

# STAGE 6

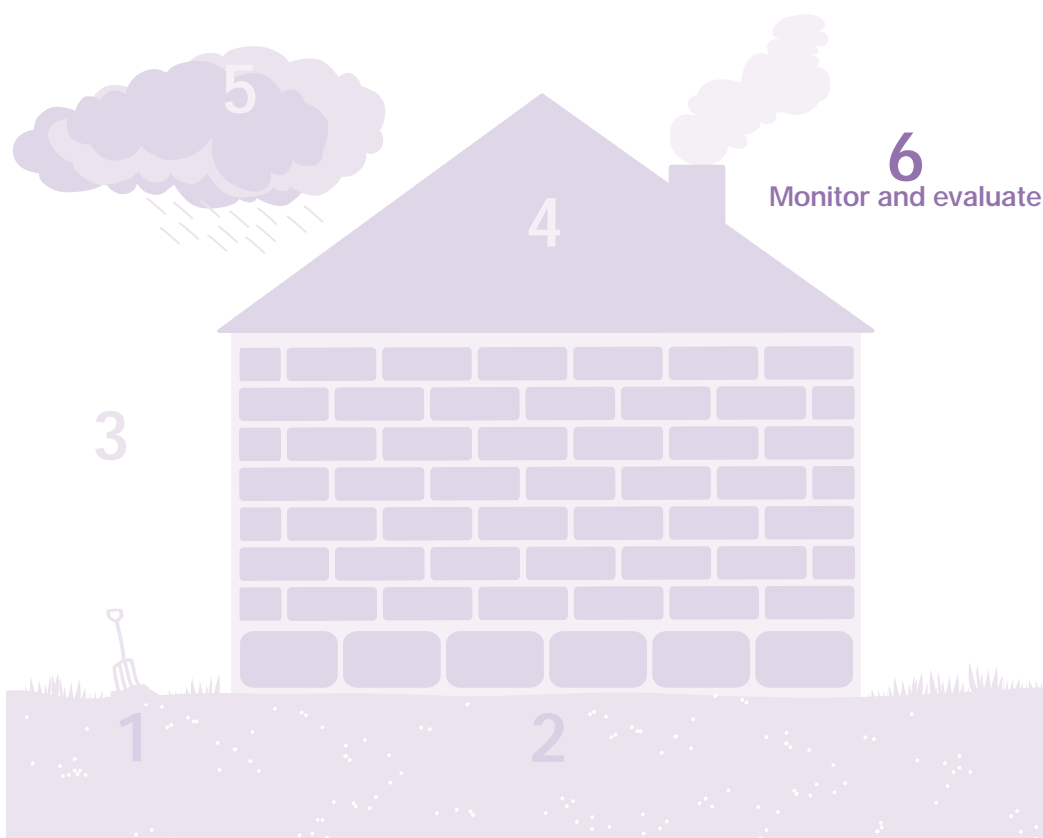
## MONITORING AND EVALUATING CHILD PROTECTION POLICIES AND PROCEDURES

### Overview

In stages 1-5 we have learnt how to introduce, develop and implement child protection policies and procedures and to confront challenges and obstacles.

Once we have built the house we need to ensure it is properly maintained and does not fall into a state of disrepair. It may require further work and modification. This represents the need to monitor and evaluate your organisational child protection policies and procedures.

Stage 6 introduces the concepts of monitoring and evaluation from scratch. It is not necessary to have previous knowledge of developing monitoring and evaluation systems. The process of checking, known as monitoring, is an important aspect of ensuring that your child protection policies and procedures really work effectively. Based on the information you collect in your monitoring activities, you need to be able to decide whether you can improve or revise your policies and procedures so that your organisation remains a child-safe organisation.



