Save the Children

The Open University

Monitoring, Evaluation, Accountability and Learning (MEAL)

18 Measuring Results in Humanitarian Work

Keywords: Humanitarian, data, indicators, tools, accountability, output tracker, needs assessment, real time review, evaluation

Activities

The content of these sessions is a mix of narrative information and guidance, reflection, and exercises to test and embed understanding and build skills. There are two activity types: Exploratory and Self-Assessed Questions (SAQ). You will find these interspersed throughout, although the answers to Self-Assessed Questions are to be found at the end of the sessions. At times you will be asked to reflect on your own experience of something, in relation to the learning material at hand. If you do not have direct experience in a particular area, you should discuss the scenario with a colleague (in person or online) as an alternative.

Introduction

This session focuses on MEAL in the humanitarian context. Although many of the principles, activities and tools are common to MEAL in all programme contexts, there are those that are specific to Save the Children's humanitarian work, which will be.

Learning Outcomes for this Session

When you have studied this session, you should be able to:

1. Understand the thematic link to the global strategy and breakthrough.
2. Understand requirements, processes and timings necessary in MEAL humanitarian responses.
3. Identify available tools for design, planning, monitoring and evaluation, and learning in humanitarian responses.
4. List the Humanitarian Global Indicators, explain their definitions and methods used to collect data against each indicator.
5. Understand how to use the data for programme quality.

1 How humanitarian work links to the global strategy and breakthrough.

1.1 Save the Children Humanitarian strategy

Save the Children's vision is a world in which every child attains the right to survival, protection, development and participation. We honour this commitment across different contexts, ranging from long-term development in stable contexts, to fragile states, humanitarian, and emergency scenarios. We work across the whole humanitarian continuum, from acute response, through recovery and rehabilitation, to development. As such, humanitarianism forms as large a part of Save the Children's culture, goals and objectives as development programming in the countries where we operate. The result is greater effectiveness and efficiency as an organisation.

This is expressed in the commitment shown in Box 1 and the goal shown in Box 2 below:

Box 1: Save the Children's Commitment

Save the Children's Commitment: Save the Children is committed to reducing children's vulnerability to humanitarian crises, ensuring their right to survival and development after an emergency and providing the support they and their families need to quickly recover and re-establish their lives, dignity and livelihoods.

Box 2: Save the Children's Humanitarian Response Goal

Save the Children's Humanitarian Response Goal: Save the Children's humanitarian response will be timely, at appropriate scale and scope, providing quality technical programming, efficiently, effectively, safely and securely for the most vulnerable children and their families.

2 MEAL requirements in humanitarian responses

2.1 Overview of MEAL requirements

The key MEAL requirements for humanitarian responses reflect the MEAL standards in Save the Children International (SCI)'s **Quality Framework:**

http://goo.gl/RQdxdh

They are also directly linked with the Categorisation Framework for Humanitarian Responses:

http://goo.gl/qLGmwi

SCI now has 6 Standards for MEAL. Qualifying Statements for each standard provide additional definition and clarity. Furthermore, Humanitarian Adaptations provide clarification on how to apply the standards, or how to make necessary adaptations in humanitarian and emergency contexts. Key MEAL requirements and deliverables need to happen at specific timings in line with the categorisation framework and to guarantee that MEAL standards are met.

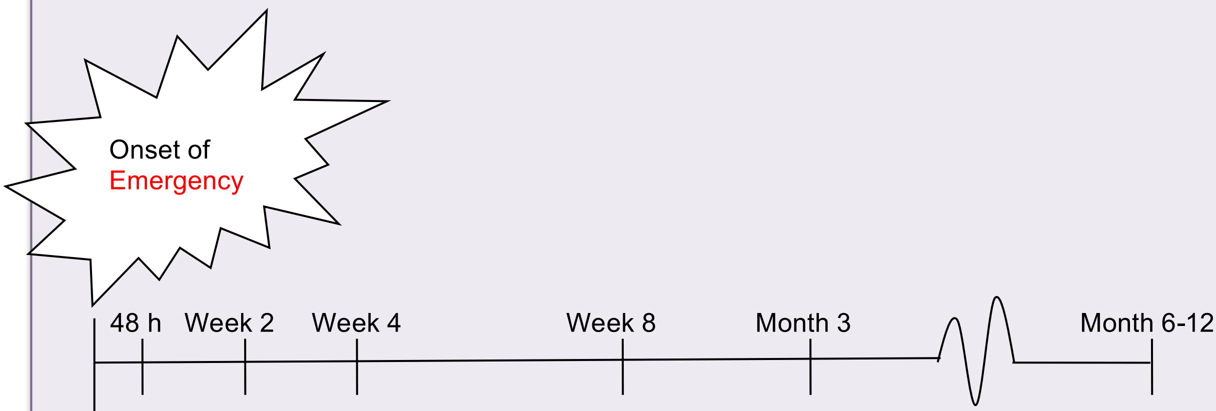
The Categorisation Framework for Humanitarian Responses is the process by which SCI defines the humanitarian impact of a particular crisis and decides on the overall level of organisational response that Save the Children needs to deliver to meet our Humanitarian Standards. The 4 categories are listed in the table below, along with the factors used to categorise a crisis.

Category	**Factors for Categorisation**
Cat 1 – Extraordinary e.g. Haiti Earthquake 2010	• Nature and scale of the crisis • Impact on basic services • Government / local response capacity • Accessibility of areas affected • SC presence in country • Politics, profile and potential funding
Cat 2 – Large	
Cat 3 – Medium	
Cat 4 – Small	

Table 1: Overview of categories of humanitarian crisis and accompanying factors for categorisation.

Activity 1 (SAQ)

The figure overleaf represents the timeline of an emergency response. Specific MEAL deliverables are listed below the diagram but they are not currently in the correct places. Read all of the deliverables then, based on your existing MEAL knowledge (or common sense) complete Table 2, listing each deliverable in the timeframe by which you think it should it should have been delivered/established in the response timeline. Be sure to make a note of any terms you are not familiar with, in order to cross check with content in the rest of this session or the other sessions in this module.



