



Module at a Glance

Overview

Module 8 examines basic approaches for effective and efficient work management, including planning, monitoring and evaluation. In the face of numerous internal and external pressures – such as rising protection needs, resource limitations and mandate constraints – these plans will help child protection staff to be more organized and enable them to demonstrate the results of their work.

Learning Outcomes

By the end of this module, learners will be able to:

- Assess child protection needs in the mission area
- Create a mission-specific child protection strategy
- Define elements of a basic monitoring and evaluation plan

Module Outline

Duration: 120 minutes (2 hours)

| | |
|---|-------------------------------|
| The Module | |
| Intro slides | Slides 1-2 |
| Assessing child protection needs in the mission area | Slides 3-6 |
| Creating a mission-specific child protection strategy | Slides 7-13 |
| Elements of a basic monitoring and evaluation plan | Slides 14-18 |
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The Module



So far, you have primarily learned about core roles and responsibilities: monitoring and reporting, advocacy, engagement with parties to conflict, mainstreaming, and coordination. Module 8 is about setting up the organizational structure to boost efforts in all of these areas.

This module presents basic approaches for effective and efficient work management, including planning, monitoring and evaluation. In the face of numerous internal and external pressures – such as rising protection needs, resource limitations and mandate constraints – these plans will help you be more organized and enable you to demonstrate the results of your work.

Slide 1: Introduction to Module 8 - Planning, monitoring and evaluation



Module 8: PLANNING, MONITORING & EVALUATION



Slide 2: Learning objectives

Learning objectives

By the end of this module, learners will be able to:

- Assess child protection needs in the mission area
- Create a mission-specific child protection strategy
- Define elements of a basic monitoring and evaluation plan

- After this module, you will be able to:
 - Assess child protection needs in the mission area
 - Create a mission-specific child protection strategy
 - Define elements of a basic monitoring and evaluation plan
- This module will teach you or refresh your memory of the basics of how to prepare a needs assessment, a strategic plan and a monitoring and evaluation (M&E) framework. We realize that you have very little time for this type of in-depth planning and will therefore focus on the essentials of the planning process. Ultimately, this is not about creating the 'perfect logical framework' but helping you get organized to work more effectively.
- It is important to note that planning usually takes days; it cannot be completed in the few hours we have available for this training. It requires dedicated time working with your team – and possibly also other mission components – to develop (or improve) your needs assessment and strategic, work and M&E plans.



The Handbook includes other resources to guide planning, monitoring and evaluation processes for United Nations peace operations (sect. 9.7). Depending on the needs of learners, you can use some of these resources to expand on this module or as suggested reading in preparation for this session.

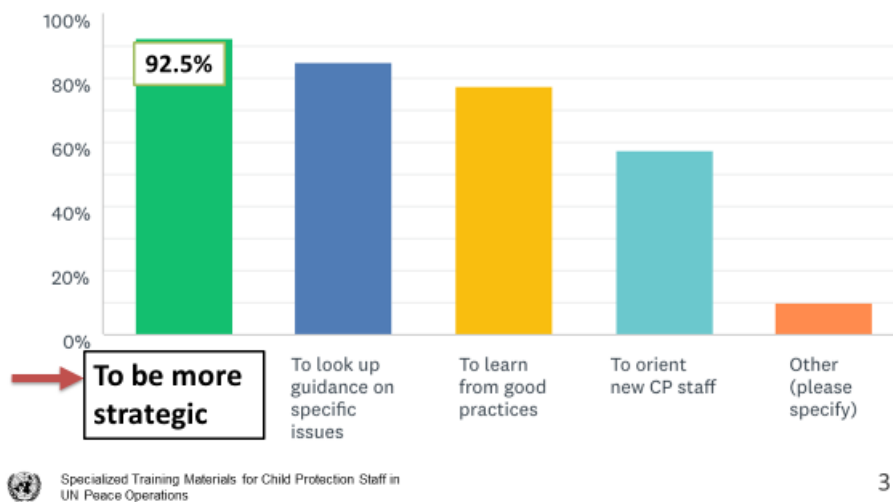
Learning Outcome 8.1

Assessing child protection needs in the mission area

Slide 3: Need for strategy

Need for strategy

Survey results on guidance needs of child protection staff:



- Before going into the substance of this module, I want to show you this graphic from a survey by DPO/DPPA conducted with child protection staff worldwide in 2017 to inform the development of the first version of the *Handbook* – the 2019 *Manual* – and this training. One of the survey questions asked: How would you use guidance on child protection for United Nations peace operations? The overwhelming response (92.5 per cent) was “to be more strategic”. This survey result is one of the reasons why both the *Manual* (and the subsequent *Handbook*) and this training have a strong emphasis on strategic planning.

