INTRODUCTION

This report documents the process and evaluates the outcomes of a five-day training on Results-Based Management, Monitoring and Evaluation held at Gaziantep, Turkey, 3 - 7 July 2017 for staff of RET International. The objectives of the training were that participants would:

- Understand the philosophy and principles of RBM
- Have a thorough knowledge and understanding of the Logical Framework Approach (LFA)
- Be able to use the Logical Framework Approach in their own fields of work for the planning, implementation and monitoring of projects
- Understand how to apply Results-Based Management throughout the project cycle (identification – formulation – implementation – monitoring/evaluation and reporting)
- Have developed a Monitoring and Evaluation plan for their selected projects

The training was designed and delivered by ELD Director Neil Kendrick. Nine staff of RET participated as follows:

1. Elçin Demirel
2. Anıl Günaydın
3. Bilal Çelebi
4. Nazli Karayığit
5. Tolga Yelmen
6. Zerrin Alkan
7. İdil Börekçi
8. Emel Demirel
9. Beyza Bahar

This report is based on daily feedback from participants, trainer’s observations and a final evaluation from participants.
TRAINING EVALUATION

The training was monitored through regular daily feedback at the end of each day. Reporting teams also recapped each day's learning each morning. A final evaluation was conducted on the last day which indicated a high level of satisfaction.

Despite its ambitious range of objectives, the training was successful in delivering what was expected. All participants felt their expectations were very much met and indicated that the design and methodology of the course contributed to this. All participants said they had, to a great extent, learned what was needed and felt confident about applying the tools and approaches in their working areas. (Although a couple of participants did suggest they needed to review what was covered prior to implementing.)

The final evaluation results - where participants rated the course out of a possible 10 on a range of criteria - are detailed below. Scores presented are the average score from participants. It is very encouraging to see that participants rated the positive impact on RET's work very highly, with an average 9 / 10 scoring.
For each question, participants were also invited to add specific comments, shown below.

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
</table>
| OVERALL, WERE YOUR EXPECTATIONS AND OBJECTIVES MET?                      | 8.8   | - The training was really helpful  
- It would be good to extend the training to seven days to allow for more work on reporting  
- The training provided more than my expectations  
- The training exceeded my expectations  
- Definitely  
- Expected to learn more but time was limited  
- The course covered far more and in much more detail than I expected |
| WERE THE MATERIALS, METHODOLOGY AND TOPICS COVERED SUPPORTIVE IN YOUR LEARNING? | 9     | - The materials and methodology were great - this is the best training I have ever attended!  
- The materials and methodology were excellent  
- Would be good to have slide numbers so we can follow / find in the notes more easily  
- Very much so  
- All hard copy, soft copy and extra resources supplied were perfect |
| DID YOU LEARN WHAT YOU NEEDED?                                           | 8.6   | - Yes but would be good to have more than five days  
- I learned a lot!  
- I learned more than that!  
- Yes, but I also want to build on my learning and learn even more  
- I need to be more systematic and developing proposals and now I feel more comfortable |
| DO YOU FEEL CONFIDENT / ABLE TO APPLY WHAT WAS LEARNED?                   | 8.3   | - Yes, but need more practice to apply this  
- After I few days break and time to practice I will probably change this to a 9!  
- An 8 because of some of limitations in operationalising RBM hat were discussed - but that's a good starting point to raise to a 10  
- I will definitely implement what I learned from this training  
- With effort and institutional support I will be able to apply  
- I believe I now have the capacity to do so  
- Yes, although there may be some resistance to change  
- I am very eager to try and feel more confident now |
DO YOU THINK THIS TRAINING WILL HAVE A POSITIVE IMPACT ON FUTURE PROJECTS?

- If we apply without missing any steps it will have a positive effect
- Absolutely
- Definitely - I will start implementing what I have learned as soon as possible
- Definitely
- Next week I will write a new proposal and will definitely apply what I learned to this immediately. For the next project I will use RBM to pilot this approach.

GENERAL COMMENTS

- Thanks for the great presentations, efforts and friendliness!
- It was great to work with you - this kind of training is helpful for me and my colleagues
- Completely satisfied!
- The training contents and results were extremely effective
- Thank you for everything
- Thank you for all the tools you shared, especially Mind Mapping
- Thank you for an excellent training.
DAY ONE

The first day established norms and expectations for the training, explored the philosophy and concepts of Results-Based Management (RBM) and introduced the Logical Framework Approach (LFA). Participants also began the extended project work of the course, developing a Context Analysis and Problem Tree for their selected projects.

INTRODUCTION

The first session set the parameters for the training, allowing participants to introduce themselves and share their expectations. Participants also became familiar with the overall plan for the training. During the first session participants introduced themselves and shared their expectations of the training (collected in the Mind Map below). These expectations would serve both to help adapt the course to participants' specific needs and interests, as well as to provide a baseline against which progress could be measured on the final day.
After discussing these expectations the training plan was shared.

After a discussion on logistics, the introduction session was concluded.
PRINCIPLES OF RBM

The second session responded to the participants' expectation of understanding the concepts of RBM. After a brief explanation of the history of RBM and the reason it was brought into mainstream development thinking, we walked through a series of steps to clarify our conceptual understanding the approach. As well as slides, participants shared their own experiences and understanding freely both with the whole group as well as in small brainstorming sessions.

