Livestock Emergency Guidelines and Standards

LEGS

Livestock Emergency
Guidelines & Standards

LEGS Core Training (LCT)

Self-Paced Learning Guide

Module 6:

Stage 4-Monitoring & Evaluation

Table of Contents

6.1 Overview of Module 6

Summary

Module 6 introduces the process for **Stage 4: Monitoring** of the LEGS response.

This module provides an overview of monitoring and the difference between monitoring and evaluation, and how these link to the LEGS Response plans developed in Stage 3 of the LEGS response. It includes an in-depth exploration of indicators as the foundation of any monitoring system. Module 6 explains what indicators are, two different types of indicators used in the LEGS Approach and how to design good quality indicators.

Topic 6.4 is a Group Activity where participants prepare a Monitoring Plan for the Response plan that they each created in Module 5. These plans will be shared and discussed in the Live Workshop.

SELF-PACED LEARNING GUIDE   [+/- 120 MINUTES]

Topics	Learning Outcomes
6.1 Overview of Module 6 6.2 Monitoring 6.3 Indicators 6.4 Monitoring Plan – Preparation for Live Workshop 6.5 Check your Understanding – QUIZ #6	After completing the Self-Paced Learning Guide-Module 5 you will be able to: - Describe the difference between monitoring and evaluation and how they are interlinked, - Explain why monitoring is essential for livestock emergency interventions and what needs to be monitored, - Review the meaning of biases and how to deal with these through triangulation and a "whole picture" approach to monitoring, - List common challenges of collecting data with livestock keepers to be aware of, - Explain the elements of a Monitoring Plan, - Create a Monitoring Plan using a case study.

LIVE WORKSHOP   [120 MINUTES]

The Live Workshop will consolidate and build on your Self-paced Learning.

Topics	Learning Outcomes
1. Overview of workshop 2. Present Monitoring Plans 3. Review Monitoring Plans and improve 4. Questions + recap.	By the end of the Live Workshop-Module 6 you will be able to: ▪ Critique the quality of the Monitoring Plans created by participants and make recommendations for improvement, ▪ Identify and address outstanding questions and points of clarification related to the content of Module 6.

LIVE WORKSHOP   [120 MINUTES]

6.2 Monitoring

This topic explores the key elements and concepts of monitoring in the LEGS Approach.
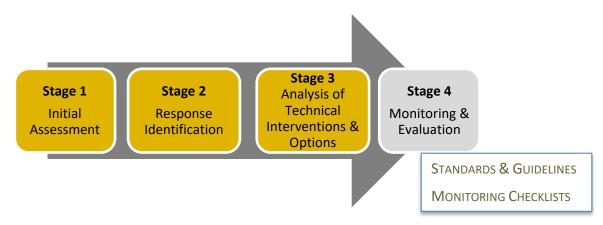
Video 6.1 - Monitoring

The following video explains monitoring in Stage 4 of the response in emergency situations.

As you watch the video reflect and make notes on the following questions -

- ✍ Why is monitoring essential for livestock emergency interventions?

- ✍ What do we need to monitor?

- ✍ What are the potential biases in monitoring and how do we minimise biases?

- ✍ What are the challenges to be aware of when collecting data with livestock keepers?

Click here to watch Video 6.1 - Monitoring - https://vimeo.com/525480799/6c01d25d65

Key learning points

Stage 1	Stage 2	Stage 3	Stage 4
Initial Assessment	Response Identification	Analysis of Technical Interventions & Options	Monitoring & Evaluation

STANDARDS & GUIDELINES

MONITORING CHECKLISTS

BIASES

We are all "biased" in some ways!

- We can all be looking at the *same* situation but see different things. In other words, we can have different views or perspectives on what we are looking at.

- We all interpret situations according to our backgrounds and experiences.

- This is quite normal and understandable.

- No one person's perspective is the so-called "correct" perspective.

- People's perspectives on the emergency situation are likely to be very different, but all are *equally* important and *equally* valid.