Slide 4: Work cycle



- The work of child protection staff follows a cycle, which consists of four interconnected elements that build on each other. These are:
 - Needs assessment (i.e., identifying child protection needs)
 - Strategic planning (i.e., deciding on priority needs, objectives and strategies to focus on)
 - Implementation and monitoring (i.e., carrying out the work and monitoring how well the approaches are working)
 - Evaluation (i.e., conducting an in-depth review of the effectiveness of the approaches used to meet their intended objectives)
- The results of the evaluation feed back into the needs assessment and analysis, which is then used to inform the strategic planning.
- There is often a tendency to focus only on the 'implementation' element of our work. However, taking a more comprehensive approach enables you to direct your resources to the most urgent needs and in the most effective and efficient manner. It also encourages a culture of 'continuous learning' where you reflect and learn from past actions, and adjust your approaches accordingly. Let's look at each of the elements of the work cycle.

Slide 5: Needs assessment

Needs assessment

- Establishes a baseline
- Informs the child protection strategy
- Key aspects include:
 - Threats and violations
 - Vulnerability factors
 - Impact of violations
 - Protection mechanisms
 - Operational environment



- A needs assessment provides the child protection team with the basis for selecting its priorities, objectives and strategies in its mission area. It allows you to gain an understanding of current child protection needs and gives a baseline against which to measure progress.
- The key is for the assessment to go beyond a simple description of *what* is happening and explore *why* child rights violations are happening. Some of the key aspects to examine are:
 - Threats and (alleged) violations against children due to conflict
 - Specific vulnerabilities of children
 - Impacts of violations on affected children and communities
 - Presence/performance of protection mechanisms for children and other civilians, including accountability mechanisms
 - Operational environment
- When conducting the assessment, keep in mind that children have diverse needs and experiences in conflict settings. For example, some risks or violations may be specific to adolescent girls, or only to girls living in a particular location. Considering these factors can inform a more nuanced approach to prevention

and response efforts for children.

- You can find a table with specific questions for each of these areas in the *Handbook* (table 19 in section 9.2).



Ask learners what type of questions they would explore to assess threats and (alleged) violations against children due to conflict?

- Possible responses (i.e., questions to explore):
 - What are the main violations/threats children face? Are there any patterns of violations? Where are these violations primarily occurring? Why are these violations occurring?
 - Who are the main perpetrators of grave child rights violations? What are the known or presumed motivations and capacities of perpetrators for committing the violations?
 - Which actors (e.g., commanders, government authorities) bear indirect responsibility for violations? For armed forces/groups: what is the chain of command and how well does it function?
- To answer these questions and prepare your assessment, you should build on existing assessments and consult a variety of sources.



Ask learners where they may find information for their assessment.

- Possible responses (i.e., sources of information for assessments):
 - Evaluations, internal mission reports, public and informal reports (e.g., from United Nations entities, NGOs, national governments, academic and research institutes, media outlets), and information from key stakeholders (e.g., meetings, interviews, coordination events).
- Let's do a practical exercise on needs assessments. Bear in mind that this would normally take much longer and require additional research. This exercise is just a 'snapshot' of the process.

Learning Activity 8.1

Group exercise: mini needs assessment



Learners will look at how to undertake a needs assessment for child protection in their mission area.

TIME: 45 minutes

INSTRUCTIONS:

- Divide learners into smaller groups of 4-5 people and set the scene for the exercise:
 - The incoming SRSG, who arrived in the country last week, has requested all substantive mission components to prepare briefings on the current situation in the mission area. The meeting is scheduled to take place in 40 minutes.
 - Your tasks are to:
 1. Conduct a child protection needs assessment for your mission area focused on:
 - Conflict-related violations/threats against children
 - Impact of violations on children/communities
 2. Prepare a 3-5-minute briefing for the incoming SRSG to present your findings.
- Distribute the handout and ask groups to be prepared to present their briefings in 30 minutes. They should take about 20 minutes to prepare the needs assessment and 10 minutes for the briefing.
 - Handout: Mini-needs assessment
- After 30 minutes, invite one member of each group to give a briefing to the incoming SRSG (played by you or another trainer).