First we examined the concept of results, seeing the results are changes in a state or condition that derive from a cause-and-effect relationship and that these changes can be intended, unintended, positive or negative and can occur at output, outcome and impact level. The UNDG definition of RBM was shared as "a management strategy by which all actors ensure that their:

- Processes
- Products
- Services
  - Contribute to the achievement of desired results:
    - Outputs
    - Outcomes
    - Higher level goals / impact
  - A key component of RBM is performance monitoring to objectively measure how well results are being achieved and report on measures taken to improve them"

Next, participants shared their own ideas around the question 'Why RBM?' before looking at key features of the approach which included:

- Problem analysis to understand causes
- Stakeholder analysis
- Structuring of programmes around a chain of desired results (LFA)
- Feedback loops to apply learning

Strategic selection of projects was also covered, considering the importance of projects selected reflecting value (contribution to a national or regional goal), support / partnership and capacity. Participants then discussed, in teams, both the benefits of applying RBM as well as the potential risks / limitations, before the trainer wrapped up the session with a summary of the key points.

THE LOGICAL FRAMEWORK APPROACH: INTRODUCTION

The final morning session examined the Logical Framework Approach (LFA) - its history and purpose, the Log Frame (LF) itself, as well as overviewing the steps of the LFA process.

After a discussion of the LFA's purpose and origins, we examined the Log Frame itself - the different sections and columns, and what each was used for. This was illustrated with a case study from a camp for IDPs (Internally Displaced People). Participants learned the two types of logic - the vertical logic of the Results Chain and the diagonal where each future hypothesis rests on assumptions at the level below. The session wrapped up with an overview of the 10 steps of the LFA process.
THE LOGICAL FRAMEWORK APPROACH: ANALYSIS

The second part of the day looked at the first two steps of the LFA - Context Analysis and Problem Analysis. First, various tools were introduced for Context Analysis. These included:

- Focus Group Discussion (including roundtables, forums and workshops)
- SWOT
- Desk Study
- Survey
- Observation
- Interview

Participants shared their own experiences of using these tools and the benefits and limitations of each. Particular attention was given to the Problem Tree as a tool for Problem Analysis.

Participants then formed two teams to agree on a project to develop throughout the training. Teams then started to develop their Problem Trees using MindManager software. As with each day, work was not completed by the end of the final session. This is a normal part of the process, and participants were encouraged to embrace 'not knowing' the answers as a necessary step towards solving the problems each step of the process presented. Typically, each day's work remained unfinished and untidy - and it was in the subsequent days' first sessions that things became clearer and locked together.
DAY TWO

On the second day teams were fully involved in group work on their selected projects. A shared Problem Tree was agreed and tested, stakeholder analysis carried out and project objectives set. Teams also selected their project strategies and developed their results chains / Narrative Summary of the LFA.

PROBLEM ANALYSIS

The Problem Tree had been introduced on the first day, and in the first session worked further on the Problem Trees for their selected projects. They used Mind Manager (a Mind Mapping software) for this, and the results are below.
Problems were brainstormed, a core problem identified and the causes and effects organised into a logical sequence. Problem Trees were then tested for validity. Considerable time was devoted to this step due to its fundamental role in the LFA process and, consequently, its being a foundation for any results-based intervention.

It was then agreed to work on a shared project related to RET. In a participatory session, participants brainstormed around the issue of displaced children working. (See next page.)
**STAKEHOLDER ANALYSIS**

The day continued with an in-depth look at Stakeholder Analysis. As well as the standard approach - identifying various stakeholders' levels of interest in and influence on the project - we also explored Stakeholder Communication and Stakeholder Engagement.

Teams analysed the various stakeholders' roles in the project and developed a communication strategy for each stakeholder to ensure clear communication as well as to take account for any resistance. One interesting aspect that emerged from the analysis was the role of police and judiciary in the situation (and, therefore, the possible solution), so the problem analysis was adjusted to reflect this.

Stakeholder Management Plans are included in participants' annexed M&E plan.

**SETTING OBJECTIVES**

The day continued with objectives setting. Participants learned how, by rephrasing the negative statements from the Problem Tree as positives, and testing the new tree (Objectives Tree) as a means-ends hypothesis. Those statements that could not be changed were set aside - later to emerge as either Assumptions (things beyond the project’s ability to directly control) or Context (the environment in which the project will operate).
SELECTING A STRATEGY

In the next session, participants attempted to find common areas in the 'roots' of the objectives tree that represented various possible approaches to addressing the original core problem / achieving the project objective. The various approaches were then compared using a ranking system to assess the viability of each in order to combine those approaches into a comprehensive and prioritised project strategy.

<table>
<thead>
<tr>
<th>EASIER FOR PARENTS TO FIND WORK</th>
<th>BETTER LAW ENFORCEMENT</th>
<th>CHANGING PARENTS' ATTITUDES</th>
<th>CHANGING EMPLOYERS' ATTITUDES</th>
<th>CARE AND PROTECTION FOR MOST VULNERABLE</th>
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<tbody>
<tr>
<td>LIKELIHOOD OF ACHIEVING THE PROJECT OUTCOME</td>
<td>7</td>
<td>8</td>
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<td>7</td>
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<td>SHORT-TERM RESULTS</td>
<td>4</td>
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<td>4</td>
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<td>MEDIUM-TERM RESULTS</td>
<td>7</td>
<td>5</td>
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<tr>
<td>SUSTAINABILITY</td>
<td>8</td>
<td>9</td>
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<tr>
<td>CAPACITY / COMPARATIVE ADVANTAGE</td>
<td>9</td>
<td>4</td>
<td>8</td>
<td>6</td>
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<tr>
<td>COST-EFFECTIVENESS / ROI</td>
<td>9</td>
<td>8</td>
<td>8</td>
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<tr>
<td>LOW RISK</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>7</td>
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<tr>
<td>POPULAR WITH DONORS</td>
<td>7</td>
<td>2</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>POPULAR WITH END USERS (PARENTS)</td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>EASY TO MEASURE</td>
<td>7</td>
<td>3</td>
<td>8</td>
<td>7</td>
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</table>
THE LOGICAL FRAMEWORK APPROACH: PLANNING

After sharing the results so far in the plenary, teams moved onto the planning steps of the Logical Framework Approach.