"When you have a hammer in your hand, all problems look like nails that need hammering".
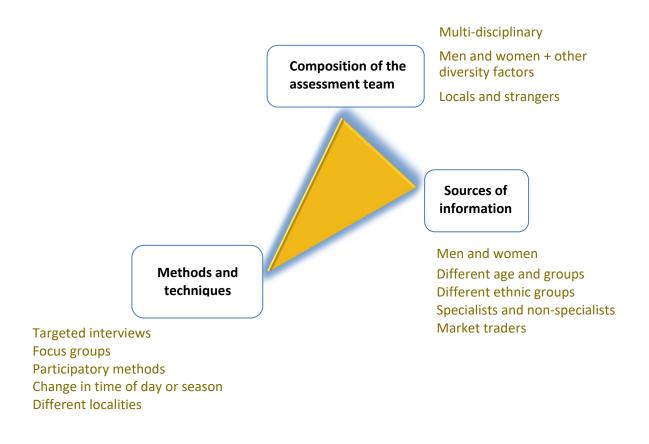
- No one person has a complete and perfect factual overview of an emergency situation.

- Our perspectives and experiences are quite naturally bias us towards certain solutions.

   o For example, when you see a hammer in your hand, all problems look like nails that need hammering.

This has critically important implications for monitoring our livestock interventions:

- If we just relied on one stakeholder's perspective and only collected monitoring data on this – we would end up with major data gaps.

- If we are to understand how effective our intervention is - and whether it is actually saving lives and livelihoods - then our task is to gather monitoring data from a *range* of sources.

- We do this through **triangulation**.

TRIANGULATION

- We minimise bias by using an approach called triangulation.

- Triangulation means obtaining monitoring data from different sources.

- This enables us to cross-check data to ensure we are getting as accurate a picture as possible of what is happening.

Composition of the assessment team

Multi-disciplinary

Men and women + other diversity factors

Locals and strangers

Sources of information

Men and women
Different age and groups
Different ethnic groups
Specialists and non-specialists
Market traders

Methods and techniques

Targeted interviews
Focus groups
Participatory methods
Change in time of day or season
Different localities

MONITORING THE WHOLE PICTURE

We need to ask ourselves – **is our monitoring giving us data about the whole project intervention?**

If we look at the first picture, we may draw certain conclusions.

However, if we step back and see the "whole picture" it tells a very different story.

We need to step back and see the full picture, even if the details are more fuzzy.

Note that seeing the whole picture, even if not in detail, can be more revealing that a detailed but incomplete picture.

Are we monitoring the whole picture?

Photo credit: *Jim Good*

LEGS example

Is our monitoring giving us data about the whole project intervention?

One aspect of the project we will monitor is the number of lorries transporting feed supplies to different communities affected by the emergency.
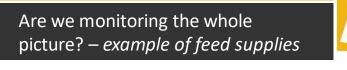
This makes good sense.

However, if we *only* monitor the number of lorries transporting feed supplies for livestock but fail to monitor whether low-income households, the elderly, and people living with HIV&AIDS, actually access this feed for their animals, then we are *only* **getting data on part of the picture**!

Only monitoring number of lorries transporting feed **misleads us** into assuming the project is successful. If we do not monitor who in the community is actually receiving the feed supplies, then we do not know if we are achieving the LEGS livelihoods objectives.
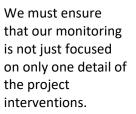

Are we monitoring the whole picture? – *example of feed supplies*

Focusing on every single detail of **part of the picture** can be misleading!
      …and expensive!

Less perfect detail of the **whole picture** is more useful

We must ensure that our monitoring is not just focused on only one detail of the project interventions.

We need to **monitor all aspects** of our Response plans (that we developed in the module 5).

Photo credits: *David Hadrill and Kelley Lynch*

WHAT SHOULD WE MONITOR?

✓ **The whole picture.**

✓ Create the monitoring system in the *design* phase of the project,

  ○ not just as some minor add-on when implementation of the project has started!

✓ The indicators in the Response plans

  ▪ **Process** - are we implementing activities in the most effective way?