During the debrief, make sure that learners respect the 3-5-minute timeframe and focus on the two aspects they were asked to cover in their briefing. This exercise also allows learners to practice their advocacy skills. You may want to remind them of what they learned in Module 3 (Advocacy) about tailoring their messages to advocacy targets.

Note that the Handbook includes additional resources with detailed guidance on conducting needs assessments (sect. 9.7).

Slide 6: Group exercise: mini needs assessment

Group exercise: mini needs assessment

Tasks:

- Conduct a child protection needs assessment for your mission area focused on:
 - Conflict-related violations/threats against children
 - Impact of violations on children/communities
- Prepare a 3-5minute briefing for an incoming SRSG to present your findings

Learning Outcome 8.2

Creating a mission-specific child protection strategy

Slide 7: Elements of a strategic plan



- Based on the needs assessment, child protection teams will then develop a strategic plan. A strategic plan enables you to lay out the priorities, objectives and activities for your team in your mission area for a specific period of time, usually 3-5 years. The plan can guide your team in deciding how to allocate your limited resources to achieve your goals. It also helps you leverage additional resources and support within the mission and from external actors. The slide (above) shows the 5 key steps involved in preparing a strategic plan. Let's go through them one by one before doing an exercise on strategic planning.

Slide 8: Step 1. Identify priorities

Step 1. Identify priorities

Selection criteria:

- Significance of issue
- Expected results
- Mission's and Child Protection's mandate and priorities
- Feasibility

- The needs assessment and analysis will likely point to a large number of problems and issues concerning children in armed conflict in your mission area. During this first step, you must identify the areas in which you believe you can make the biggest contribution. For example, priorities may revolve around behaviours or practices (e.g., impunity for violations), types of violations (e.g., attacks against schools) and/or a specific set of actors (e.g., police, party to conflict, government authorities).
- The strategic plan should clearly explain the rationale for choosing certain priorities over others. Possible criteria for selecting child protection priorities in your mission area include:
 - **Significance of the issue** (i.e., likelihood, severity and impact of the violation/threat)
 - **Expected results** due to the involvement child protection staff (i.e., gaps that child protection staff are uniquely positioned to fill)
 - **Mission's (child protection) mandate/priorities** (i.e., relevance of issue to the mission, the mission's child protection mandate and the global Children and Armed Conflict agenda)
 - **Feasibility** (i.e., available resources and operational environment)

Slide 9: Step 2. Define objectives

Step 2. Define objectives

- Behavioural objectives
- Institutional objectives
- Process objectives

Remember to use SMART objectives!



- Next, produce 3-5 specific and measurable objectives to address the identified priority issue(s).



Go through each of these types of objectives (i.e., behavioural, institutional, process) and ask learners what they think these mean and give some examples.

- **Behavioural objectives:** changing the behaviour of a specific person or group of people, such as government authorities, parties to conflict, communities, victims/survivors.

Example: By 2021, reduce the number of children recruited or used by government forces by 20%.

- **Institutional objectives:** reforming laws, policies and long-term commitments.

Example: By 2021, have non-State armed group X sign an action plan to end recruitment and use of children in armed conflict.

- **Process objectives:** creating the conditions for achieving lasting behavioural or institutional objectives (interim objective).

Example: By 2021, have an established partnership with 5 civil society partners to monitor grave violations in a locality where the mission has limited access.

Slide 10: Step 3: Develop activities

Step 3: Develop activities

- **Monitoring and reporting**
(e.g., increase monitoring activities)
- **Advocacy**
(e.g., publish thematic reports)
- **Engaging with parties to conflict**
(e.g., work on action plans)
- **Mainstreaming**
(e.g., develop mainstreaming plan)
- **Coordination**
(e.g., support select partners)



- Based on your objectives, you can develop some activities. You can use your five core functions – monitoring and reporting, advocacy, engagement with parties to conflict, mainstreaming, and coordination – to identify different types of activities to meet your objectives. The slide (above) lists some sample activity types for each of your functional areas. You should also look at your current set of activities to see how you can adapt them to achieve your objectives.

