorities in mine clearance in four provinces
7. Incidence of ERW/mine injuries reduced in Autobia
8. Legislation on handling of UXO/mines approved by national authorities
9. Majority of scrap collectors and dealers have alternative livelihoods in Autobia
10. Sustained behavioural change around ERW/mines among all high-risk groups
11. Adequate incentives (alternative livelihoods, rules and regulations) exist that promote safe behaviour around ERW/mines
12. Majority of cleared land is being used productively by farmers and local community
13. Country mine action office has reliable ERW/mine surveillance system
14. Youth workers able to conduct MRE training
15. School teachers understand MRE methodology
16. Scrap metal dealers attended MRE session
17. To train 20 teachers in risk education
18. To design a training manual for child-to-child MRE
19. To broadcast 10 TV programmes on a local station
20. 20 Project staff and 2 consultants
21. 2 TVs and US\$500,000
22. Progress, annual reports and data surveillance system

Tip Remember that words like, ensure, improve, support, increase, are not actions. To make them actionable, you need to train, to design, to build, to construct, etc. So in very simple terms, goals and objectives are usually about something you are planning for the future, e.g. to ensure, to improve. The goal is the big picture issue, the objective is the smaller one. Activities are actions you have to undertake such as training and building. Results are usually linked to an activity that has already happened, thus people are now able, or knowledgeable, or competent in something.

At this stage you will have noted column three and four on the results-based logframe titled 'Performance Indicators' and 'Means of Verification' respectively. This is part of the performance measurement framework, focusing on monitoring and evaluation – measuring the success (or not) of the project or programme. A performance measurement or monitoring and evaluation plan is an essential part of the project planning phase, and can be incorporated as part of the results based logframe process.

ACTIVITY 3.2 | LOGFRAME PRACTICE

Learning objectives

- > To enable participants to practice setting objectives in a logical framework analysis, and to define the expected results corresponding for each of the objectives.

Materials needed

- > Copy of exercise sheet and empty logframe model

Time needed

- > 90 minutes

Conduct of activity

Break into groups and provide each group with the following scenario and the Results-Based Log-Frame to be partially completed in 45 minutes. A sample answer is given following the hand-out.

Logframe exercise

You are the resident representative of an international demining NGO that has been operating in a country beset by a horrible civil war. An interim peace treaty has just been signed. Both warring factions have assured you and the other demining operators that they will provide information concerning their landmines, sites of significant fighting or of military camps, etc.

You have been approached by a donor agency which for years has been supporting refugees in camps just across the border. Some refugees want to return now the fighting has stopped ended, but the rainy season has started and it is now too late to plant crops this year, so the agency has convinced them to stay in the camps until a final peace agreement has been signed, and food allocations and transport can be arranged to their villages.

The agency has also promised the new government of national reconciliation that it will assist the returning refugees for two years once they return, and is preparing a 'sustainable livelihoods' project to provide two years of assistance to the returnees. The mine action work you are discussing will be a component of that larger project.

T

Camp surveys indicate that about 8,000 of the refugees come from about 40 villages in one sub-region, where there has been sporadic fighting over some years. A few areas in the sub-region are thought to contain significant minefields, but reports suggest that “nuisance landmines” have been placed in many villages simply to block access to wells, river fords, schools & clinics, etc., more to discourage the residents from returning than to pose any military threat.

The agency has asked you to submit a proposal for “making it safe for the refugees to live in these 40 villages.” The agency requires all its proposals to be in the Logframe format shown on the following page. It has asked you to complete the first two columns before you return to your base, to ensure you’re “on the same wavelength”. Your plane departs in two hours from the airport, which is 45 minutes drive away.

Complete these two columns

PROJECT LOGIC	RESULTS SOUGHT	VERIFICATION	ASSUMPTIONS
Goal	Impact		
Objective / Purpose	Outcomes		
Activities	Outputs		

Suggested Answer to Activity 3.2

A

PROJECT LOGIC	RESULTS SOUGHT	VERIFICATION	ASSUMPTIONS
Goal Returnees sustain themselves in their home communities.	Impact 8,000 returnees sustaining themselves without further outside assistance after 2 years.		
Purpose To allow refugees to live safely in their home villages.	Outcomes 1. 8,000 refugees return to at least 40 villages. 2. Fewer than 1 landmine accident per village in the initial two years.		
Activities Inputs: Funds, equipment, skills, etc.	Outputs 1. Areas around 40 villages surveyed for possible contamination. 2. Minefields blocking access to key land & community resources in 40 villages are cleared. 3. Other dangerous hazards in and around 40 villages permanently marked. 4. MRE delivered to 8,000 refugees before they depart from camps.		

ACTIVITY 3.3 | APPLYING PERFORMANCE INDICATORS IN THE LOGFRAME

T

Learning objectives

- > To enable trainees to understand the role and importance of the M&E component in the logical framework analysis.