Groups worked step-by-step through the rest of the day, turning their analysis into a clear plan. Using a simple Log Frame template they set outcome and goal, followed by outputs, activities and inputs.
DAY THREE

Day Three again saw a lot of practical, hands-on work. A lot of M&E theory was covered, and teams developed assumptions and indicators for each level of result.

PROJECT MONITORING AND EVALUATION

The day began with a plenary discussion, sharing and presentation on Monitoring and Evaluation. Both terms were defined, and the differences between Monitoring and Evaluation clarified. After discussing what we monitor and why, we examined the differences between traditional and results-based monitoring - and how the purpose in results-based monitoring is to inform learning / decision making rather than to track, for the ultimate purpose of measuring change / progress towards results.

Participants then, in teams, developed the indicators for their projects.
DAY FOUR

ESTABLISHING AN M&E SYSTEM

The fourth day explored the steps of establishing an M&E system / framework. After defining what an M&E system is and its purpose, steps discussed were:

1. Defining the results
2. Establishing indicators
3. Determining how data will be collected, from where this data will come
4. Articulating risks and assumptions
5. Grouping indicators
6. Designing data collection tools
7. Data collection and management
8. Analysing the data and examine the trends and meaning behind the data
9. Interpreting, compiling and presenting the analysed data
10. Using the data to inform learning

Results and indicators had already been developed as part of the LFA process; and many of the methods had already been covered by the Log Frames' MOV and during the first day's sessions on Context Analysis. However, we also explored other qualitative methods for data collection - Case Study and MSC (Most Significant Change) - and discussed methodological consideration when selecting / combining data collection methods. The importance of clarifying frequency and responsibility - responsibility for collection, verification, analysis and reporting - were also covered.

On step 4, we spent time examining how to identify, measure and evaluate risk. Participants were introduced to the concept of logging risk through a Risk Register, and the importance of including periodic risk monitoring as a component of their M&E planning.

Grouping indicators were discussed as a way to ensure more efficient collection of data. This means identifying indicators which can be verified using the same method or tool, ideally from the same source and at the same time / with the same frequency.

The importance of having clear tools - named and explained - was also covered, to ensure that data is collected consistently by all staff.

Throughout the afternoon teams developed their own M&E plans, which are annexed. The process forced them to critically examine each of their indicators and identify efficient, economical and verifiable ways to gather the information. As their plans developed a very comprehensive framework emerged, which, if applied to their selected projects, will lead to better monitoring and, consequently, a greater likelihood of achieving results.
DAY FIVE

On the final day we reviewed teams worked further to finalise their M&E plans which they then presented and received feedback on. From the second session we looked at the remaining steps of M&E planning: Data Analysis and Reporting. We also introduced Theory of Change and examined how it differs from LFA, as well as discussing challenges we may face when operationalising M&E.

DATA ANALYSIS

Two exercises were conducted to practice Data Analysis. In the first exercise, participants examined and discussed data gathered from a countrywide survey of peoples’ opinions in Nepal at the height of that country's civil war. The exercise was interesting in that there was often more than one interpretation for each graph; and through study and discussion it was possible to draw out underlying issues not explicitly obvious from the question. A useful learning from the task was that data is never neutral - everything has some significance. Also, it is the reporter's job to extract meaning from the data and guide readers / decision-makers to the main message the data offers.

The second exercise was more qualitative and gave participants further practice in using Mind Mapping. From a list of 'facts and figures' on the status of children, teams first categorised the information and then compiled into a comprehensive map. From the map they were able to find underlying issues of cause and effect - such as early marriage and its connections to girl education, labour and maternal mortality - that the data, in isolation, are not immediately apparent.

A key learning was that, through a three-step process, the meaning / conclusions of the data can become apparent in an organic way.

RESULTS-BASED REPORTING

The next session looked at reporting. We discussed the responsibilities of the reporter and the purpose of reporting, before examining specific questions to be considered when setting report objectives.

We also examined the concept of the four levels of Evaluation - Reactions and Feeling, Learning and Knowledge, Change in Behaviour and Impact. We saw how, over time, we can move 'up' the levels, and with each periodic collection of data we can gather information on more levels as we move towards evaluation.

We looked at the different types of reports produced during an intervention - progress reports, periodic reports and evaluations. Each was presented as a Mind Map. We also noted how these maps, due to their flexible nature, can be designed to also include Stakeholder Monitoring and Risk Monitoring.

The session wrapped up with a discussion of key issues to consider during the reporting process.
THEORY OF CHANGE

The next session introduced Theory of Change. While we did not go into great depth, we learned enough about the principles behind it to see how it can be used to mitigate some of the inherent weaknesses of LFA. Through various examples, participants clearly developed their understanding of this model.

REVIEW, REFLECTION AND EVALUATION

The final part of the day was spent reflecting on what had been covered so far. We reviewed what RBM is and its common features. Next, participants brainstormed the strengths and limitations of RBM, and also challenges they might face operationalising the approach in their organisations / projects. After a brief review of the key points of the course, and a look back at the first day’s expectations, participants completed a short exit survey (see Summary and Evaluation) before certificates were presented.
TRAINING SCHEDULE

1. INTRODUCTION
   
   OBJECTIVES
   EXPECTATIONS
   TRAINING PLAN
   LOGISTICS

2. PRINCIPLES OF RBM
   
   WHAT ARE RESULTS?
   WHAT IS RBM?
   WHY RBM?
   COMMON FEATURES OF RBM
   RBM AND THE PROJECT CYCLE
   STRATEGIC SELECTION OF PROJECTS
   APPLYING RBM