- Follow-on needs assessments / baseline
- Sector plan / project logframes with objectives and indicators
- Real Time Review (Cat 1 & 2) or Q&A Framework self-assessment (cat 3 & 4)

- Participation included in sector plans
- Evaluation of Humanitarian Action / evaluation and action plan
- Two-way communication with communities established.
- Complaints handling process established

- Regular analysis of data commences to inform management decisions
- Stakeholder Mapping
- Accountability community consultation
- Staff learning workshop
- Quality checklists in use

- Sector / project MEAL plans
- Initial Rapid Needs Assessment
- Learning processes documented in strategy
- Output Tracker
- MEAL budget

Time Frame to be completed by	MEAL Deliverables
48 hours	
Week 2	
Week 4	
Week 8	
Month 3	
Months 6-12	

Table 2: Timeframes for MEAL deliverables in an emergency response.

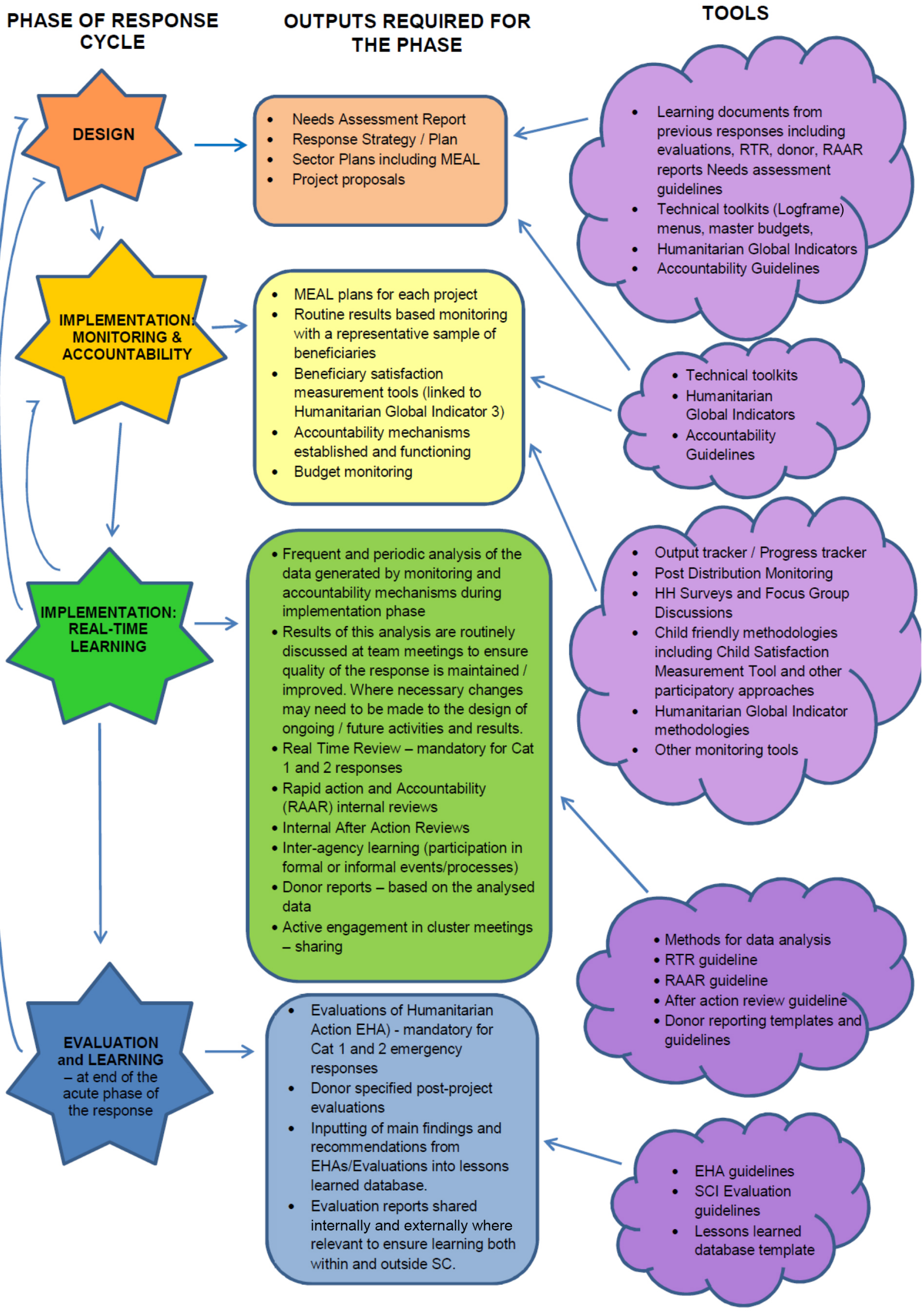
For more information about the key MEAL requirements and details regarding the timings of their delivery, please follow this link:

http://goo.gl/mrMwiJ

The rest of this session will look at some of the key deliverables, processes and accompanying tools in more detail. If you would like to further your learning beyond what is covered in this session, please refer to the other sessions in this package, particularly: Session 9: Use of MEAL Data; Session 4: MEAL planning and budgeting; Session 3: Programme frameworks, objectives and indicators; Session 6: Methods of data collection and analysis; Session 5: Baseline and evaluation design and management; Session 7: Accountability; and Session 8: Children's participation in MEAL.

3 Tools for design, planning, monitoring and evaluating, and learning in emergency responses

We are now going to discuss some of the key MEAL processes and tools in more detail. The diagram below gives an overview of MEAL related outputs required at different stages in the response, with the tools available to help achieve these outputs. More detailed explanations of some of the key processes/tools follow below the diagram.