Materials needed

- > PowerPoint presentation

Time needed

- > 30 minutes

Conduct of activity

Prepare and present the PowerPoint slides based on the outline overleaf, interspersing with questions to the trainees, and allowing trainees to interrupt the presentation for questions at any time. This will probably be a new and difficult topic for almost all of the participants.

T

- Slide 1** What are the differences between monitoring and evaluation?
- Slide 2** **Monitoring** is a process of systematically and continuously gathering and analysing information to show what progress has been made towards previously agreed targets – largely focus on measuring **efficiency**;⁹
- Slide 3** **Evaluation** makes judgments about the evidence collected at the monitoring stage, comparing actual project impacts against the agreed strategic plans – while efficiency is considered, there is more of a focus on measuring **effectiveness**¹⁰ and impact.
- Slide 4** Revisit Results-Based Logframe from Day 2, focusing on empty ‘Performance Indicators’ and ‘Means of Verification’ columns.
- Slide 5** Q. What are **Performance or Verifiable indicators**?
- Slide 6** A. Quantity and quality measures of what we plan to achieve – measures that can be backed up by documentation or evidence – means of verification. They track our impact, outcome (effectiveness) and output (efficiency) results.
- Slide 7** Indicators should include appropriate targets (quantity, quality and time). SMART characteristics are encouraged (Specific, Measurable, Attainable, Relevant, Timely)
- Slide 8** **Means of verification** indicate where, when, and in what form data on the verifiable indicators will be obtained and reported.
- Slide 9** Q. Give examples of ‘Means of Verification’
- Slide 10** A. Progress and annual reports, data systems, minutes of meetings, etc.
- Slide 11** Similarities between monitoring and evaluation
- > Good deal of overlap between M&E in terms of the information required
 - > A single M&E performance measurement framework for indicators of impacts, outcomes and goals is ideal
 - > A combined M&E data collection system to collect and store the information needed to measure progress about each of the indicators is preferred.

B

MRE M&E INDICATORS: BACKGROUND FOR THE TRAINER

An indicator is a sign of change. Project personnel should use indicators to assess whether a project is achieving its objectives, and what impact the activity has had on the different groups of people affected by the work. The impact can be positive or negative.

A lot of time is spent in development circles developing indicators to measure performance. To date, MRE projects and programmes have not been particularly good at identifying, monitoring and reporting against indicators of impact. More often, programmes have chosen to measure success against indicators of process or efficiency—how many posters or T-shirts have been printed, for example—since these are much easier to identify and determine.

As a result it has been very difficult to prove the success of MRE, and this has implications for the credibility of the sector, and the availability of future donor funding. Many projects have either not identified indicators of success or identified poor indicators that do not measure impact.

The choice of indicators is often seen as one of the most crucial steps in identifying the impact a project has had, but there is no agreed method for doing so. Different projects and programmes have used different approaches when evaluating programmes and using indicators.

Indicators of impact are usually most effective when using both quantitative and qualitative measures. It is therefore essential to know not only how many MRE trainers have been trained, but how well they use that training; not just how many times a week they deliver MRE sessions, but the quality of the sessions.

Since MRE seeks to change behaviour it is best to try to measure behaviour rather than feelings — i.e. what people do not what they think, or say they think. It may be best therefore to develop indicators that rely on observation of what people do and how they do it.

Ideally indicators — like objectives — should be Specific, Measurable, Achievable, Relevant and Time-bound, i.e. SMART. This is not always possible, but this is what you should seek to achieve.

Types of indicators

Based on the above overview, it is useful to know that indicators can be divided into three categories, those that measure i) impact, ii) effectiveness and iii) efficiency.

Impact Indicators

Indicators required for the ‘impact’ result section must measure the extent to which the project is currently expected to achieve the development objective or projected overall project goal, e.g.,

- > % reduction in mortality and morbidity rate from mines and UXOs at the end of the project cycle

Effectiveness Indicator

It is useful to think of this indicator when addressing the ‘outcome’ level. This establishes whether or not you are “doing the right job”, i.e. is the desired change happening, e.g.

- > % of high risk people who had changed their behaviour compared to baseline, or control group;
- > % improvement in children knowing what to do when they find a mine or UXO, 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 UXO from children who had MRE, compared to baseline.

Efficiency Indicator

This focuses at the output level and establishes whether or not you are “doing the job right” as prior defined in your project plan, e.g.

- > Number of MRE radio programmes developed and aired within a given timeframe;
- > Level of attendance of community individuals at mine risk education workshops;
- > Number of new NGO partnerships signed, action plans developed, funds disbursed and monitored within a given timeframe.

T

ACTIVITY 3.4 | DEVELOPING MRE INDICATORS

Learning objectives

- > To give trainees an opportunity to practice developing indicators for an M&E framework.