Slide 11: Step 4: Review resources

Step 4: Review resources

Review available resources, including

- Staff capacity
- Funding
- Support within the mission
- Support through external partners



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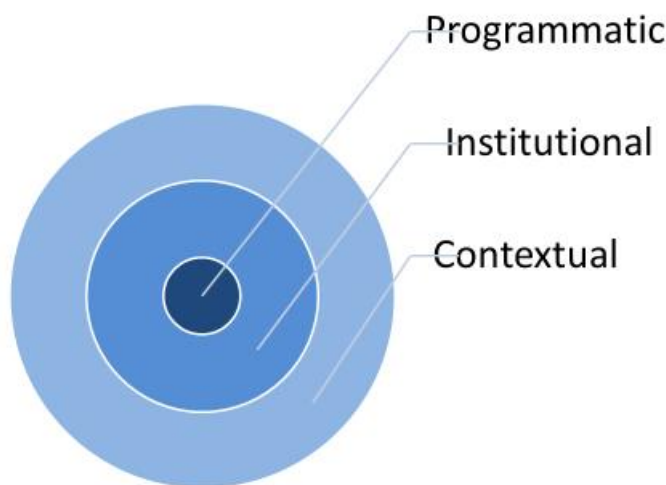
- Based on your objectives and activities, you should check whether your available resources are sufficient to implement your plan successfully. This includes a review of:
 - Staff capacity (e.g., how many? What skills do they have? What is their field-based experience?)
 - Funding (through the mission and through your team's own fundraising efforts)
 - Support through other mission components (e.g., focal points in the Police or UN Force)
 - Support through other external partners (e.g., partnership with NGO network for monitoring)



It is worth noting at this point that the most effective strategic plans are those that are feasible and are developed based on existing resources.

Slide 12: Step 5: Consider risks

Step 5: Consider risks



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- Finally, assess possible risks in carrying out your plan and define ways of mitigating them. Risks can be:
 - Programmatic risks (e.g., risks for child survivors as a result of your reports)
 - Institutional risks (e.g., reputational loss for the United Nations due to incidents of sexual exploitation and abuse by peacekeepers)
 - Contextual risks (e.g., risk of escalation of conflict)
 - Other risks – some risks may be unique to the specific context in which you are working.



Encourage learners to thoroughly evaluate risks with their team and develop mitigation strategies. If the potential risks are too high for a particular activity, an alternative activity must be chosen.

- Based on your multi-year strategic plan for child protection, you should put together your workplan, which includes objectives, activities, timelines, resources, partners and assigned staff. You can find a sample workplan in the *Handbook* (sect. 9.4, table 20). During the implementation phase, your team will monitor

whether you are making progress in realizing your objectives and make adjustments as needed.

Learning Activity 8.2

Group exercise: strategic planning



Learners will practice how to apply some of the key steps for developing a strategic plan on child protection in their mission area.

TIME: 45 minutes

INSTRUCTIONS:

- Divide learners into smaller groups of 4-5 people.
- Distribute the handout and explain the exercise to them. Their task is to work on developing a mini-strategic plan for their mission area, focusing on one priority area (and objective) that is relevant to their mission context. This involves going through the 5 key steps involved in developing a strategic plan.
 - Handout: Strategic planning
- After 30 minutes, invite a representative from each group to share key aspects of their plan (about 3-5 minutes per group).



Strategic planning provides a rare opportunity for staff to take a step back from their everyday activities and reflect on their priorities and approaches. During the debrief, ask learners:

- *Was this a useful exercise for you? Why or why not?*
- *How can you integrate this type of strategic reflection in your regular work?*

Slide 13: Group exercise: strategic planning

Group exercise: strategic planning

Tasks:

Conduct aspects of your mission-specific strategy

1. Identify a priority area
2. Define 1 SMART objective
3. Develop 3-5 activities
4. Consider resources
5. Assess possible risks



Learning Outcome 8.3

Elements of a basic monitoring and evaluation plan

Slide 14: Purpose of monitoring and evaluation

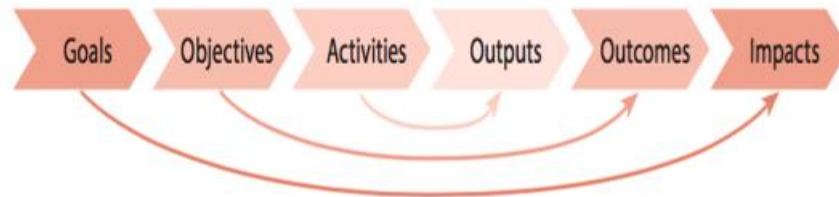
Purpose of monitoring and evaluation

- Learn from previous experiences
- Adapt current approaches
- Inform future planning
- Promote accountability

- Monitoring and evaluation (M&E) can help you and your colleagues learn from your experiences and use this information as a basis for adapting and refining your current approaches and for informing future planning. It also allows you to check if you are making progress in accomplishing your objectives, thus promoting internal accountability.