3. THE LOGICAL FRAMEWORK APPROACH: INTRODUCTION
   
   WHAT IS THE LFA?
   WHAT IS A LOGFRAME?
   VERIFYING THE PROJECT DESIGN
   OVERVIEW OF THE LFA STEPS

4. THE LOGICAL FRAMEWORK APPROACH: ANALYSIS
   
   CONTEXT ANALYSIS
   PROBLEM ANALYSIS
   STAKEHOLDER ANALYSIS
   SETTING OBJECTIVES
   SELECTING A STRATEGY

5. THE LOGICAL FRAMEWORK APPROACH: PLANNING
   
   OUTCOME AND GOAL
   OUTPUTS
   ACTIVITIES
   INPUTS
   ASSUMPTIONS / PROJECT CONTEXT
   INDICATORS
6. PROJECT MONITORING AND EVALUATION

MONITORING
EVALUATION
DIFFERENCES
MONITORING: WHAT AND WHY?
TRADITIONAL VS. RESULTS-BASED M&E
M&E PLANNING

7. ESTABLISHING AN M&E SYSTEM

DEFINING THE RESULTS
ESTABLISHING INDICATORS
DATA SOURCES AND METHODS
RISKS AND ASSUMPTIONS
GROUPING INDICATORS
DESIGNING DATA COLLECTION TOOLS

8. DATA ANALYSIS

SURVEY ANALYSIS
MIND MAPPING ANALYSIS

9. RESULTS-BASED REPORTING

PURPOSE OF REPORTING
RESPONSIBILITIES OF THE REPORTER
SETTING REPORTING OBJECTIVES
FOUR LEVELS OF EVALUATION
PROGRESS REPORTS
PERIODIC REPORTS
EVALUATIONS

10. THEORY OF CHANGE

11. REVIEW, REFLECTION AND EVALUATION

WHAT IS RBM?
COMMON FEATURES OF RBM
WEAKNESSES, LIMITATIONS AND CHALLENGES OF RBM
OPERATIONALISING RBM
PERSONAL ACTION PLANNING
OPEN SPACE DISCUSSION
COURSE EVALUATION
CERTIFICATION
Acronyms

M&E        Monitoring and Evaluation
FGD        Focus Group Discussion
MoLSS      Ministry of Labour and Social Security
ISKUR      Turkish Employment Agency
MoFSP      Ministry of Family and Social Policies
MoNE       Ministry of National Education
PDMM       Provincial Directorate of Migration Management

Introduction

The purpose of this plan is to provide a framework to:

- Demonstrate progress against expected results to be coordinated between all audiences and to determine the project’s:
  - Relevance
  - Efficiency
  - Effectiveness
  - Sustainability and
  - Impact

This M&E plan has been prepared by the M&E department, responsible senior officers and programme coordinator, and shared with donors and those involved in the management as well as the project team.

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This is a synthesis of both teams’ work
REPORT ON TRAINING ON RESULTS-BASED MANAGEMENT, MONITORING AND EVALUATION
GAZIANTEP, TURKEY 3 - 7 JULY 2017
ELD TRAINING www.eldtraining.com
This M&E plan aims to guarantee compliance with indicators of the project through Means of Verification and support implementation of the project plan.

**Project Summary**

<table>
<thead>
<tr>
<th>Title</th>
<th>CREATING A FUTURE FOR CHILDREN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting Date</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>Duration</td>
<td>1 Year</td>
</tr>
<tr>
<td>Partners</td>
<td>MoLSS, ISKUR, MoFSP, MoNE</td>
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<tr>
<td>Target Area</td>
<td>Sanliurfa and Mardin</td>
</tr>
<tr>
<td>Beneficiaries</td>
<td>1500 children of Syrian refugees and host communities of Mardin and Sanliurfa</td>
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<tr>
<td>Cost</td>
<td>To be finalised</td>
</tr>
<tr>
<td>Funding Source</td>
<td>UNICEF</td>
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<tr>
<td>Goal</td>
<td>Increased enrolment of vulnerable children in school</td>
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</tbody>
</table>
## Logical Framework