PHASE OF RESPONSE CYCLE
OUTPUTS REQUIRED FOR THE PHASE
TOOLS
DESIGN
• Needs Assessment Report
• Response Strategy / Plan
• Sector Plans including MEAL
• Project proposals
• Learning documents from previous responses including evaluations, RTR, donor, RAAR reports Needs assessment guidelines
• Technical toolkits (Logframe) menus, master budgets,
• Humanitarian Global Indicators
• Accountability Guidelines
IMPLEMENTATION: MONITORING & ACCOUNTABILITY
• MEAL plans for each project
• Routine results based monitoring with a representative sample of beneficiaries
• Beneficiary satisfaction measurement tools (linked to Humanitarian Global Indicator 3)
• Accountability mechanisms established and functioning
• Budget monitoring
• Technical toolkits
• Humanitarian Global Indicators
• Accountability Guidelines
IMPLEMENTATION: REAL-TIME LEARNING
• Frequent and periodic analysis of the data generated by monitoring and accountability mechanisms during implementation phase
• Results of this analysis are routinely discussed at team meetings to ensure quality of the response is maintained / improved. Where necessary changes may need to be made to the design of ongoing / future activities and results.
• Real Time Review – mandatory for Cat 1 and 2 responses
• Rapid action and Accountability (RAAR) internal reviews
• Internal After Action Reviews
• Inter-agency learning (participation in formal or informal events/processes)
• Donor reports – based on the analysed data
• Active engagement in cluster meetings – sharing
• Output tracker / Progress tracker
• Post Distribution Monitoring
• HH Surveys and Focus Group Discussions
• Child friendly methodologies including Child Satisfaction Measurement Tool and other participatory approaches
• Humanitarian Global Indicator methodologies
• Other monitoring tools
• Methods for data analysis
• RTR guideline
• RAAR guideline
• After action review guideline
• Donor reporting templates and guidelines
EVALUATION and LEARNING – at end of the acute phase of the response
• Evaluations of Humanitarian Action EHA) - mandatory for Cat 1 and 2 emergency responses
• Donor specified post-project evaluations
• Inputting of main findings and recommendations from EHAs/Evaluations into lessons learned database.
• Evaluation reports shared internally and externally where relevant to ensure learning both within and outside SC.
• EHA guidelines
• SCI Evaluation guidelines
• Lessons learned database template

3.1 Needs Assessment

Needs assessment is the process through which SCI identifies and measures the humanitarian needs of a disaster-affected community. Needs Assessments help us identify the impact of the crisis, make initial estimates of needs and define priorities for humanitarian action in the early weeks of a response. This enables us to make strategic and operational decisions about how to allocate existing resources and procure future resources to meet those needs. In a sudden onset emergency, like an earthquake or flood, initial rapid assessments are undertaken within 24–72 hours and followed with in-depth multi-sector assessments. Available baseline data in the Emergency Preparedness Plan may be complemented with rapid assessments. While these are different from a baseline study, they can yield the same type of information on pre-programming conditions in emergency contexts, recognising that in the initial stages of an emergency response a full baseline may not be feasible or practical. See SCI's needs assessment tool for more details.

For more details on data collection see Session 6: Methods of Data Collection and Analysis.

3.2 Technical toolkits – Logframe Menus, Master Budgets and Quality checklists

The Humanitarian Technical Toolkits are a set of practical and user-friendly tools designed to measure how effectively we are meeting the needs of affected people in an emergency response and to help ensure quality in emergency responses, no matter the scale or context. The toolkits can be used effectively to design, plan, implement and monitor projects and programmes – avoiding the need for emergency response teams to "start from scratch" in designing logframes, indicators and approaches to monitoring. This helps ensure a more effective and efficient emergency response. There is one toolkit per sector (Health, Nutrition, FSL, Education, WASH, Education and Protection). Each Toolkit comprises:

- Logframe Menu – Setting out the breadth of our humanitarian work, these comprehensive results-based management tools are practical to use and can be easily applied to any emergency context. They are designed to help teams easily and efficiently define intended overarching results, outcomes and tangible outputs, as well as provide SMART indicators and minimum standards for targets. They help ensure standardisation of indicators and results where possible to ease the burden on busy response teams in developing logframes. They should be a team's first point of reference when developing response and sector plans, as well as individual project plans and logframes.
- Master budget – Activity-based budget, including all major costs associated with the activities and results outlined in the accompanying logframe menu. They include indicative staffing needs according to the size of the project. Designed to enable teams to budget efficiently and effectively without having to reinvent the wheel – an asset in emergency responses where timing and speed is crucial.

- Quality Checklists – Based on the logframe menu – a series of questions to help us measure whether we are delivering a quality technical programme. The checklists reference both international quality standards and those internal to SC. They are designed to be used as routine monitoring tools periodically throughout an emergency response.

The complete menu of Technical Toolkits and Checklist can be found here:

http://goo.gl/NLDdZp

3.3 Tracking and Measuring Progress – the Output Tracker and Progress Tracker

Activity 2 (SAQ)

Think of some reasons why output and progress are monitored and tracked in humanitarian responses.

Why do we need to monitor and track outputs?

Tracking and monitoring outputs tell us if our activities are happening as planned. Regular output monitoring is important in both emergency and longer term development contexts. Monitoring allows us to compare real time results against those that were planned, and allows us to make improvements and changes to our work as we go along.

Having one simple system to monitor outputs over time is important because it means that even with high staff turnover or transition, output monitoring can continue in a systematic way. The **Output Tracker** is a tool for collecting and managing quantitative data at output level. It is mandatory for **all** categories of emergency response. It is not a primary data collection tool but instead uses data from other monitoring tools, including attendance sheets, distribution tracking sheets, etc. For more information about what outputs are see Session 3: Programme Frameworks, Objectives and Indicators. The Output Tracker does not cover qualitative data needs – this should be collected using other monitoring tools. For more information on qualitative data see Session 6: Methods of Data Collection and Analysis.

The output tracker is an excel-based tool that has two worksheets, called 'programme outputs' and 'beneficiaries reached'. It is important to keep track of both outputs and beneficiaries reached, since they can sometimes be different. For example, in a food aid programme, when we distribute food several times a week to the same population, the data on outputs will tell us how much food is being distributed. This will increase as more food is distributed. However, the data on the number of beneficiaries reached will tell us how many children and adults have received food. If we are giving food to the same population each week, whilst the amount of food distributed (output) increases, the number of beneficiaries stays the same.