Materials needed

- > One flipchart and set of markers for each group of six participants

Time needed

- > 60 minutes

Conduct of activity

Write up on a flipchart the following possible MRE goals/objectives:

- > To reduce the number of casualties from mines and ERW
- > To ensure returning refugees are aware of safe behaviour
- > To ensure settled communities conduct MRE with returnees
- > To ensure knowledge of safe behaviour among at-risk groups
- > To support effective demining with MRE
- > To support victim assistance through MRE

Divide the trainees into six groups and give each group a different objective, asking them to identify indicators that could be practicably used to measure progress and to think about how the requisite data could be collected.

ACTIVITY 3.5 | PROJECT V. PROGRAMME MRE ACTION PLANNING



Learning objectives

- > To enable trainees to understand the difference between projects and a programme.

Materials needed

- > One flipchart and markers for the facilitator

Time needed

- > 30 minutes

Conduct of activity

Keep the participants in single group. Brainstorm the meaning of project and programme (e.g. an MRE programme refers to the national MRE programme and 'project' refers to a set of MRE activities managed by a single operator or focused on a particular group or objective). Elicit next the differences between them and then write them up on the flipchart at the front (e.g. breadth of geographical focus and target audiences, multiple actors, funding, coordination challenges, standardisation, etc.). Tell them that on the fourth and final day of training they will be practising developing an action plan for an MRE project.

ACTIVITY 3.6 | FEEDBACK



Complete the day with a more detailed feedback session from the trainees. For instance, you can divide the trainees into four groups and ask them to agree on a set of three suggested activities that could be used in a future workshop on MRE planning.

End of day three of the workshop

DAY 4

PRACTICE IN MRE ACTION PLANNING

Issues covered in this training day

- > Preparing an action plan for an MRE project
- > Presenting an action plan for an MRE project
- > Feedback on the training workshop

ACTIVITY 4.1 | PREPARING AN ACTION PLAN FOR AN MRE PROJECT



Learning objectives

- > To enable trainees to practice preparing an action plan for an MRE project

Materials needed

- > One flipchart for each group of five trainees with markers
- > Access to the internet
- > Cards with target audiences for an MRE project

Time needed

- > Approximately 4 hours

Conduct of activity

Pick a major mine-affected country (e.g. Afghanistan, Angola, or Cambodia). Write on cards the following target audiences:

- > Returning refugees;
- > Adolescent boys;
- > Farmers; and
- > Scrap metal collectors.

Divide the trainees into four groups. Go round each of the four groups asking them to pick one piece of paper from the four you have prepared and folded. Then ask them to prepare an action plan for an MRE project to address the needs of that at-risk group. This should include a brief needs assessment, proposed strategy, details on the implementing organisation, and logframe, including an M&E framework.

They will have 15 minutes to present their action plan in the afternoon. Circulate regularly to give advice and assistance.

ACTIVITY 4.2 | PRESENTATION OF MRE PROJECT ACTION PLANS



Learning objectives

- > To enable trainees to practice presenting and defending an MRE action plan

Materials needed

- > PowerPoint or flipchart, as each group prefers

Time needed

- > 90 minutes

T

ACTIVITY 4.2 | PRESENTATION OF MRE PROJECT ACTION PLANS (CONTD)

Conduct of activity

Get each group to present its action plan to the rest of the group. Try and be strict on timing. After each presentation, ask the other groups to give feedback before you do. Try to accentuate the positive, so that participants will leave the training feeling confident about their abilities.

Allow a few minutes for any final questions on the training.

T

ACTIVITY 4.3 | FEEDBACK

Complete the workshop with a formal feedback session from the trainees. Hand out a form and ask them to fill it in (a suggestion is contained overleaf). If possible ask someone in the group to facilitate an oral review behind closed doors (i.e. without you in the room). He/she can then give you a summary of how people think it went.

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 Also often referred to as 'Broad development objective'.
- ⁴ Often referred to as 'project purpose' or 'specific objectives'.
- ⁵ Actors in developments assistance use different terminology when discussing LFA. For the purpose of this training manual, we have chosen the most commonly used terms in LFA and RBM.
- ⁶ Also sometimes called Logical Framework Analysis.
- ⁷ Efficiency tells you if activity inputs are appropriate in terms of the output. Inputs are money, time, staff, equipment, etc.
- ⁸ Effectiveness is a measure of the extent to which a development programme or project achieves its prior established specific objectives. It goes beyond activity/output level, focusing more on outcomes and impact.
- ⁹ Efficiency tells you if activity inputs are appropriate in terms of the output. Inputs are money, time, staff, equipment, etc.
- ¹⁰ Effectiveness is a measure of the extent to which a development programme or project achieves its prior established specific objectives. It goes beyond activity/output level, focusing more on outcomes and impact.

TRAINING WORKSHOP ON MRE PLANNING

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?