<table>
<thead>
<tr>
<th>NARRATIVE SUMMARY</th>
<th>INDICATORS</th>
<th>MOV</th>
<th>RISKS / ASSUMPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL</strong></td>
<td>INCREASED ENROLMENT OF VULNERABLE CHILDREN IN SCHOOLS</td>
<td>BY PROJECT END, 600 OF THE 750 CHILDREN NO LONGER WORKING ARE ENROLLED IN SCHOOL.</td>
<td>SCHOOL REGISTRATION / ATTENDANCE</td>
</tr>
<tr>
<td><strong>OUTCOMES</strong></td>
<td>REDUCED NUMBER OF DISPLACED SYRIAN AND HOST COMMUNITY CHILD LABOURERS (5 - 17)</td>
<td>BY PROJECT END, THE NUMBER OF TARGETED CHILDREN AT WORK FALLS FROM 1500 TO 750.</td>
<td>PERIODIC HOME VISITS / PHONE FOLLOW-UP / CHECKLIST IN RARE CASES</td>
</tr>
<tr>
<td><strong>OUTPUTS</strong></td>
<td>1. CAPACITY BUILDING FOR 400 PARENTS OF CHILD LABOUR TO FIND A JOB</td>
<td>EACH 3 MONTH, 90% OF THE 100 MEN AND WOMEN ACQUIRE THE SKILLS OF: - HANDICRAFT PRODUCTION - TAILORING - PLUMBING / ELECTRICS - HAIRDRESSING</td>
<td>PRACTICAL EXAMINATIONS AND CERTIFICATION PRE- AND POST-QUESTIONNAIRES FGD SCHOOL REGISTRATION REFERAL FORMS</td>
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<tr>
<td></td>
<td>2. INCREASED FAMILIES’ AWARE ON LEGAL ASPECTS CHILD LABOUR</td>
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<td>3. MOST VULNERABLE CHILDREN HAVE ACCESS TO STATE EDUCATION AND PROTECTION MECHANISM FOR THE SURVIVORS OF CHILD LABOUR</td>
<td>BY PROJECT END, OUT OF 1000 HEAD OF HOUSEHOLDS, 70% PERCEIVE CHILD LABOUR TO BE UNACCEPTABLE / HARMFUL.</td>
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<td>4. CHILD LABOUR IS NOT ACCEPTED AS NORMAL BY EMPLOYERS</td>
<td>BY PROJECT END, OUT OF 500 CHILDREN IDENTIFIED, 90% SUCCESSFULLY REFERRED TO STATE EDUCATION MECHANISM. BY PE, OUT OF 200 CHILDREN IDENTIFIED AS INVOLVED IN WORST FORMS OF CHILD LABOUR, 90% ACCESS STATE PROTECTION.</td>
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<tr>
<td>ACTIVITIES</td>
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<tr>
<td>1.1 IDENTIFYING MOST VULNERABLE FAMILIES</td>
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<tr>
<td>1.2 CONDUCTING MARKET ANALYSIS AND NEED ASSESSMENT TO IDENTIFY THE NEEDS AND SKILLS OF THE FAMILIES</td>
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<td>1.3 PROVIDING VOCATIONAL TURKISH LANGUAGE TRAININGS</td>
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<td>1.4 PROVIDING SKILLS TRAINING COURSES</td>
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<tr>
<td>1.5 PROVIDING ENTREPRENEURSHIP, SAVING AND FINANCIAL LITERACY TRAININGS</td>
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<tr>
<td>1.6 REFERRING TO EXISTING AVAILABLE JOB OPPORTUNITIES</td>
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<tr>
<td>2.1 PROVIDING AWARENESS RAISING SESSIONS ON CHILD PROTECTION, CHILD RIGHTS, CHILD LABOUR; LEGAL FRAMEWORK, HARMFUL EFFECTS, RISK AND SANCTIONS ETC.</td>
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<td>3.1 MAPPING OF EXISTING STATE EDUCATION AND PROTECTION MECHANISM ON CHILD LABOUR</td>
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<td>3.2 IDENTIFYING WORST FORMS OF CHILD LABOUR CASES AND REFER TO EXISTING STATE PROTECTION MECHANISM</td>
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<td>3.3 REFERRING SURVIVORS TO EDUCATION OPPORTUNITIES</td>
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<tr>
<td>4.1 WORKSHOPS CONDUCTED EMPLOYERS (TO UNDERSTAND FACTORS LEADING TO CHILD LABOUR BETTER)</td>
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<td>4.2 AWARENESS RAISING SESSIONS THROUGH CREATIVE METHODS CONDUCTED TO EMPLOYERS ON CHILDREN’S RIGHTS, LEGAL RESTRICTIONS ON CHILD LABOUR, IMPORTANCE OF EDUCATION OF CHILDREN.</td>
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<tr>
<td>INPUTS</td>
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<td>PRECONDITIONS</td>
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<td>QUALIFIED HUMAN RESOURCES SUCH AS CP SPECIALISTS AVAILABLE</td>
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<td>MOU / PERMISSIONS / POLITICAL STABILITY / AGREEMENTS</td>
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<td></td>
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<tr>
<td>COLLABORATION WITH LOCAL AND NATIONAL AUTHORITIES (KOSGEB, TKDK, MOLLS’, DEVELOPMENT AGENCIES, BAR ASSOCIATIONS, CHAMBER OF COMMERCE ETC.) AND COMMUNITY LEADERS.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Indicators**