Remember that the Output Tracker is a tool to help you address your needs of monitoring progress against your **outputs** only. Please bear in mind that you will need to investigate opportunities for more sophisticated Management Information Systems to host other types of monitoring data. This will enable adequate decision making especially following the immediate phase of the emergency response.

The Output Tracker focuses on reporting the number of beneficiaries reached directly, not indirectly, although this will still need to be reported by your country programme for Total Reach (see session 11: Total Reach for more information).

When do we use the output tracker?

It should be established within the first week of an emergency response. This means you need to set it up across all of your operating areas, all sectors and record data from all projects. It can also be included in your preparedness processes. This will require having the templates developed and ready to use, and the guidelines shared and understood by staff in case of a new emergency.

Follow this link to see further guidance on how to set up and use an Output Tracker: http://goo.gl/e1GHCs

Why do we need to monitor progress?

In 2013/14 the Output Tracker will be evolving into a **Progress Tracker.** The **Progress Tracker** is a tool to monitor cumulative progress against indicators and targets, in support of effective Results-Based Management (RBM), helping to ensure implementation is on track. RBM is not itself a tool, but a programmatic approach that looks beyond activities and outputs to focus on results, in order to establish if what we are doing is actually achieving targets. RBM also helps us focus on the quality of activities and outputs, by asking us to measure the tangible results of them. For example, output indicators might help establish the number of people attending a training session, but results-based indicators will ask us to measure if training participants' knowledge or understanding has improved. RBM allows us to harmonise what we intend to measure by defining core results (what we want to achieve), but allowing us to be flexible about how we achieve the same results in different contexts (context-specific activities and outputs).

The **Progress Tracker** helps us monitor results and outputs at both the strategic and programme/project level. It helps us reflect on and analyse progress against both sets of indicators in real-time, so that action learning can be reflected in ongoing implementation. The Output Tracker will feed in to the Progress Tracker – if we are reporting that the delivery of activities/outputs is on track, but we are not making any progress against results-based indicators, then perhaps we need to consider whether we are delivering the right outputs. An example of this would be if we have delivered a well-attended training course on sanitation and hygiene practices, but participants are not showing any improvements in knowledge or understanding. Perhaps we need to revisit the training curriculum, or to take this example one step further: if training participants are showing an increase in knowledge or understanding in good sanitation and hygiene practices, but we are not seeing the behaviour change we expected, then perhaps we need to revisit our assumptions about why people are demonstrating less desirable practices.

3.4 Post-Distribution monitoring

Post-Distribution Monitoring is conducted in responses where items or currency have been distributed to individuals/households, e.g. shelter materials, hygiene kits, school kits, water, food vouchers, cash etc. Household level monitoring is conducted at a specified point in time (e.g. 2 weeks after the items were distributed) and involves asking a sample of beneficiaries questions about how they have used the items, the quality and appropriateness of the items, the timeliness of the distribution, and satisfaction levels with the actual distribution process. This type of monitoring is very important to ensure we are distributing appropriate, useful and quality items. It is also useful to gain feedback on the actual distribution process by asking questions, including: did people have advanced information about when and where the distribution was going to take place? Were people able to access the distribution site easily? Did people have to wait a long time to receive the items? Did staff distributing the items treat people with respect? All of this information is important to ensure we are accountable to beneficiaries. For more information about sampling for monitoring and accountability see Session 6: Methods of data collection and analysis, and Session 7: Accountability.

Examples of post-distribution monitoring templates for some sectors, including Shelter can be found by following this link.

http://goo.gl/AtYf5R

3.5 Focus group discussions and household surveys

Focus group discussions (FGD) and household surveys are key tools for primary data collection in humanitarian responses. For more details on FGD and Household Surveys see Session 6: Methods of data collection and analysis.

3.6 Child Satisfaction Measurement Tool

The aim of the child satisfaction measurement tool is to capture girls' and boys' perceptions of an emergency response, in order to inform programme monitoring, evaluation, accountability and learning.

The overall purpose of the tool is to learn from girls and boys, gaining their feedback to increase the effectiveness and accountability of child focused humanitarian programming. The goal is improved outcomes for children and their families (especially the most vulnerable). Further details on the child satisfaction measurement tool can be found in Session 8: Children's participation in MEAL, or by following this link to the actual tool:

http://goo.gl/U8jw11

This tool is a key method in measuring progress against SC's global humanitarian indicators. See Section 4 below for more information on the humanitarian global indicators.

3.6 Accountability tools

At Save the Children, accountability to children involves giving them both a voice, and also the opportunity to influence key decisions on how we work with them. It also gives them the power to hold us to account in ways that influence the organisation's policies, priorities, and action at a local, national or global level.

In emergency responses we prioritise accountability towards beneficiaries, by ensuring we set up mechanisms that enable:

- effective participation of beneficiaries, including children, throughout the response
- sharing of important information with beneficiaries and a space for two-way communications between beneficiaries and SC
- beneficiaries to submit complaints and feedback to SC and to receive replies/resolutions where necessary.

For more information on SCI's approach to accountability see Session 7: Accountability, and SCI's guideline on Accountability:

http://goo.gl/AczScH

3.7 Real Time Review (RTR)

The primary purpose of a RTR is to provide feedback in a participatory way in real time to those executing and managing a humanitarian response, with the aim of improving operational and programmatic decision making (i.e. during the implementation of an emergency response, and during the review itself). It combines two previously separate processes: Real Time Evaluations and Operational Reviews. Therefore, an RTR looks at both programmatic and operational aspects of a humanitarian response. RTRs are internally managed and there is an expectation that management action will be taken on the basis of the findings. More details about RTRs can be found in SCI's RTR Guidelines:

http://goo.gl/ve3VhL

3.8 Evaluation of Humanitarian Action (EHA)

EHA is a systematic and impartial examination of humanitarian action intended to yield results that improve policy, practice and enhance accountability in emergency responses. It is one type of evaluation among many, possessing distinct characteristics and looking at the OECD DAC criteria and SCI's Emergency Benchmarks. It also takes into consideration the context of an emergency that can make access to data more difficult. More details about EHAs can be found in SCI's EHA Guidelines:

http://goo.gl/dHWA9N

4 Humanitarian Global Indicators

4.1 Why do we have Humanitarian Global Indicators?

The three indicators examined in this session were developed in early 2013 by the MEAL Humanitarian Technical Working Group (HTWG) in order to more visibly and systematically capture and measure the quality of our humanitarian work. These indicators replace the previous humanitarian global indicators.