  ▪ **Impact** - are we achieving the LEGS Livelihood Objectives?

  ▪ **Lessons & learning** - to improve livestock emergency interventions.

CHALLENGES FOR PARTICIPATORY MONITORING AMONG LIVESTOCK KEEPERS
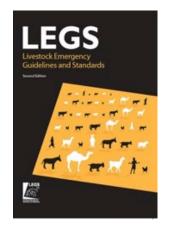
Be aware of the following challenges -

  ▪ Determining livestock numbers:

    o Cultural norms

    o Fears about taxation

  ▪ Lack of baseline livestock information,

  ▪ Links between livestock and conflict,

  ▪ Sensitivity about disease origins.

LEGS Core Standard 6 - Monitoring

Core Standard 6 Key Actions focus on:

  ▪ Planning for M&E from the beginning,

  ▪ Participation by beneficiaries,

  ▪ Implementation responds to monitoring information,

  ▪ Both process and impact indicators are included,

  ▪ Impact on livelihoods is assessed,

  ▪ Check and refine implementation as necessary,

  ▪ Draw lessons for future programming.

LEGS Handbook page 31

Recap activity

The following activities provide you with the opportunity to recap on the key learning points about monitoring in the LEGS Approach.

WHAT DOES BIAS MEAN?

> ✍ **Tick all points that apply.**

☐ We can all be looking at the *same* situation but see different things.

☐ We all interpret situations according to our backgrounds and experiences. This is normal.

☐ No one person has a complete and perfect factual overview of an emergency.

☐ No one person's perspective is the "correct" perspective.

☐ Although people's perspectives on an emergency are likely to be different – all perspectives are *equally* important and *equally* valid.

☐ Our perspectives and experiences quite naturally lead us towards certain solutions which might cause us to discount other potential solutions.

Recap activity

WHAT IS THE DIFFERENCE BETWEEN "PARTIAL PICTURE MONITORING" AND "WHOLE PICTURE MONITORING"?

✎ **Match up the term with the appropriate pictures.**

Pictures	Terms
	Whole picture monitoring. Partial picture monitoring.
	Whole picture monitoring Partial picture monitoring
	Whole picture monitoring Partial picture monitoring

WHAT IS THE PURPOSE OF TRIANGULATION?

> ✍ **Is the following statement true or false?**

"The purpose of triangulation is to collect data from different sources to determine which stakeholder has the most accurate view of the emergency".
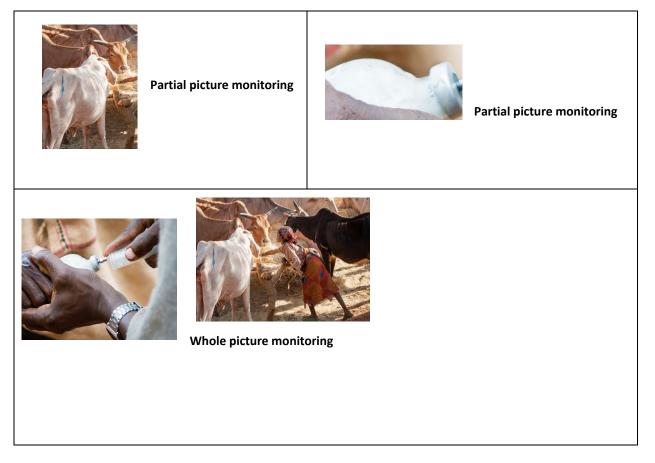
- ☐ True
- ☐ False

HOW DO WE TRIANGULATE?

> ✍ **Match up the methods for triangulating with the relevant part of the triangle.**

Part of the triangle	Methods to triangulate
Composition of the assessment team	Men and women Different age and groups Different ethnic groups Specialists and non-specialists Market traders
Methods and techniques	Multi-disciplinary Men and women + other diversity factors Locals and strangers
Sources of information	Targeted interviews Focus groups Participatory methods Change in time of day or season Different localities

Key learning points from recap activity

WHAT DOES BIAS MEAN?

- ✓ We can all be looking at the *same* situation but see different things.