# Stage 6 - Monitoring and evaluating child protection policies and procedures

## Objectives

Upon completion of this module you will be able to:

- 1) Define the following terms: monitoring, evaluation, indicators
- 2) Understand the importance of participatory monitoring and evaluation
- 3) Develop the monitoring section of your organisational action plan

## Additional material

Additional materials are available to support the information provided in the main text as additional handouts:

### APPENDICES

- Participation of children in developing, implementing and monitoring child protection policies and procedures - **Appendix 2**
- Tips for overall impact assessment in monitoring and evaluation - **Appendix 15**
- Sample of a detailed monitoring and evaluation framework for child protection policies and procedures - **Appendix 16**

### POWERPOINTS

- For facilitators (on CD-Rom) if the toolkit is to be used in a training context



## Definitions

### Monitoring

This is the systematic and continuous collection and analysis of information about the progress of a piece of work over time.

This process identifies a project's strengths and weaknesses, and helps to provide an understanding of the reasons for these, so that decisions can be made to resolve any limitations. The main elements of monitoring are project inputs, performance and progress.

A good monitoring system should include both process monitoring and impact monitoring:

#### A. Process Monitoring, for:

- Reviewing and planning work on a regular basis
- Assessing whether activities are carried out as planned
- Identifying and dealing with problems as they arise

#### E.g.

- Checking to see that personnel records are up-to-date, that job descriptions for new positions include reference to child protection etc.
- Checking to see that training has been undertaken according to schedule.
- What constitutes appropriate forms of discipline is discussed and clarified.
- Regular meetings with personnel and children include the opportunity to discuss child protection thus providing an opportunity for all personnel and children to raise problems and to document action that needs to be taken by the Child Protection Officer or others in order to resolve the problem.

## B. Impact Monitoring, for:

- Measuring progress towards meeting objectives
- Identifying need to change objectives (not relevant in this case as the objectives will always remain constant: to protect children in your care)
- Changing work in response to shifting circumstances without altering overall direction.

## E.g.

- Assessing the effectiveness of your child protection policy and procedures in terms of working towards a child-safe organisation / identifying changes that your child protection policy and procedures have brought about for children in your care.
- Adapting your policy and procedures to make sure that all children are protected at all times, even if your programme / work shifts into a new area such as child sponsorship, starting up a fostering / adoption scheme, opening up a residential shelter, working with new groups of children (e.g. sexually abused and exploited children, children with disabilities, children who have been involved in conflict situations.)

When planning and undertaking monitoring, it is often easy to overlook impact monitoring at the expense of process monitoring.

## Other terms

Other terms which are frequently used in the context of monitoring and evaluation (M&E):

### Review

This is the assessment at one point in time of the progress of a piece of work or a particular aspect of a piece of work. Reviews can be extensive or in-depth, formal or informal and can be carried out internally or externally.

### Evaluation

*Aims to establish the outcome of the programme/project in relation to its stated objectives and expected impact.* This is usually seen as an external activity carried out at the mid-term point or at the end of a project, but it also includes on-going evaluation built into the project and self-evaluation by partners. Evaluations usually include examination of the project design (objectives and plan), implementation (inputs and outputs) and results (outcomes/impacts) (Barton 1997)

There is a considerable amount of overlap in these processes and sometimes the phrases are used by different individuals and agencies to mean slightly different things. Sometimes, monitoring, evaluation and taking action to correct a situation may take place almost simultaneously.

### Indicators

Indicators are the basis for measuring that progress is being achieved with regard to the implementation of your programme or initiative. You need to decide on a set of indicators that are 'objectively verifiable' (i.e. that more than one observer would come to the same conclusion regarding progress/or not).

## Examples of Indicators:

- 1) What would be a good indicator to check whether job applicants for vacancies are informed about the organisation's child protection policy?
  - Existence of child protection policy is mentioned in the job advertisement; the child protection policy is sent out with job descriptions; applicant information includes a self-declaration of criminal convictions etc.
- 2) What would be a good indicator to check the overall progress of the organisation towards becoming 'child-safe'?
  - Children report feeling 'safe' as measured by a specially designed questionnaire; all staff demonstrate good knowledge of behaviour guidelines, who to report to in case of an incident; staff can identify improvements that have taken place in relation to child safety since implementation of the policy etc.

## DEVELOPING A PARTICIPATORY MONITORING FRAMEWORK

For participatory M&E (PM&E) to be successful, inclusive approaches need to be planned from the outset. PM&E differs from more conventional approaches to monitoring and evaluation in that it seeks to engage key project stakeholders more actively in reflecting and assessing the progress of the project and in particular the achievement of results. In contrast, conventional M&E is often judgmental with outsiders determining the state of a project and proposing recommendations from an outsider's perspective.