These new outcome indicators will enable Save the Children to more effectively quantify the quality of our humanitarian responses, whilst still enabling us to report on the number of people we have reached and the scale of our humanitarian response. They are indicators that measure how successful we are in achieving the goals of our Global Outcome Statement: "*By 2015, Save the Children will have effectively contributed to the relief and recovery of 25% of affected children in the emergency responses we have taken part in.*"

4.2 Definition of the Humanitarian Global Indicators

Indicator 1: % of affected children whose needs have been met by Save the Children humanitarian responses.
Indicator 2: % of affected children reached by Save the Children humanitarian responses that strive to meet international quality standards.
Indicator 3: % of children and adults reached by Save the Children humanitarian responses reporting satisfaction with the SC response.

Activity 3 (SAQ)

The humanitarian global indicator statements are listed on the left hand side below. There are 5 possible rationales for why these indicators are important on the right hand side. Read the 5 rationale statements and match the correct rationale to each indicator statement.

Indicator 1: % of affected children whose needs have been met by Save the Children humanitarian responses.

Indicator 2: % of affected children reached by Save the Children humanitarian responses that strive to meet international quality standards.

Indicator 3: % of children and adults reached by Save the Children humanitarian responses reporting satisfaction with the SC response.

Save the Children is committed to meeting internationally recognised codes of conduct and quality standards such as those outlined by the Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief, Sphere, HAP, and People in Aid. As such, we need to measure whether Save the Children's humanitarian responses are adequately complying to these codes and standards.

Understanding whether children are satisfied with our humanitarian responses is an essential part of being accountable to children so we must measure this in all humanitarian responses.

Being able to evidence beneficiary satisfaction with our humanitarian responses is a crucial element of measuring programme quality. It is important to recognise that disasters and humanitarian responses impact children and adults in different ways, hence it is important to disaggregate these two different groups and collect data against each.

SC is obliged to meet the needs and requests of all children affected by disasters and as such needs to measure to what extent needs of children have been met.

This information is important to ensure SC is implementing appropriate programmes that address the most critical needs of children in humanitarian responses, while taking into account the responses of other agencies, and existing coping mechanisms.

4.3 Methodologies for data collection on the indicators

These indicators have been designed to focus on the collection of information that is first and foremost fundamentally important in the country programme being able to monitor the quality of its humanitarian responses. The information required by these indicators should already be built into MEAL frameworks and collected systematically as part of the MEAL plans, Real Time Reviews and Evaluations of Humanitarian Action, as mentioned in the previous section.

Indicator 1: % of affected children whose needs have been met by Save the Children humanitarian responses.

Numerator: Total child reach for the response (with articulation the calculation used to minimise multiple counting).

Denominator: Total affected child population.

Methodology: Measurement of this indicator relies on a desk-based approach, during which evidence and data housed in single and multiple key mandatory response documents is compared. Types of document to be used as sources of verification include: needs assessment report, response strategy and sector plans, project portfolio, funding tracker and the MEAL Framework.

Indicator 2: % of affected children reached by Save the Children humanitarian responses that strive to meet international quality standards.

Numerator: Total number of children reached by humanitarian response that meet quality criteria.

Denominator: Total affected child population.

Methodology: Measurement of this indicator will be based on a tool used during the RTR and then again during the Evaluation of Humanitarian Action. This tool looks at the most critical standards that contribute to quality programming (pulling from the standards of Sphere, HAP, Red Cross and NGO code of Conduct, People in Aid) and will be used by the designated member(s) of the RTR and EHA to systematically collect evidence of compliance.

Indicator 3: % of children and adults reached by Save the Children humanitarian responses reporting satisfaction with the SC response.

Numerator: Total number of children and adults from the representative sample that report satisfaction according to methodology.

Denominator: Total number of children and adults reached through response (organisational ambition is 20% of affected population and 25% of children).

Methodology: Both children and adults need to be consulted in order to fully measure this indicator. The Child Satisfaction Measurement Tool (see section 3.6 above) will be used to collect data with groups of children, and focus group discussions will be used to collect data with adults based on an overall predefined statistically representative sample of adults and children.

The full methodologies for each indicator can be found by following this link: http://goo.gl/oAYotO

4.4 Piloting the indicators in 2014

During 2014, these indicators will be piloted in two or three category 1 & 2 emergencies. Countries will be informed within three weeks of categorisation as to whether they will be reporting on these indicators. The indicators will also be piloted in one chronic Category 2 emergency. Additionally, we propose piloting in a category 3 emergency where feasible and where funding is available. Countries selected to pilot these indicators will receive technical support in using the data collection methodologies from a member of the MEAL Humanitarian Technical Working Group (HTWG).

5 Use of MEAL data

5.1 Using the data collected with these tools and processes

Data analysis and review of findings can take place at any level – sub-office, regional office and national level – and is recommended as a way of assessing progress. At the national level (country office) it should take place regularly for reporting. The questions in Box 3 below are useful to consider when reviewing analysed data.

