Module 7: PLANNING, MONITORING AND EVALUATION

OVERVIEW

Module 7 presents child protection staff with basic approaches for effective and efficient work management, including planning, monitoring and evaluation. As child protection staff are facing a number of internal and external pressures – such as rising protection needs, resource constraints and mandate constraints - having these plans will help them be more organized and enable them to demonstrate the results of their work.

LEARNING OBJECTIVES

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

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

ACTIVITIES

- Group exercise: Mini-needs assessment (45 min)
- Group exercise: Strategic planning (45 min)
- Quiz: Indicators (10 min)

HANDOUT

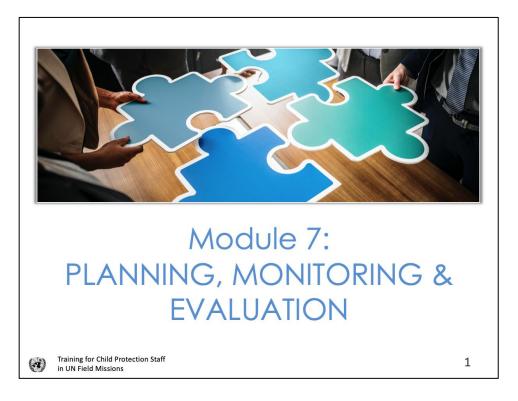
• Handout: Mini-needs assessment

• Handout: Strategic planning

SESSION TIME

• 2 hours

SLIDE 1: INTRODUCTION



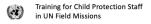
- So far, you have primarily learned about core roles and responsibilities, including monitoring and reporting, advocacy, engagement with parties to conflict, mainstreaming, and coordination. Module 7 is about setting up the organizational structure to boost efforts in all of these areas!
- This module presents basic approaches for effective and efficient work management, including planning, monitoring and evaluation. As you are facing a number of internal and external pressures – such as rising protection needs, resource constraints and mandate constraints, having these plans will help you be more organized and enable you to demonstrate the results of your work.

SLIDE 2: LEARNING OBJECTIVES

Learning Objectives

By the end of this module, learners should 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

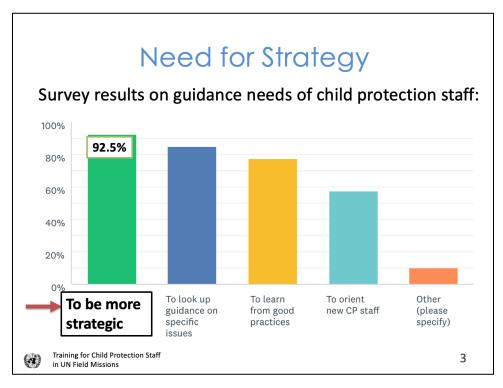


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- After this module, you should be able to:
 - o Assess child protection needs in the mission area;
 - Create a mission-specific child protection strategy;
 - Define elements of a basic monitoring and evaluation plan.
- This module will teach or refresh you on the basics of how to prepare a needs assessment, a strategic plan and an M&E framework. We realize that you have very little time for this type of in-depth planning and will thus focus on the essentials of the planning process. In the end, this is not about creating the "perfect logical framework" but helping you get organized to work more effectively.

- At the same time, it is important to note that planning usually takes days and cannot be completed in the few hours we have available for this training. It requires dedicated time working with your team and maybe also other mission components to develop (or improve) your needs assessment and strategic, work and M&E plans.
- The *Manual* includes other resources to guide planning, monitoring and evaluation processes for UN field mission staff and others (p. 90). Depending on the needs of learners, you can use some of these resources to expand on this module or suggest readings in preparation of this session. In particular, aspects of the following guidance documents developed for other civilian mission components may also apply to child protection staff:
 - Department of Peacekeeping Operations and Department of Field Support, Civil Affairs Handbook (2012), chap. 8, pp. 112–125, available at https://peacekeeping.un.org/sites/default/files/civil_affairs_handbook.pdf
 - Department of Peacekeeping Operations/Office of Rule of Law and Security Institutions, Planning Toolkit (2012), available at https://peacekeeping.un.org/sites/default/files/planning_toolkit_web_version_0.pdf
 - Integration Mission Planning Process Guidelines for the Field outline the standards for integrated strategy, planning and coordination at the country level. Available at the Policy and Practices database on the POINT intranet: http://ppdb.un.org.