- ✓ We all interpret situations according to our backgrounds and experiences. This is normal.

- ✓ No one person has a complete and perfect factual overview of an emergency.

- ✓ No one person's perspective is the "correct" perspective.

- ✓ Although people's perspectives on an emergency are likely to be different – all perspectives are *equally* important and *equally* valid.

- ✓ Our perspectives and experiences quite naturally lead us towards certain solutions which might cause us to discount other potential solutions.

WHAT IS THE DIFFERENCE BETWEEN "PARTIAL PICTURE MONITORING" AND "WHOLE PICTURE MONITORING"?

Partial picture monitoring

Partial picture monitoring

Whole picture monitoring
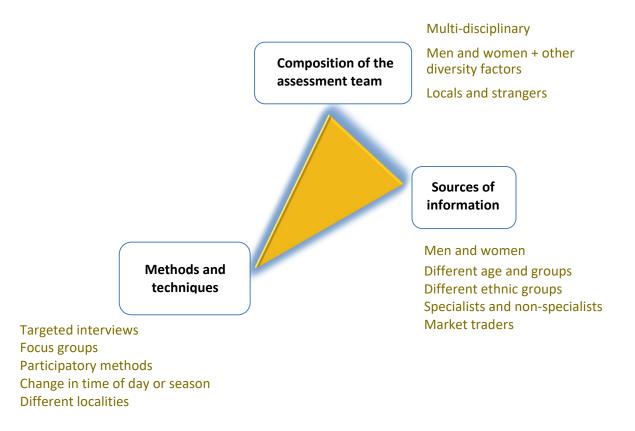
WHAT IS THE PURPOSE OF TRIANGULATION?

The following statement -

> "The purpose of triangulation is to collect data from different sources to determine which stakeholder has the most accurate view of the emergency",

 - is false.

The purpose of triangulation is to minimise bias and to cross-check data to ensure we are getting as accurate a picture as possible of what is happening; by collecting data from a wide range of sources.

How do we triangulate?

Composition of the assessment team

Multi-disciplinary

Men and women + other diversity factors

Locals and strangers

Sources of information

Men and women
Different age and groups
Different ethnic groups
Specialists and non-specialists
Market traders

Methods and techniques

Targeted interviews
Focus groups
Participatory methods
Change in time of day or season
Different localities

Additional definitions and resources

Guiding principles for monitoring:

- Focus on minimal information required for each level of responsibility,
- Include all forms of communication: verbal, written, formal, informal,
- Use participatory methods,

Make sure we act on the information and learning for both our operations and our strategy. *Evaluation*: 'the systematic and impartial examination of humanitarian action intended to draw lessons to improve policy and practice; and to enhance accountability.' [Sphere Training]

Key features of evaluation:

- Evaluation involves the same skills as assessment and analysis,
- Evaluation should be done impartially and periodically and often by external staff,
- Evaluation can also occur after the implementation of the project,
- The main source of information for evaluation is monitoring data,
- Monitoring and evaluation have dual purposes of learning and accountability [Sphere Training]

Impact assessment: 'the systematic analysis of the lasting or significant changes - positive or negative, intended or not – in people's lives brought about by a given action or series of actions' [Roche 1999]. Impact assessment is generally carried out at the end of a programme (or some time afterwards).

Review: 'review comes somewhere between monitoring and evaluation. Reviews supplement regular monitoring. They take place less frequently and focusing more on activities and outputs than on impact. Reviews usually form part of internal management systems, but reviews involving external stakeholders are not uncommon' [ProVention M&E Sourcebook].

RESOURCES

Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP): www.alnap.org

Gosling, L. And M. Edwards (2003) *Toolkits: A practical guide to planning, monitoring, evaluation and Impact assessment* Save the Children, London.