1. **What issues can you see?**
   - **Underachievement** against targets
   - **Overachievement** against targets
   - **Differences in achievement by data type** (e.g. men / women)
   - **Beneficiary satisfaction with the response**
2. **What is the story behind the issue?**
   - **Reasons for delays**
   - **Problems in implementation, including issues relating to quality**
   - **Issues in other depts / offices**
   - **Incorrect data or no data**
3. **What needs to be done?**
   - **Action**
   - **Responsibility**
   - **Timeframe**

Box 3: Questions to consider when reviewing data

MEAL data can be used for various purposes. Usually, the first thing we use monitoring data for is to track project progress towards its objectives and targets. It is also used to communicate to governments, donors, beneficiaries and other stakeholders, and to provide evidence for evaluation and advocacy.

In terms of quality and accountability, it is equally important to use MEAL data to learn about what works and what doesn't work in our programming and how our target groups are responding to our interventions. By doing this, we can make informed decisions to improve our programmes. This could for example lead to actions such as changing our strategy, our activity work plan, our target group, our geographic location, etc.

In emergency contexts, consistently analysing data from Output Trackers, IPTTs and regular reports, as well as using data from Real Time Review (RTR) for action planning, is critical. Humanitarian MEAL data should be used to analyse progress against targets and emerging patterns and be shared with and reviewed by the response team leadership.

For more information please see Session 9: Use of MEAL Data.

Activity 4 (SAQ)

Read the scenario, followed by the monitoring reports and answer the questions that follow.

Scenario: Flash flooding has affected several rural communities in Saanga, with entire populations now displaced and people living in IDP camps. The local markets remain functional and accessible although key livelihoods activities. Casual agricultural labour, which the poorest households rely on for income, has been greatly affected.

This scenario focuses on one camp, Abili. The total camp population is 500 households (2500 people with an average household size of 5 people – 2 adults and 3 children).

It is now August and activities commenced in June.

Activities per sector in Camp Abili

Shelter: Emergency temporary shelter kits were provided to all HH. In the last month (August), more permanent structures have begun construction through the CFW scheme (see FSL section below.)

Protection: It is not term-time so children are not attending school. One CFS has been constructed in the camp and has been functional for 3 months.

FSL: The second round of unconditional cash grants has been distributed in August to the most vulnerable 100 HH to help cover their HH basic food requirements. Cash for work activities focusing on camp construction are accessible to 200 of the most vulnerable with a HH member able to work.

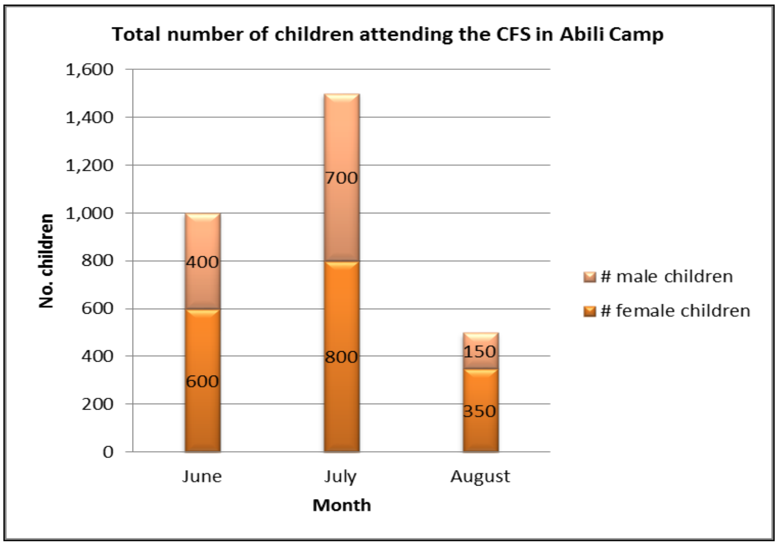
WASH: Latrines have been constructed according to SPHERE standards. Hygiene kits were distributed once in July to all 500 households. Hygiene promotion volunteers have been trained in key hygiene messages and are running regular sessions in CFS and camp meetings. Posters have been put up around the camp illustrating the key hygiene messages.

Output Tracker Summary Report June – August 2013

Analysis of the figures reported against the output tracker figures from the start of the response to date (end of August 2013) show the following per sector for Camp Ablili.

N.B. Average household size is 5 people – 2 adults and 3 children.

Child Protection: Since the CFS opened in Albili in June, 1500 children have been in attendance. In July the total number of children regularly attending rose from 1,000 (in June) to 1,500. In August the numbers of children attending decreased significantly from 1500 to 500, with the most notable decrease in the number of boys.



WASH: 2 water points were constructed in June and a further 1 in July. 30 latrines were constructed in June and a further 20 in July, totalling 50 latrines. In June 500 hygiene kits were distributed. Each household in the camp received one kit. In June, 10 hygiene promoter volunteers were trained to deliver awareness raising on key hygiene messages. There activities have reached all households in the camp as all 2500 members of the camp have been reached with hygiene messages.

FSL: 100 households received unconditional cash grants in both July and August. 200 households participated in and benefited from cash for work activities.

Complaints Response Mechanism Analysis – August 2013

N.B. specific complaints made by children are not included in this report. They are included in the Child Protection Monthly Report.

In August, a total of 20 complaints were received via suggestion boxes. Details of the complainants, subject of the complaints and resolution times can be found in the table below.

Sex of complainant	Subject of complaint	Sector complaint relates to	Total number of complaints
Male	Selection criteria for cash grants	FSL	5
Male	Selection criteria for CFW	FSL	6
Anonymous	Access to latrines	WASH	2
Anonymous	Hygiene kit contents	WASH	7

8 of the complaints relating to FSL focused on not understanding why their household had not been selected to receive a cash grant or to benefit from CFW activities. The remaining 3 complaints related to FSL were that the camp leader's household and extended family seemed to be benefiting from the CFW activities and that there are poorer households who should be benefiting but aren't. Leaflets explaining beneficiary selection criteria were distributed via a camp meeting to discuss cash for work and cash grants in late July.

The anonymous complaints were received about lack of lighting around the latrines making the latrines unsafe for women and children to use at night. Due to the anonymity of these complaints they could not be responded to on an individual level.

All 7 anonymous complaints about the hygiene kits stated that the soap distributed for personal hygiene was in fact the soap that most people use to wash their clothes. Due to the anonymity of these complaints they could not be responded to on an individual level.

