**Social Development Consulting UK and Terre des hommes Foundation, Lausanne**

**AGENCY. ‘Action for Gender Equality, Non-Discrimination, Civil Society Strengthening and Youth Empowerment’**

**Key issues in Monitoring, Evaluation, Accountability and Learning (MEAL) for the Gazan partners of Terre des hommes Foundation, Lausanne – a three-day course.**

**December 6 – 8, 2022, Gaza**

**Geoff Cordell**

**Introduction**

This is a three-day training course on Monitoring, Evaluation, Accountability and Learning. It is intensive, and participative. The course layout will be as follows:

Day 1: Key tools for use in project planning

Day 2: Monitoring, Evaluation and Learning

Days 3: Risk and Accountability

In order to get the most from the day, participants are asked to:

1. Read the papers sent beforehand if possible.
2. Try to arrive on time.
3. Get involved. Contribute. Ask questions of the facilitator and one another.

**Domestics**

1. Try not to use your mobiles and answer emails.
2. Know where the loos and fire escapes are in advance.
3. Follow in house rules on smoking and vaping.

**Please note**

There is a lot to cover in three days. Though we will do our very best to keep to the timetable, there may be some overruns and some elements of this course may be extended or reduced. If it is not possible to cover all the topics, the course leader will provide handouts.

SDCUK will happily pass on references to other sources of information as required.

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**Day 1: Key tools in project planning**

| **Monitoring and Evaluation: A two-day course for Terre des hommes’s Gazan partners**  |
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| **Time** | **Activity**  | **Methods / tools used**  | **Outcomes**  | **Notes** |
| **Day 1: Key tools for use in project planning**  |  |
| 9.00  | Arrive, tea, coffee |  |  |  |
| 9.30 | Introductions  | Each person introduces themselves.  |  |  |
| 10.00 | Course introduction. Key concepts and expected learning  | Presentation by the course leader  | Participants have an introduction to the day.  |  |
| 10.3011.15  | **Exercise 1**Measuring how ‘well’ your child/ren are doing at nursery / school | Brainstorming: developing qualitative and quantitate tools. Facilitator writes on flip chart.  | Group will consider ‘indicators’ of doing well at school.  | ‘Wellness’ is left deliberately unexplained  |
| A review of the qualitative and quantitative tools developed by the group.  | Review, led by facilitator  | A brief introduction to indictors and to qualitative and quantitative monitoring tools |  |
| 11.15  | Tea / coffee |  |  |  |
| 11.30 | The project cycleKey tools in the cycle, including * A simple monitoring tool
* A Gantt / Timebar chart
 | PowerPoint presentation Distribution and review of tools  | An understanding of key tools used in project management.  |  |
| 11.45  | Exploring 2 key tools / approaches:1. The logical framework analysis
2. Theories of change
 | An introduction to the two tools by the course leader using PowerPoint and discussion | Improved understanding of contemporary terms and the current LFA / TOC debate in development  | Handouts are prepared.  |
| **Exercise 2**Questions, discussion, and debate  |  |  |  |
| 12.00 | The logical framework (The ‘Logframe’) * The role of the logical framework in project planning.
* The importance of planning for monitoring and evaluation.
* Strengths and weaknesses of this model of project planning.
 | Presentation by the course leader. PowerPoint* Reviewing the key concepts (logical sequencing
* Relationship between activities and outcomes
* Horizontal and vertical logic
* The difference between outcomes and impact.
 | An understanding of key tools used in project management. |  |
| 12.30 | Lunch |  |  |  |
| 1.30  | **Exercise 3**Reviewing an example logical framework. Participants will: * Review a pre-prepared logical framework.
* Examine it for the relationship between activities and outcomes
* Review its logic
* Recommend changes
 | A pre-prepared logical framework will be presented and then reviewed by participants.Group work.  | An understanding of key tools used in project management. | The example log frame is from a centre for children with a disability in Sri Lanka and is used with the charity’s permission.  |
| **Exercise 4**Lessons from the field. Experiences with the Logical Framework. Questions, discussion, and debate | Facilitated discussion. Questions, discussion, and debate | Participants learn from one another. Theory is grounded in the experience of field reality.  |  |
| 2.30 | An introduction to the theory of change. What is it? What does it look like? How do we use it?  | Presentation by the course leader. Reviewing the key concepts PowerPoint and discussion. Examples of TOC are provided.  | An understanding of key tools used in project management. |  |
| A pre-prepared Theory of Change will be presented and then reviewed by participants.Group work. |  | The example TOC is from a centre for children with a disability in Sri Lanka and is used with the charity’s permission with their permission.  |
| 3.30 | **Exercise 5**Lessons from the field. Experiences with the Theory of Change. Questions, discussion, and debate |  | Participants learn from one another. Theory is grounded in the experience of field reality. |  |
| 3.30 | Summary of Day 1 | Discussion Preview of Day 2 |  |  |
| 4.00 | Close of Day 1 |  |  |  |