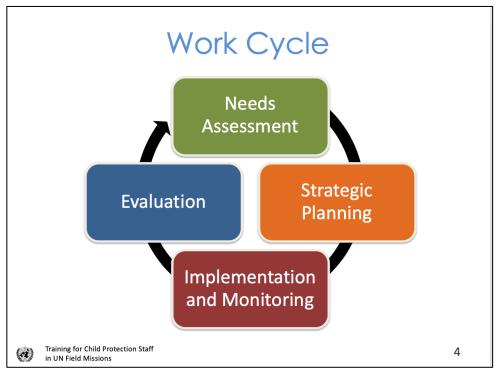




TRAINER NOTES

Before going into the substance of this module, I wanted to show you this graphic from a survey DPO/DPPA conducted with child protection staff worldwide in 2017 to inform the development of the *Manual* and this training. One survey question asked: How would you use guidance on child protection for UN field missions? The overwhelming response (92.5 percent) was "to be more strategic". This survey result is one of the reasons why both the *Manual* and this training put an emphasis on strategic planning.

SLIDE 4: WORK CYCLE



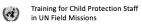
- The work of child protection staff follows a work cycle, which consists of four interconnected elements that build on each other. These are:
 - Needs assessment (i.e. identifying child protection needs)
 - Strategic planning (i.e. deciding on priority needs, objectives, and strategies to focus on)
 - 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)
 - In addition to these four elements, it is important to feed the results of the evaluation back into the needs assessment and analysis.

There is often a tendency to focus only on the "implementation" piece 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



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- A needs assessment provides the basis for a child protection team to select its priorities, objectives and strategies in its mission area. It allows you to understand the status quo 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
- Vulnerability factors for children
- Impacts of violations on affected children and communities
- Presence/performance of protection mechanisms for children and other civilians, including accountability mechanisms
- Operational environment
- You can find a table with specific questions for each of these areas in the Manual (p. 81).
 - Ask learners what type of questions they would explore to assess threats and (alleged) violations against children due to conflict for example?
 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?
- In order 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. UN entities, NGOs, national government, 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. Keep in mind that this would normally take much longer and require additional research. Our exercise now is

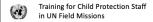
just a glimpse at the process.

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 3-5 minute briefing for an incoming SRSG to present your findings



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TRAINER NOTES

'Y' ACTIVITY: GROUP EXERCISE: MINI-NEEDS ASSESSMENT

AIM:

Learners will learn how to undertake a needs assessment on child protection in their mission area.

TIME:

45 Minutes

ACTIVITY GUIDELINES:

1) Divide learners up into smaller groups of 4-5 people and set the scene for the

exercise:

- The incoming SRSG, who arrived in the country last week, 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 an incoming SRSG to present your findings.
- 2) Distribute the handout and ask groups to be prepared to present their briefings in plenary in 30 minutes. They should take about 20 minutes for preparing the needs assessment and 10 minutes for preparing the briefing.
 - Handout: Mini-needs assessment
- 3) After 30 minutes, invite one member of each group to give a briefing to the incoming SRSG (played by you or another trainer).
 - In the debrief, make sure that learners respect the 3-5 minute time frame and focus on the two aspects they were supposed 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 Manual includes additional resources with detailed guidance on conducting needs assessments (p. 90).

SLIDE 7: ELEMENTS OF A STRATEGIC PLAN



TRAINER NOTES

Based on the needs assessment, child protection teams would 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 with external actors. The slide 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



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- 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 are:
 - Significance of the issue (i.e. likelihood, severity and impact of the violation/threat)
 - o **Expected results** from child protection staff involvement (i.e. gaps that

- child protection staff are unique 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

- Behavioral objectives
- Institutional objectives
- Process objectives

Remember to use SMART objectives!



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- 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 this means and give some examples.
 - ✓ **Behavioural objectives** (i.e. changing the behaviour of a specific person or group of people, such as government authorities, parties to conflict, communities, victims/survivors.

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

✓ **Institutional objectives**: (i.e. reforming laws, policies, long-term commitments)

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

✓ Process objectives (i.e. creating the conditions for achieving lasting behavioural or institutional objectives (interim objective)

<u>Example</u>: 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)



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TRAINER NOTES

Based on your objectives, you would develop some activities. You can use your

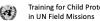
five core functions - monitoring and reporting, advocacy, engagement with parties to conflict, mainstreaming, and coordination - to identify different types of activities to meet your objectives. The slide lists some sample activity types for each of your functional areas. You should also look at your 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