Once you have read the scenario and the OT and Complaints Analysis reports:

1. Identify the top issues (good and bad) that each source of data evidences (i.e. each report).
2. Triangulate across the reports to see if all issues concur or if there are any contradictory issues between the data sets.
3. What can you confidently conclude about the main quality issues in the response from this data?
4. What issues do you need more data on before you can draw concrete conclusions?

Now read the Protection and FSL reports from August:

Child Protection Report – August 2013

In August, 8 focus group discussions were held with boys and girls who attend the CFS. The FGDs were undertaken as part of the quality checklist monitoring tool and also as a mechanism to enable children to provide any feedback or complaints to SC staff about project activities. A total of 64 children were consulted, 32 boys and 32 girls. FGDs were single sex comprising either 8 girls or 8 boys.

In all 8 focus groups children reported that they very much enjoy attending the CFS because it provides a space where they can play, feel safe and learn new things. In 6 of the groups children reported that since the free snacks were stopped (snacks were provided in June and July but not in August) their parents are not so happy for them to attend the CFS. In 4 groups children (both male and female) reported that their parents now prefer them to stay at home and help with the household chores than attend the CFS. In 3 of the 8 FGDs held with boys, it was reported that some male children are no longer able to attend the CFS because their parents/family members ask them to go and do the cash for work activities instead of the designated adult in the household. Two boys reported this has happened to them and that the construction work (CFW activity) is too hard for them.

When asked how many meals they were eating per day in their household the majority of children reported eating a maximum of two meals per day in July and August. This has increased from 1–2 meals per day in their first month in the camp (June). The type of food eaten per meal was mostly rice, some green vegetables and lentils. Very few children reported eating any kind of meat or a variety of vegetables.

In all 8 focus groups children, particularly the younger children, stated that they do not use the latrines constructed by SC because they do not feel safe walking to them, particularly at night as it is very dark and they do not have a flashlight. Some of the younger children also reported being afraid of getting stuck in the latrine cubicle as the door handles are too high for them to reach properly.

During two protection awareness raising sessions held for women in August (about 25 women attended each session), many women reported it is still not possible for them to provide enough food for their households. The maximum number of meals they reported being able to provide per person per day is two and that the variety of foods that they are able to buy is limited. Some women explained that this is because where their husbands are engaged in CFW, it is their husbands who also receive the cash payments and in some instances were not using the money to buy food for the family. Some women also reported that they do not want to confront their husbands about this for fear of being beaten. The women could not estimate how many households this occurred in but thought it was quite common.

The women also reported that they feel unsafe using the latrines at night as it is too dark.

When asked if any of the women would like to submit a complaint via the suggestion boxes in the camp the majority of women said no, as they cannot write, and those that can do not want to be seen putting anything into the boxes.

FSL Report – August 2013

Post-distribution monitoring was undertaken in both July and August at a household level. Each month 5 households who received unconditional cash grants and 10 households who received money from engaging in cash for work activities were monitored.

Unconditional cash grants: the majority of these households are female-headed so all 5 surveys were undertaken with women from different households. 100% of recipients reported now being able to meet their household's basic food requirements, and every member of the household has been eating 3 meals per day since the first grant was received in July. All women reported having to wait up to 2 hours to receive their money at the distribution point. 3 of the 5 women reported that this caused problems as it meant their children were left unattended at home for longer than anticipated. They suggested that SC staff ensure they are more organised next time as they delay was caused by lack of paper work and full distribution lists.

CFW: 100% of the households surveyed reported that the money received from CFW activities has enabled them to meet their household's basic food requirements with 3 meals being eaten per day by all household members. 10 men from different households were found for this post-distribution monitoring. This is because the women of the households were busy at the time of the survey and because it was men who directly engaged in the cash for work activities. No problems with the distribution process or the actual CFW activities they engaged in were reported.

Once you have read the Child Protection and FSL reports, answer the following questions:

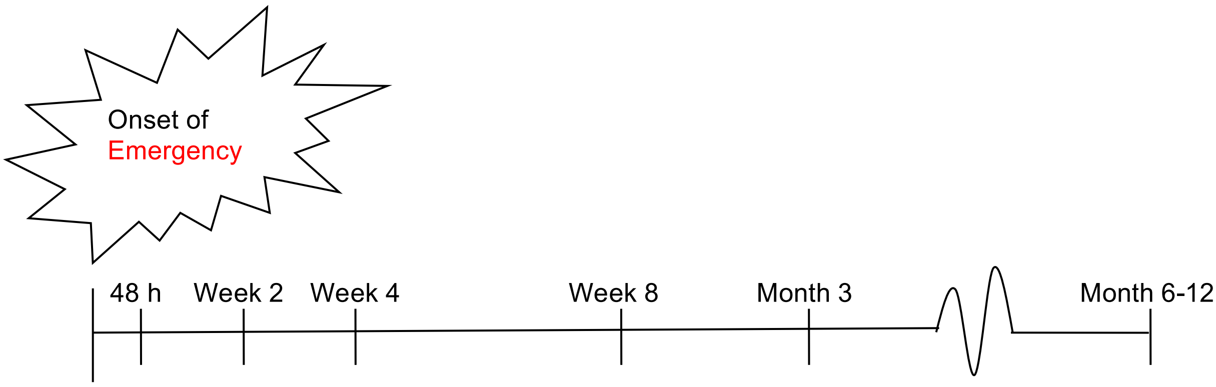
1. Do these reports provide the missing data you require? Do the Protection and FSL reports confound or contradict any of the issues in the OT and Complaints reports? Are there any additional issues that these reports raise that were not evident from the OT Summary and Analysis of Complaints reports?
2. Have your main conclusions about the quality issues now changed? If so, how?
3. What conclusions can you draw about the importance of different sources of data in monitoring projects and using the data to make evidence based decisions about quality issues?