Monitoring and Evaluation News: www.mande.co.uk

Oxfam 2007) *Impact* Oxfam 2007) *Impact Measurement and Accountability in Emergencies: the Good Enough Guide* Oxfam, Oxford. Impact Measurement and Accountability in Emergencies: The good enough guide - Oxfam Policy & Practice

ProVention Consortium (2007) *M&E Sourcebook* ProVention Consortium, Geneva http://www.proventionconsortium.net/?pageid=62

Roche, C. (1999) *Impact Assessment for Development Agencies: Learning to Value Change* Oxfam, Oxford

6.3 Indicators

This topic explores indicators and how they are used in LEGS monitoring.

Video 6.2 - Indicators PART 1

The following video introduces indicators.

As you watch the video reflect and make notes on the following questions -

✍ What is an indicator?

✍ What are the different types of indicators used in the LEGS Approach?

✍ What is the difference between monitoring and evaluation in the LEGS approach?

Click here to watch Video 6.2 - **Indicators PART 1 - https://vimeo.com/525080254/b6da8432f5**

Key learning points

WHAT ARE INDICATORS?

Indicators are measurements of what is happening in an intervention or programme.
They help us answer questions such as:
- "what progress are we making?",
- "are we on track?",
- "is our work having impact on the number of animals surviving and continuing to produce food such as milk?"
- "is our work having any impact on the livelihoods of people affected by the emergency?",

Without indicators we would have no idea about the effectiveness of our intervention or programme.
In the LEGS Approach, indicators measure _two_ elements of an intervention or programme.

The first element that indicators measure is the _process_ of the intervention or programme.
This is to do with *how* the intervention of programme is being *implemented*.
The second element of an intervention or programme that indicators measure is _impact_.

This is to do with the *changes* in the *lives of people and their livestock* that the intervention or programme is bringing

Process indicators	Impact indicators
Measure the **implementation** *of* <u>activities</u> of an intervention programme. *They tend to be quantitative.*	*Measure the* **change** *in the* <u>lives</u> *of* **people and livestock.** *They are usually both quantitative and qualitative.*
Examples Number of **meetings held** with community representatives. Number of **livestock provided** per household by type. Number of **treatments** per disease per livestock type per household.	*Examples* **Human nutrition** - consumption of animal sourced foods in the community in relation to improved animal health. **Livestock mortality** by species and disease. Improved veterinary **knowledge and skills among trainees**. .

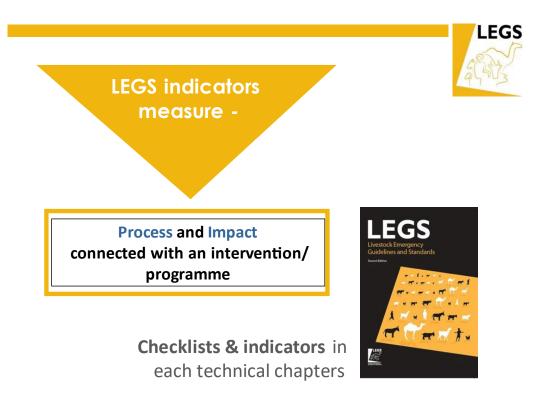| Process and impact indicators are interconnected	
Process indicators	**Impact indicators**
Process indicators measure the **activities implemented** by the programme intervention. _For example_, in an intervention to provide _veterinary services_, a process indicator would be the number of treatments per disease per livestock type per household.	Impact indicators measure the **change in the lives** of people and their livestock. In the _veterinary services example_, an impact indicator connected to the number of treatments of animals, would be "the consumption of animal sourced foods, such as milk, in communities in relation to improved animal health, and according to wealth and gender groups".

How M fits into E….

Monitoring = ongoing routine data collection on the **implementation** of activities

Evaluation = periodic assessments of the **impact** of these activities

Monitoring and **evaluation** are **interlinked**
➢ monitoring provides information that can also inform evaluations

LEGS indicators measure -

Process and **Impact**
connected with an intervention/
programme

Checklists & indicators in each technical chapters

ADDITIONAL INFORMATION

This information on **Monitoring, Evaluation** and **Impact Assessment** are taken from *Livestock-related interventions during emergencies – The how-to-do-it manual, FAO 2016*. Please refer to this Chapter 10 of this publication for more information.