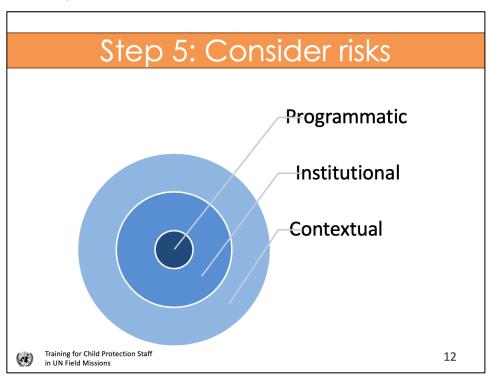
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- Based on your objectives and activities, you would check whether your available resources are sufficient to implement your plan successfully. This includes a review of:
 - Staff capacity (e.g. how many? What skills do they have? What is their fieldbased experience)
 - Funding (i.e. through the mission and through your team's own fundraising

efforts)

- Support through other mission components (e.g. focal points in the Police or 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 feasible and are developed based on existing resources and those that are likely to come through.

SLIDE 12: STEP 5) CONSIDER RISKS



- Finally, assess possible risks in carrying out your plan and define ways for mitigating them. Risks can be:
 - Programmatic risks (e.g. risks for child survivors as a result of your reports)
 - o Institutional risks (e.g. reputational loss for the UN due to incidents of sexual

exploitation and abuse by peacekeepers)

- o Contextual risks (e.g. risk of escalation of conflict)
- Other risks some risks maybe 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 on child protection, you should put together your work plan, which includes objectives, activities, timelines, resources, partners and assigned staff. You can find a sample workplan in the *Manual* (Table 17, p. 86). During the implementation phase, your teams would monitor whether you are making progress in realizing your objectives and make adjustments as needed.

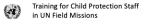
SLIDE 13: GROUP EXERCISE: STRATEGIC PLANNING

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



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TRAINER NOTES

Y ACTIVITY: GROUP EXERCISE: STRATEGIC PLANNING

AIM:

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

TIME:

45 Minutes

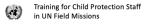
ACTIVITY GUIDELINES:

- 1) Divide learners up into smaller groups of 4-5 people.
- 2) 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
- 3) After 30 minutes, invite a representative of 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. In the debrief, ask learners:
 - o Was this a useful exercise for you? Why or why not?
 - How can you integrate this type of strategic reflections in your regular work?

SLIDE 14: MONITORING AND EVALUATION

Purpose of Monitoring and Evaluation

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

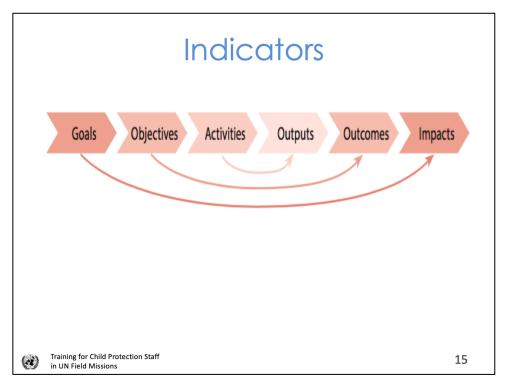


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TRAINER NOTES

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 future planning. It also allows you to check if you are making progress in accomplishing your objectives, thus promoting internal accountability.

SLIDE 15: INDICATORS



- Many of you are familiar with indicators which help you measure the results of your work:
 - o The results of activities are "outputs";
 - o The results of objectives are "outcomes";
 - o The results of your goals are "impacts".
- Let's do a quiz to make sure you know the difference between outputs, outcomes and impacts since there is sometimes confusion on the differences between these terms.

SLIDE 16: 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 by Mission staff



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TRAINER NOTES

Y ACTIVITY: QUIZ - INDICATORS

AIM:

Learners will understand the difference between types of indicators.

TIME:

10 Minutes

ACTIVITY GUIDELINES:

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

- 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 17: BASIC M&E FRAMEWORK

Basic M&E Framework

- Indicators
- Baseline
- Targets
- Assumptions
- M&E work plan





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TRAINER NOTES

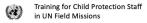
Beside indicators, your team needs to have a baseline, targets, assumptions and an M&E workplan to comprise a basic M&E framework.

- 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." In order 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 that you aim for your actions to result in a decrease in the number of children detained by national police due to their alleged association with armed forces or groups by 20 percent.
 - Assumptions are identifying factors that are outside the control of child protection staff but 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 UN field mission" 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 to implement the M&E framework. This involves designating staff members to collect and analyze 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 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.
- Showing tangible results involves setting SMART objectives and investing in M&E.



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TRAINER NOTES

Review these key takeaways.