Stakeholders should be involved in selecting indicators to measure change, defining what will be evaluated, who will be involved, when it will take place, the participatory methods for collecting information, analysis to be used etc.



### Developing a PM&E framework for your child protection policy and procedures

In order to develop your monitoring framework for your organisation's child protection policy, it may be helpful to consider the following questions:

- 1) What exactly do you need to know to be able to monitor the different elements of your child protection policy and procedures?
- 2) What are the indicators which show you what it is you need to know?
- 3) When should this monitoring be conducted - i.e. how often?
- 4) How should this monitoring be done? (What techniques, data analysis/ review)?
- 5) Who will facilitate / take the lead on the monitoring of the different components? And who will this person be held accountable to?
- 6) How will you involve stakeholders in this monitoring process (discussion on what you need to know, participation in indicator design, involvement in taking responsibility for monitoring activities)?
- 7) Who has authority to react to / act on the information collected?



To develop an M&E framework according to the guidance given here, see Exercise 17, p112 - Building M&E into the organisational action plan. See the tips below for practical guidance on monitoring.

### TIPS FOR MONITORING

- 1) Keep personnel paperwork records up to date.
- 2) Keep a log of training / briefing sessions held with names, dates, content of training and suggestions for improvement of future sessions.
- 3) Keep a log of queries that are received by the Child Protection Officer in relation to child protection issues, including information on who made the query, date, nature of the query, how the query was dealt with, who else was informed (if relevant) and any follow-up actions needed. This information can be used to improve training sessions / develop 'frequently asked questions' (FAQ) sheets etc.
- 4) Use annual staff reviews as an opportunity to discuss child protection issues with staff (see section above on Personnel Management for more details).
- 5) Child protection can be included as an agenda item in regular staff and management meetings (for example every week, month, 3 months or 6 months, depending on the nature of the organisation).

In addition to process M&E, to be fully effective, your M&E strategy should include some impact M&E. See **Appendix 15** for examples of questions to assess the overall impact of your child protection policy and procedures within your organisation. For a sample of a more detailed M&E framework, assessing both process and impact, see **Appendix 16**.



## Stage 6 - Key Learning Review

You should now be familiar with the following topics:

- 1) The definition of the following terms: monitoring, evaluation, indicators
- 2) The importance of participatory M&E
- 3) How to develop the monitoring section of your organisational action plan

1

2

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4

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6

## PRACTICAL EXERCISES: STAGE 6

### Exercise 17: Building monitoring and evaluation into the organisational action plan

**Aim** To complete the columns of the organisational action plan relating to monitoring and evaluation

**Duration** 40 minutes

**Task** Return to the organisational action plan from page 89 and Exercise 13. Complete the next 3 columns in relation to the actions you have already identified<sup>23</sup>:

- 1) Who will check it's been done?
- 2) How will you check it's been done effectively?
- 3) Indicator (evidence which shows the action has been done)

Think of ways to make sure that this M&E is as participatory as possible. The type of M&E in these columns is likely to be 'process M&E.'

23. The last column (How will you improve the action / what will you do differently next time?) is where you need to record the lessons learned from the monitoring process as you go along.

## FACILITATORS' TIPS FOR STAGE 6

Present Stage 6, in the form of a powerpoint or using other methods (see powerpoint 14 on the CD-Rom). Introduce Exercise 17 as part of the presentation.

The following pages can be photocopied as handouts for participants to take away with them:

- Handout of Stage 6

## Facilitators' Tips for Exercise 17

- The completed Organisational Action Plans could be displayed on the walls so that participants can see plans developed by each other.
- Be prepared to assist groups / individuals with examples for indicators (this is often the most challenging aspect of M&E).
- Make it clear to participants that this action plan / M&E plan does not necessarily represent the organisation's final plan: the aim of this exercise is to demonstrate how to develop an M&E plan. The actual plan for an organisation will involve much broader consultation within an organisation.