- **Monitoring**: the systematic measurement of a project over time. It usually involves the regular collection of information.

- **Evaluation**: a comprehensive, usually, formal assessment of a project. It often relates project activities and achievements to project objectives, so the value of an evaluation depends partly on the clarity and the relevance of the project objectives. Monitoring reports are often used for evaluations along with other project documents and data collection methods.

- **Impact Assessment**: this looks at a project's effects on people, the environment or institutions. It identifies the changes that take place in people's livelihoods during a project and determines whether and how these changes relate to project activities.

- **Process Indicators**: these measure the implementation of activities of an intervention project or programme. They tend to be quantitative.

- **Impact Indicators**: these measure the change in the lives of people and livestock. They are usually both quantitative and qualitative.

Video 6.3 - Indicators PART 2

The following video explains how to develop indicators and what makes an indicator "good".

As you watch the video reflect and make notes on the following questions -

- ✍ How do we select indicators?
- ✍ What are the qualitied of a good indicator?
- ✍ How do indicators link to the LEGS cross-cutting themes?
- ✍ What is a Monitoring Plan?

Click here to watch Video 6.3 - **Indicators PART 2** - **https://vimeo.com/525091517/783a82b8dc**

Key learning points

HOW DO WE DECIDE WHICH INDICATORS TO DEVELOP?

- ✓ Use the **Response plan**.
- ✓ Identify what process indicators we need to develop by examining the <u>activities</u> in our response plan.
- ✓ Process indicators are used to measure programme activities.
- ✓ Decide what impact indicators we need to develop by examining the <u>outcomes</u> of our response plan.
- ✓ Impact indicators are used to measure programme outcomes (and eventually livelihood objectives in evaluation).

Example

Intervention	Destocking
Option	**Slaughter destocking**
Livelihoods Objective (s)	1. Immediate benefits
Intervention Objectives	• 50% of poorest households gain income of at least $20 from livestock sales • 150 poorest households receive at least 10kg dried meat each
Outcomes	• Affected households receive cash income • Vulnerable households receive food (dried meat)
Activities	• Identify target communities and vulnerable groups • Organise livestock purchases • Organise slaughter facilities and meat distribution

Impact indicators →

Process indicators →

Intervention	Destocking
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INDICATORS e.g.

Incomes derived from livestock sales and uses of the income

People receiving meat – meat consumption and nutritional value to women & children

Number of community meetings; number and type of people participating.

Amount of meat distributed per household

What is a "good" indicator?

Indicators should be SMART

Specific

Measurable

Achievable

Relevant/realistic

Time-bound

Is this indicator SMART?

Is this indictor specific?

- ✓ Yes – livestock mortality directly measures the survival of livestock

Is this indicator measurable?

- ✓ Yes – livestock mortality is clear - everyone knows what livestock mortality is. The number of animals dying can be measured through counting, and we have included a percentage target

Is this indictor achievable?

- ✓ Yes – measuring livestock mortality is a practical and realistic measurement that can be done within resource limitations.

Is this indicator relevant?

- ✓ Yes – measuring livestock mortality is the good measure to assessing the outcome of livestock survival.

Is this indicator timebound? Does it specify the timeframe in which it is to be measured?

Our example includes a date – 30th July 2021.

So our indicator is now SMART!

LEGS CROSS-CUTTING THEMES AND INDICATORS

SMART indicators should also be **dis-aggregated** according to the **LEGS cross-cutting themes** (as relevant to the situation):

1. Gender and social equity + other diversity factors
2. HIV/AIDS
3. Protection
4. Environment and climate

Intervention	Destocking
Option	**Slaughter destocking**
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LEGS

INDICATOR with LEGS cross-cutting theme, e.g.

People receiving meat - meat consumption and nutritional value to **women** and **children**

Gender + age dis-aggregated

Some of the detail we need to make our indicators SMART and in line with the LEGS cross-cutting issues may be found in our **intervention objectives.**

The intervention objective is part of the **Response plan** you developed in Stage 3 of the LEGS approach.