| Indicator 1 | Each 3 months, 90% of the 100 men and women trained have acquire the skills of:  
- handicraft production  
- tailoring  
- plumbing / electrics  
- hairdressing |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Percentage of the target group who pass the exam successfully are certificated. Sum of all the registered course attendees who regularly attended and successfully completed the course, multiplied by 90, divided by 100.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>To assess whether participants acquired proficiency in the skills provided by the training/course.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>90%</td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td>The trainer will register participants on the registration sheets and take regular attendance by using attendance sheets. In the end of the course, the trainer will apply examination to the course participants who regularly attended the course. Finally, the trainer will distribute certification to the participants who successfully completed the course.</td>
</tr>
</tbody>
</table>
| **Tool** | Registration  
Attendance  
Practice based exam prepared by public education centre.  
Certification |
| **Frequency** | During the course of every 3 months-Attendance Sheets  
On the final day of each training (each quarter): Exams and Certification; Training reports |
<p>| <strong>Responsible</strong> | Trainers and livelihood specialist working under public education centres |
| <strong>Reporting</strong> | The scores for all participants are reported on a quarterly basis. Registration forms and attendance sheets submitted by trainers are entered into database. After three months, successful participants are reported to Programme Manager by Reporting Officer according to attendance rate and exam results. |
| <strong>Quality Control</strong> | All trainers will attend a two-day training course on effective class management techniques. Moreover, to verify the accuracy of registration and attendance sheets, Programme Manager will call and/or visit training participants to conduct post-training satisfaction and feedback survey. The Livelihood Specialists, in order to verify the accuracy of the examination, observe randomly selected examinations quarterly. |</p>
<table>
<thead>
<tr>
<th><strong>Indicator 2</strong></th>
<th>By project end, out of 1000 heads of households, 70% perceive child labour to be unacceptable / harmful.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Percentage heads of households who perceive child labour to be unacceptable / harmful out of 1000 participants in awareness raising sessions who attended at least 2 sessions on different topics.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>To measure awareness achieved through information sessions about child labour</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Unknown</td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>700 heads of households</td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td>Trainers who have speciality on the topic will provide the sessions and register the participants into the database. The Reporting Department will analyse and evaluate the data and report to the Programme Manager. Ongoing visits to identified households (each 3 months) by the community worker team. FGDs done five times in a month (75 heads of households per month)</td>
</tr>
<tr>
<td><strong>Tool</strong></td>
<td>Registration forms&lt;br&gt;Risk assessment forms&lt;br&gt;Pre and post tests&lt;br&gt;Household visits&lt;br&gt;FGD&lt;br&gt;Attendance sheets, post-assessment tests, interviews with the representative sample of participants (15-20%).</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>4 times a year</td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td>Community team leader</td>
</tr>
<tr>
<td><strong>Reporting</strong></td>
<td>Forms that are used in the field are submitted to the data clerk and the data are entered to the database. Reporting is done on a monthly basis by Reporting Officer. FGD report prepared by the person who conducts FGD is submitted to Senior Protection Officer and reported by Reporting Officer.</td>
</tr>
<tr>
<td><strong>Quality Control</strong></td>
<td>At the beginning of the project, reporting team gives a training to community workers about how to use data collection tools. During the ongoing monthly period, reporting assistants conduct field visits and take necessary measures to ensure quality control. FGDs are observed by Reporting Officer during the process quarterly. Programme Manager will conduct random interviews with the participants in order to ensure the quality of the sessions delivered and verify the accuracy of the attendance sheets.</td>
</tr>
<tr>
<td>Indicator 3</td>
<td>By project end, out of 500 children identified, 90% successfully referred to state education mechanism.</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Definition</td>
<td>Percentage of child labourers referred to state education mechanisms such as primary, secondary or high schools. Successfully referral refers to follow up of the registered children during project period on a regular basis.</td>
</tr>
<tr>
<td>Purpose</td>
<td>To assess whether the children are identified and successfully referred to existing protection mechanism.</td>
</tr>
<tr>
<td>Baseline</td>
<td>0</td>
</tr>
<tr>
<td>Target</td>
<td>450</td>
</tr>
<tr>
<td>Data Collection</td>
<td>Following up of the registered children at least with two different methods (home and school visits etc.) once a month</td>
</tr>
</tbody>
</table>
| Tool       | School registration forms  
Follow up form  
Follow up report  
Monthly home and school visits |
<p>| Frequency  | Monthly |
| Responsible | Referral Education Supervisor |
| Reporting  | Referral supervisors submit follow-up forms and reports to the data clerk. After they are entered into database, they are reported by Reporting Officer. |
| Quality Control | At the beginning of the project, reporting team gives a training to community worker about how to use data collection tools. During the ongoing monthly period, reporting assistants conduct field visits and take necessary measures to ensure quality control. Centre coordinator accompanies reporting assistants each 3 months. |</p>
<table>
<thead>
<tr>
<th>Indicator 4</th>
<th>By PE, out of 200 children identified as involved in worst forms of child labour, 90% access state protection.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Percentage of child labourers involved in worst forms of child labour having access to state protection</td>
</tr>
<tr>
<td>Purpose</td>
<td>To measure the percentage of children have access to state protection</td>
</tr>
<tr>
<td>Baseline</td>
<td>0</td>
</tr>
<tr>
<td>Target</td>
<td>180</td>
</tr>
<tr>
<td>Data Collection</td>
<td>Social workers identify cases during outreach activities and store them confidentially.</td>
</tr>
</tbody>
</table>
| Tool       | Identification Form  
Case Registration Form  
Case Assessment Form  
Case Referral Form  
Case Follow-up Form |
|            | Social workers will identify and successfully refer to existing state mechanism and the data enter into confidential database. Reporting department (the only reporting person can access database to do analyse) will analyse the data and report to Programme Manager. |
| Frequency  | Monthly |
| Responsible| Social worker |
| Reporting  | Data entered into database by social worker are reported by Reporting Officer. |
| Quality Control | Referral Supervisor will follow up the cases referred to the state education protection by contacting children and their parents. The referral supervisor will be able to understand if the child is identified and referred through the follow up and internally check the quality of the service provided by social worker to the clients. Referral supervisor while dong the follow up will get the feedback of the clients on the service provided by the social worker. |
## Roles & Responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAMME MANAGER</strong></td>
<td>ORGANIZE AND COORDINATE PROGRAMME, PROVIDE STRATEGIC GUIDANCE TO TEAM. MONITOR THE PROGRESS BY THE REPORTS RECEIVED FROM REPORTING DEPARTMENT. SHARE THE RECEIVED REPORT WITH THE DONORS AND THE FIELD.</td>
</tr>
<tr>
<td><strong>REPORTING OFFICER</strong></td>
<td>MONITORING AND EVALUATING PROGRESS BY PULL THE DATA REQUIRED FROM BASE. DRAW REPORT AND FILL UP WITH THE ANALYSE TO BE SHARED WITH PROGRAMME MANAGER.</td>
</tr>
<tr>
<td><strong>REPORTING ASSISTANT</strong></td>
<td>CONTROL AND VERIFY ALL DATA THAT ENTERED THE BASE IN ORDER TO GET CLEAR ANALYSE, CONTROL RELIABILITY.</td>
</tr>
<tr>
<td><strong>SENIOR OFFICER</strong></td>
<td>ENSURE THE IMPLEMENTION OF INDICATORS THAT COVERS BY HER/HIS DEPARTMENTAL MANAGEMENT.</td>
</tr>
<tr>
<td><strong>TRAINER</strong></td>
<td>EDUCATE PARTICIPANTS WITH RELATED AWARENESS RAISING OR VOCATIONAL TRAININGS, FILL UP THE ATTENDANCE SHEETS, AND ENTER THE DATABASE, DRAW A REPORT IN THE END OF EVERY MONTHS, TO BE SHARED WITH SENIOR OFFICER AND REPORT DEPARTMENT</td>
</tr>
<tr>
<td><strong>LIVELIHOOD SPECIALIST</strong></td>
<td>RESPONSIBLE TO ENSURE THE QUALITY RELATED VOCATIONAL TRAININGS, IN THE END OF EVERY TRAININGS REWRITING A SURVEY REPORT TO BE SHARED WITH REPORTING DEPARTMENT.</td>
</tr>
<tr>
<td><strong>EDUCATION REFERRAL SUPERVISOR</strong></td>
<td>RESPONSIBLE OF FOLLOW UP PROCESS OF EDUCATIONAL REFERRALS AND ENSURE THE QUALITY. REPORT EVERY VERIFIED CASES WITH REPORT DEPARTMENT AND SENIOR OFFICERS</td>
</tr>
<tr>
<td><strong>PROTECTION REFERRAL SUPERVISOR</strong></td>
<td>RESPONSIBLE OF FOLLOW UP PROCESS OF PROTECTION RELATED REFERRALS AND ENSURE THE QUALITY, REPORT EVERY VERIFIED CASES WITH REPORT DEPARTMENT AND SENIOR OFFICERS</td>
</tr>
<tr>
<td><strong>SOCIAL WORKER</strong></td>
<td>IDENTIFYING CASES ON THE FIELD AND REFER TO AVAILABLE SERVICES, GATHER DATA FROM FIELD AND ENTER TO BASE ON TIME TO BE SHARED WITH REPORT DEPARTMENT, FOLDER AND STORE ALL RELATED DATA ACCORDING TO DATA PROTECTION PROTOCOL.</td>
</tr>
<tr>
<td><strong>PROTECTION SPECIALIST</strong></td>
<td>ENSURE THE QUALITY OF PROTECTION RELATED PROCESS, PARTICIPATE AND OBSERVE TRAININGS.</td>
</tr>
</tbody>
</table>
• Trainers of vocational trainings will collect regularly data through registration and attendance sheets of the trainings and enter data to online system at the moment of the activity. After each training are completed, trainer will apply examination and enter the results of the examination to the system and write an examination report and upload on the online system.