Slide 15: Indicators

Indicators



- Many of you are familiar with indicators, which help you measure the results of your work:
 - The results of activities are 'outputs'
 - The results of objectives are 'outcomes'
 - The results of your goals are 'impacts'

- Let's do a quiz to make sure you understand the difference between outputs, outcomes and impacts since there is sometimes confusion between these terms.

Learning Activity 8.3

Quiz: Indicators



Learners will gain a better understanding of the differences between types of indicators.

TIME: 10 minutes

INSTRUCTIONS:

- Give learners 3-5 minutes to work individually to pair up each example (1-5) with an indicator type (A, B, C) and write down their responses on a piece of paper. Afterwards, discuss the answers with them, outlining differences between outputs, outcomes and impacts (see below).

ANSWER: 1B, 2B, 3A, 4A, 5C, 6B

- Provide definitions and additional examples of the different types of indicators:
 - **Outputs** are the direct results of activities performed by child protection staff (e.g., number of field missions completed).
 - **Outcomes** are the medium-term changes that occur as a result of child protection staff achieving their outputs (e.g., number of children released from armed forces/groups as a result of advocacy).
 - **Impact** is the long-term effect of interventions towards the achievement of a certain goal (e.g., improvement in children's perceived sense of protection from grave violations).

Slide 16: Quiz: Guess the indicator

Quiz: Guess the indicator

A) Output B) Outcome C) Impact?

1. # of mission staff completed child protection training
2. Command order issued by party to conflict's leadership to prevent grave violations committed against children
3. # of advocacy meetings with Military Justice to advocate for prosecution of crimes against children
4. # of child protection briefings conducted
5. Decrease in estimated number of children associated with armed forces or armed groups
6. Increased knowledge of child protection concerns among mission staff

Slide 17: Basic M&E framework

Basic M&E framework

- Indicators
- Baseline
- Targets
- Assumptions
- M&E workplan



- As well as indicators, a basic M&E framework comprises a baseline, targets and assumptions.



Ask learners what each of these terms means and why these are important aspects of an M&E framework (see definition of terms below):

- **Baseline** is the starting point for each indicator that allows you to measure progress. For example, one of your outcome indicators may be to “decrease the number of children detained by national police due to their alleged association with armed forces or groups”. To determine your baseline, you could look at last year’s records and find that there were 27 reported cases. This would then be the starting point that you would use as a reference to measure progress.
- **Targets** are set goals for each indicator within a certain timeframe. These targets should be ambitious but also achievable. Using the same example, you may decide to aim for a 20 per cent reduction in the number of children detained by national police due to their alleged associated with armed forces or groups.
- **Assumptions** are factors that are outside the control of child protection staff, but which can determine the success or failure of a plan (note: this is related to your earlier risk assessment for the strategic plan.) For example, an assumption could be “the continued presence of the United Nations peace operation” or “unimpeded access to certain actors or sites”. It is important to monitor assumptions throughout the implementation of a plan in order to make adjustments as needed.
- **M&E workplan** is your system for implementing the M&E framework. This involves designating staff members to collect and analyse data on specific indicators, as well as tasks and timelines for implementation. Child protection teams should monitor progress on activities and outputs on a regular basis and review outcomes at least once a year as part of their annual reports.

Slide 18: Takeaways

Takeaways

- Strategic planning can help give child protection staff a sense of direction for their work.
- Assess the mission area’s child protection needs *before* deciding on priorities, objectives and strategies for the area.
- To demonstrate tangible results, you need to create SMART objectives and invest in monitoring and evaluation.



Review these key takeaways.

Learning Activities

Additional information for each learning activity is in a separate file. It includes:

| Number | Name | Methods |
|-----------------------|-----------------------|---------|
| Learning Activity 8.1 | Mini needs assessment | Handout |
| Learning Activity 8.2 | Strategic planning | Handout |