**Day 2: Monitoring, Evaluation, Learning.**

| **Monitoring and Evaluation: A two-day course for Terre des hommes’s Gazan partners** |
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| **Time** | **Activity**  | **Methods / tools used**  | **Outcomes**  | **Notes** |
| **Day 2: Monitoring, Evaluation and Learning.**  |
| 9.30  | Key M and E terms: Assessment Monitoring ReviewEvaluation  | Presentation, Q and A and discussion, led by the facilitator. Reference paper: **Monitoring and Evaluation: Definitions and Tools** PPT | Refreshed understanding of the link between project planning and MEAL. Improved understanding of terms and when to use the different tools.  | Paper is prepared for participants  |
| 10.00  | Monitoring your project and learning from it: what’s the difference? What is learning? How do we decide what to learn from our projects? How do we learn? What tools do we use?  | PPT and discussion.  | Understanding and preparing for the increasing importance of ‘learning’ and sharing and building on this learning. Identifying any need for further tools development.  | Paper is prepared for participants |
| 11.00 | Tea / coffee  |  |  |  |
| 11.15 | **Exercise 1**Lessons from the field. Participants share their MEAL stories. Experiences and lessons learned.  | Facilitated discussion Questions, discussion, and debate | Participants learn from one another. Theory is grounded in the experience of field reality. |  |
| 11.45 | **Exercise 2**The simple monitoring tool revisited (above). Questions, discussion, and debate.  |  | Refreshed understanding of the use of a monitoring tool. Reviewing its suitability; suggesting improvements.  |  |
| 12.00 | **Exercise 3** Developing a MEAL plan for the pre-prepared Logical Framework from Sri Lanka.  | 2 teams. Task: to develop a simple MEAL plan for the pre-prepared Logical Framework. A MEAL template is provided, based on SLNGO’s from Sri Lanka.  | Participants will establish the link between the Logical Framework and MEAL.  |  |
| 13.00 | Lunch  |  |  |  |
| 14.00 | Developing a MEAL plan for the pre-prepared Logical Framework, continued  | Group work Participants in two groups.  | Participants will establish the link between the Logical Framework and MEAL. |  |
| 15.00 | Presentation and review of the MEAL plans | Teams present their plans Questions, discussion, and debate  |  |  |
| 15.45 | Summary of findings | Course leader  |  |  |
| 16.00 | Summary of Day 2 | Course leader |  |  |
| 16.30 | Close of Day 2 |  |  |  |

**Day 3: Risk and Accountability**

| **Risk and Accountability: A one-day course for Terre des hommes’s Gazan partners** |
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| **Time** | **Activity**  | **Methods / tools used**  | **Outcomes**  | **Notes** |
| 9.00 | Arrive, tea / coffee |  |  |  |
| 9.15 | Introduction to the day  | Course leader  |  |  |
| 9.30 | Risk: A webinar and discussion  | Course leader  |  |  |
| 10.30 | Tea / coffee  | Course leader  |  |  |
| 10.45 | **Exercise 1**Lessons from the field. Participants share their risk stories. Experiences and lessons learned. Questions, discussion, and debate | Reflecting on the webinar. Facilitated group discussion. Questions, discussion, debate.  | An improved understanding of risk and risk mitigation strategies  |  |
| 11.15 | **Exercise 2**Develop a risk analysis for the pre-prepared Logical Framework from Sri Lanka.  | Group work using pre-prepared Logical Framework Participants use supplied risk tools / handouts. A risk analysis template is provided, based on SLNGO’s from Sri Lanka.  | An improved understanding of developing risk mitigation strategies |  |
| 12.00 | **Lunch** |  |  |  |
| 13.00 | Presentations from group work. Questions, discussion, and debate  | Groups present their work.  | Learning from one another.  |  |
| 14.00 | Accountability: A one hour webinar and discussion.  | Webinar presentation  |  |  |
| 15.00 | Tea / coffee  |  |  |  |
| 15.30 | **Exercise 1**Lessons from the field. Experiences of community engagement Lessons learned. Questions, discussion, and debate | Facilitated discussion How to build community engagement / accountability systems for beneficiaries.  | An improved understanding of accountability and community engagement strategies  |  |
| 16.00 | Summary of findings | Course leader  |  |  |
| Summary of the 3-day course  | Course leader  |  |  |
| 16.30 | Close  |  |  |  |