Summary of this session

- Humanitarian strategy.
- MEAL standards, requirements and deliverables in the humanitarian context.
- Tools for design, planning, monitoring, evaluation and learning in humanitarian responses.
- Humanitarian Global Indicators.
- How to use MEAL data in humanitarian context.

Self-Assessment Questions (SAQ) answers

Activity 1: MEAL requirements and deliverables timings



- Initial Rapid Needs Assessment

- Stakeholder Mapping
- Sector plan / project logframes with objectives and indicators

- Output Tracker
- Regular analysis of data commences to inform management decisions
- MEAL budget
- Sector / project MEAL plans
- Follow-on needs assessments / baseline
- Learning processes documented in strategy
- Participation included in sector plans
- Accountability community consultation

- Quality checklists in use
- Real Time Review (Cat 1 & 2) or Q&A Framework self-assessment (cat 3 & 4)
- Complaints handling process established
- Two-way communication with communities established

- Staff learning workshop

- Evaluation of Humanitarian Action / evaluation and action plan

Activity 2

Reasons to monitor and track outputs and progress in humanitarian responses:

- in order to detect change over time
- to compare real time results against those that were planned
- to allows us to make improvements and changes to our work as we go along.

Activity 3:

Humanitarian Global Indicators task

The table below shows the indicators with their corresponding rationales.

Indicator	Rationale
Indicator 1: % of affected children whose needs have been met by Save the Children humanitarian responses.	This indicator will measure whether or not Save the Children's humanitarian responses have met the needs of children (18 years and younger) in accordance with the findings of rapid and sector-specific needs assessments and other monitoring tools used throughout the response. Such information is important to ensure SC is implementing appropriate programs that address the most critical needs of children in humanitarian responses, while taking into account the responses of other agencies, and existing coping mechanisms.
Indicator 2: % of affected children reached by Save the Children humanitarian responses that strive to meet international quality standards.	Save the Children is committed to meeting internationally recognised codes of conduct and quality standards such as those outlined by the Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief, Sphere, HAP, and People in Aid. This indicator will measure whether Save the Children's humanitarian responses are adequately complying with these codes and standards.
Indicator 3: % of children and adults reached by Save the Children humanitarian responses reporting satisfaction with the SC response.	Being able to evidence beneficiary satisfaction with our humanitarian responses is a crucial element of measuring programme quality. This indicator will measure the extent to which children and adults reached by our humanitarian responses are satisfied with the support received from Save the Children and our implementing partners. It is important to recognise that disasters and humanitarian responses impact children and adults in different ways, hence it is important to disaggregate these two different groups in the indicator.

Activity 4:

Use of MEAL data

Key issues identifiable in the Output Tracker Summary Report

- It can provide trends in figures over time (increases, decreases etc.) but cannot give the reasons for these trends without triangulation with other data sources, e.g. quality checklists, focus group discussions, complaints response mechanism.

- Numbers recorded in the OT need to be related back to project targets and milestones in order to ensure they are useful as a management tool for tracking project progress.
- Links between sectoral activities or across sectors are not obvious without triangulation with data from other sources.

Key issues identifiable from the Analysis of Complaints document:

Majority of complainants are men. Does this raise concerns that women might not be able to access the complaints mechanism?

FSL complaints related to beneficiaries not understanding the selection criteria. Does this mean more needs to be done to ensure this information is shared with beneficiaries? Is distribution of leaflets the most appropriate way to share this information? Are they reaching everyone they need to? What are illiteracy levels in the camp? Do camp members, particularly women and children need to be consulted on the best ways for them to submit complaints and feedback to SC and for SC to communicate with them?

WASH complaints – did the post-distribution monitoring also pick up on these issues? Do we know how these complaints were resolved? Are the WASH team aware of these complains? Have any other sectors picked up on similar issues during their monitoring?

Analysis of complaints received from children should also be included in this report so that all complaints analysis are in one document.

Key issues identifiable from the Protection report

- Provides evidence that children enjoy and value the CFS
- Provides important information from the children's perspective about why attendance rates that the CFS has dropped in August prompted by protection issues linked to other sectors:
  - FSL: children undertaking CFW designed for adults
  - FSL/protection: removal of free snacks means some parents no longer prioritise attendance at the CFS for their children.
  - The resolution of these issues will need discussing with both the FSL and protection teams together. Is more awareness raising about the importance of the CFS beyond provision of free snacks with parents required? Should the free snacks be reinstated? If households could be sure to meet their basic food requirements without the free snacks would they still be happy to send their children to the CFS?

- From the adult women's perspective potential reasons for why some children may not be eating 3 meals a day – men who receive CFW money may not be spending it on their HH food requirements. This will require follow up with the FSL team – does their monitoring data evidence this? Are additional surveys/FGDs with both women and children required to get a clearer picture on the extent to which this might be happening? Discussion between the protection and FSL team to see how protection threats towards women and children that may be heightened by FSL activities can be minimised immediately.
- Provides feedback from both children and women about the latrines. Discussion with WASH team to see if they have also observed this or picked up this issue in any of their monitoring and to see what solutions can be found.
- Raises some concerns that the complaints response mechanism is not accessible for women. Is this reflected in the analysis of complaints received? Do other mechanisms need to be established? How can this be done?
- Is this the only arena in which children are being consulted and listened to (via the CFS)? If so, is that a problem as children who do not attend the CFS may not have opportunities to engage with our monitoring activities or use our feedback and complaints response handling mechanisms?

Key issues identifiable from the FSL report

- Is the sample size representative? What confidence do we have in this data without triangulation with other sources? In this instance the sample is part of a wider sample size that incorporates all camps across the response. So in theory this sample should be representative.
- It is good news that the recipients of cash grants are able to meet their HH's basic food requirements. It was the correct decision to interview 5 women.
- CFW: good news that people are able to meet their HH's basic food requirements.
- Good news that the households are able to meet their basic food requirements. It is a problem that only men were surveyed as this could introduce bias to the results. Problem with timing of survey as no women were available. This needs to be taken into consideration next time.

N.B. in order to get a more complete picture the WASH would also need to be reviewed.