• Trainers of awareness raising sessions will collect regularly data through registration and attendance sheets of the trainings and enter data to online system at the moment of the activity. Trainers will conduct post-assessment tests and enter the system and will conduct interview with the representative sample of participants and write an interview report and upload on the online system after each module are completed.

• Social workers will collect data, prepare mentioned documents and enter to the system regularly according to received cases. They will write monthly report related to challenges and success stories and upload on the online system.
• Protection/Education Referral Supervisors will follow-up cases, enter data to the system and write a monthly report and send it to reporting assistant and senior officer according to received cases. Supervisors will be write advocacy report about the relationships with key stakeholders and upload on the online system.

• Livelihood/Protection Specialist supervise to social workers and trainers. They will do quality monitor visit four times a month and write a monthly quality report and upload on the online system.

• Senior officers will reach all report that social workers, trainers, supervisors and specialist write and prepare narrative progress report and upload on the online system monthly.

• Reporting assistant will reach quantities data on the system and analyse it, write a data analyse report monthly and upload on the online system.

• Reporting officer will reach all data on the system, merge, evaluate and write following reports:
  o Monthly Situation report
  o Monthly progress report
  o Quarterly progress report

Data Management

Storage

Collected data are stored both in database and as hard copies by data clerks. Hard copies are documented separately according to indicators. Databases are backed up in hard disks by Reporting Assistants weekly. All documents and databases are stored until they are submitted to donor following the project end.

Analysis

Microsoft Excel software is used for analysis of the database.

Privacy

All the data relevant to the project is confidential and only authorised staff have access to databases and documents. Hard copies are stored in our centres.
Appendices

Tools

REGISTER SHEET
ATTENDANCE SHEET
REPORT
IDENTIFICATION FORM,
CASE REGISTRATION FORM,
CASE ASSESSMENT FORM,
CASE FOLLOW UP AND CLOSURE FORM,
REFERRAL FORM,
SCHOOL REGISTRATION FORM,
MONE LEVEL DETERMINATION FORM
CERTIFICATION
HOME AND SCHOOL VISITS
Stakeholder Management

This project will be implemented in close collaboration with MoNE, MoLSS, ISKUR, DGMM and community leaders by

<table>
<thead>
<tr>
<th>STAKEHOLDER</th>
<th>EMPLOYERS</th>
<th>POLICE</th>
<th>PARENTS</th>
<th>LOCAL GOV.</th>
<th>JUDICIARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL OF INTEREST</td>
<td>HIGH</td>
<td>LOW</td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
</tr>
<tr>
<td>LEVEL OF INFLUENCE</td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
<td>HIGH</td>
<td>LOW</td>
</tr>
</tbody>
</table>

| WHAT SUPPORT DO WE NEED FROM THEM? | NOT EMPLOY KIDS | TAKE PRECAUTION ACCORDING TO REGULATIONS | NOT TO SEND THEIR CHILDREN TO WORK | IDENTIFICATION AND PROTECTION, LOCAL OWNERSHIP | REFER INDIVIDUAL CASES USE JUDICIAL REMEDY |

| WHAT IS THE STAKEHOLDER’S ROLE? | EXAMPLE TO OTHERS | REPUTATION BENEVOLENT | EXAMPLE TO OTHER PARENTS ACTIVE PARTICIPATION IN THE PROGRAMME THROUGH PROVIDING AWARENESS RAISING SESSIONS TO THE OTHER PARENTS RAISE AWARENESS IN THE COMMUNITY SUPPORT EDUCATION OF THEIR CHILDREN AND FOCUS ON LONG-TERM RESULTS DEVELOP AWARENESS ON NOT DEPENDING ON THEIR CHILDREN FINANCIALLY | TO INFLUENCE THE PUBLIC PERCEPTION | PROCESS CASES QUICKLY BEST PRACTICE FOR OTHERS |

| WHAT ARE THE STAKEHOLDER’S INTERESTS AND CONCERNS? | FINANCIAL LOSS | TO DO THEIR JOB AS IT SHOULD BE DONE BURDEN | FINANCIAL LOSS/GAIN SUBSISTENCE | PUBLIC INTEREST | GOOD REPUTATION |