Example   Response programme plan

Intervention	Destocking
Option	**Slaughter destocking**
Livelihoods Objective	1. Immediate benefits
Intervention Objectives	• 50% of poorest households gain income of at least $20 from livestock sales • 150 poorest households receive at least 10kg dried meat each
Outcomes	• Affected households receive cash income • Vulnerable households receive food (dried meat)
Activities	• Identify target communities and vulnerable groups • Organise livestock purchases • Organise slaughter facilities and meat distribution

Impact indicators

Process indicators

MONITORING PLAN

One we have designed SMART indicators, with targets and a time frame, the next step is to use this information to create a Monitoring Plan.

This is the template for a Monitoring Plan.

On the left column is the indicators.

You will use this template in your next Group Activity to create your own Monitoring Plan for the case study you are working on in this course.

Monitoring Plan

Indicators	Where and from whom will the data be collected?	Who will collect the data?	When will the data be collected, and how frequently?	How will the data be analysed and stored?	How will the data be reported, and fed back to the community?	How will the results be acted upon (transmitted to decision makers)?

KEY MESSAGES FOR MONITORING OF LIVESTOCK INTERVENTIONS IN EMERGENCIES

Be **sensitive to challenges** when monitoring

Monitoring plans must -

- be **simple** and **usable**
- include **process** AND **impact** indicators
  - ➢ to measure progress towards the LEGS Livelihoods Objectives
- use a **participatory approach**
- include **feedback from beneficiaries**
  - ➢ for accountability

Video 6.4 - Summing up Stage 4- Monitoring

The following video summarises Stage 4 of the LEGS Approach.

As you watch the video make notes on any questions or points of clarification that you would like to discuss in the Live Workshop.

Click here to watch Video 6.4 – Summing up stage 4-Monitoring - **https://vimeo.com/525101614**

Video 6.5 - Impact Evaluations with LEGS

The following video presents examples of carrying out impact evaluations using the LEGS Approach.

As you watch the video make notes on any questions or points of clarification that you would like to discuss in the Live Workshop.

Click here to watch Video 6.5 – Impact Evaluations with LEGS - **https://vimeo.com/525478115**

6.4 Monitoring Plan – Preparation for Live Workshop

Preparation

The Live Workshop activity involves creating a Monitoring Plan using the Response plan you created in the previous Module.

Read and makes notes on the following and be prepared to participate in the Live Workshop activity -

1. Purpose and Task instructions,
2. Check that you have been allocated to a group in the email sent to you by your Trainer.

Purpose

The purpose of this activity is to practice designing a Monitoring Plan using a realistic case study.

This activity strengthens your knowledge and skills in:

- Monitoring
- Creating SMART indicators
- How to develop realistic plans for monitoring Response plans.

Task

Create a Monitoring Plan for your Response plan that you developed in the last module.

1. Create the Monitoring Plan using the table (sent to you by email by your Trainer) and the relevant chapter in the LEGS Handbook.

2. Fill in the Monitoring Plan table:

   a) List the indicators in the left column,

   b) For each indicator decide the following -

   - Where and from whom will the data be collected?

   - Who will collect the data?

   - When will the data be collected, and how frequently?

   - How will the data be analysed and stored?

   - How will the data be reported, and fed back to the community?

   - How will the results be acted upon (transmitted to decision makers)?

   Put your Monitoring Plan on a PowerPoint slide.

3. Elect one person to give a **5-minute** presentation of your **Monitoring Plan**.

6.5 Check your understanding - QUIZ

Quiz # 6

This quiz enables you to check your understanding of the key topics covered in the Self-Paced Learning Guide of Module 6.

The results help you identify which aspects you have good knowledge of and those aspects you might like to review before the next Live Workshop.

You will be awarded a digital credit for successfully completing the following quiz and the Self-Paced Learning Guide of Module 6.

Click here to complete Quiz #6 - https://www.livestock-emergency.net/quizzes/6-5-check-your-understanding-quiz/

Congratulations on completing the Self-paced Learning Guide for Module 6.