<p>| WHAT IS OUR STRATEGY TO GAIN SUPPORT OR MINIMISE OPPOSITION? | REASSURE (SGK DISCOUNT) EDUCATE / WARN | TO IDENTIFY CASE RELIABLE INFORMATION FLOW | RAISE AWARENESS FINANCIAL SUPPORT LIVELIHOOD/TRAINING OPPORTUNITIES | INFORM THEM ON SOCIAL EFFECT OF THE ISSUE | KEEP INFORMED FREQUENTLY |</p>
<table>
<thead>
<tr>
<th>HOW WILL WE COMMUNICATE WITH THIS GROUP? / CHANNEL</th>
<th>MEDIA WORKSHOPS THROUGH INDUSTRIAL CHAMBER / CHAMBER OF COMMERCE</th>
<th>THROUHG THEIR OFFICERS WORKSHOP INTERVIEW</th>
<th>FIELDWORK INTERVIEWS FGD BROCHURES HOME VISITS (HOLLISTIC APPROACH TO THE PROBLEM) COMMUNITY GATHERINGS/EVENTS THROUGH A COMMUNITY LEADER (SUCH AS MUFTI, RELIGIOUS LEADERS AND ETC.)</th>
<th>WORKSHOPS REGULAR COORDINATION MEETINGS ESTABLISHING STEERING COMMITTEE FACE TO FACE, E-MAIL OFFICIAL LETTER</th>
<th>CONSULTATION PUSH COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT INFORMATION DO THEY NEED?</td>
<td>LEGAL RIGHTS AS EMPLOYERS / BENEFITS RISKS</td>
<td>5WS1H (5N1K)</td>
<td>IMPORTANCE ON EDUCATION LEGAL RESTRICTIONS ON CHILD LABOUR CHILDREN’S RIGHTS AVAILABLE EMPLOYMENT OPPORTUNITIES FOR ADULTS AND LIVELIHOOD TRAININGS EMPLOYMENT SUPPORT MECHANISMS (İŞKUR, ETC.) AVAILABLE EDUCATION OPPORTUNITIES FOR THEIR CHILDREN AND ENROLMENT SUPPORT SERVICES (TRANSPORTATION AID, SCHOLARSHIP, ETC.)</td>
<td>CASE FILES</td>
<td>PROGRESS UPDATE DETAIL OF THE CASES</td>
</tr>
<tr>
<td>HOW OFTEN?</td>
<td>1ST YEAR QUARTERLY YEARS 2 AND 3 EACH 6 MONTHS</td>
<td>EVERY 3 MONTHS</td>
<td>REGULARLY IN THE INITIAL STAGES (DEPENDING ON EACH PARENT AND THE CASE) TILL THE CASE IS SOLVED AND THEN FOLLOW UP ONCE A MONTH IN THE FIRST 6 MONTHS (AGAIN DEPENDS ON THE CASE)</td>
<td>6 TIMES PER YEAR</td>
<td>ONCE WITHIN SIX MONTHS</td>
</tr>
<tr>
<td>PERSON RESPONSIBLE</td>
<td>PROJECT MANAGER</td>
<td>FIELD OFFICER</td>
<td>SOCIAL/CASE WORKERS PSYCHOLOGISTS CHILD PROTECTION OFFICERS/SPECIALISTS WHERE APPROPRIATE</td>
<td>LIAISON OFFICER</td>
<td>PROJECT MANAGER</td>
</tr>
</tbody>
</table>

REPORT ON TRAINING ON RESULTS-BASED MANAGEMENT, MONITORING AND EVALUATION
GAZIANTEP, TURKEY 3 - 7 JULY 2017
ELD TRAINING www.eldtraining.com
Risk Management

The proposed programme may face with the following risks:

- Programme participants may not get work due to change in the regulations affecting the work permits.
  Likelihood: Low
  Impact: Severe
  In that case, the programme participants will be supported with the work permit application processes. The causes rejections in the work permits will be investigated. The conditions of self-employment and zero-hour contract will be further explored.

- Syrian programme participants may face a challenge in enrolling schools due to change in school registration processes for refugees. In that case, participants will be supported personally in their application processes and will be closely followed up.

- Schools may not have enough capacity to enrol new students or school directors may refuse to enrol Syrian students. RET will increase its advocacy activities and investigate the reasons behind the refusal. RET will also build and maintain positive relations with the school directors. RET will investigate the schools not enrolling Syrian students and its reasons and will put advocacy efforts or maintain positive relations with the school directors or put in place other measures according to the reasons identified behind refusal of Syrian students.

- Programme participants may relocate and show absence in the programme or drop out of the schools. Participants will be closely followed up and will be referred to other opportunities in their new place.

- Children may drop of the schools due to conflict between the Syrian and host community children. In this case, RET will investigate the reasons behind the drop outs and promote social cohesion between two communities.

- Children may drop out the school due to financial insufficiencies of their parents. RET will refer these children to enrolment support services providing scholarships or transportation aid for the students in order to ensure retention.

- Despite our efforts, some families may still not be willing to send their children to school. RET will provide further information sessions, to sensitize those Syrian families on the importance of education; raise their awareness of the differences between the Syrian and Turkish education systems; inform them on the available educational opportunities (i.e., programmes; capacity to enrol Syrian learners; procedures for recognition of equivalence of foreign diploma and registration; tuition fees) and existing enrolment support services (e.g. TLTs; financial aid and scholarships; transportation).