

LDP

MODULAR LEADERSHIP DEVELOPMENT PROGRAM
FOR PHYSICAL REHABILITATION CENTERS

Board Alignment Meeting BAM

Leading, Managing, & Governing 1

Mission, Vision, & Scanning 2

Team Challenge & Measurable Result 3

Focusing & Root Cause Analysis 4

Interventions & Action Plan

5



Align & Mobilize 6

Teamwork Leadership Approaches 7

Working Effectively in Teams 8

Inspiring 9

Evaluating & Starting Again 10

Board Results Presentation Meeting BRP



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**LEADERSHIP, MANAGEMENT
& GOVERNANCE PROJECT**



Inspired Leadership. Sound Management. Transparent Governance.

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ICRC-LDP MODULE 5

Interventions & Action Plan

PURPOSE

Identify priority actions, and learn and create Action Plans that will guide the team toward their measurable result.

MODULE OBJECTIVE

- To identify priorities
- To analyze priority actions with a gender perspective
- To create an Action Plan
- To integrate M&E activities into the Action Plan

LEARNING OBJECTIVES

At the end of the Module, participants will be able to:

- Use the Priority Matrix to identify priorities
- Identify 3 to 5 priority actions to address the root causes of their obstacles
- Develop a sound implementation plan that describes in detail the actions to address obstacles and achieve the measurable result
- To prepare an M&E plan for their improvement project

MODULE CONTENT AND SCHEDULE

Full module duration: 4 hours, 35 minutes

ACTIVITY		TIME
A.	Welcome, homework review, and module overview	30 minutes
B.	Brainstorm priority actions to address the root causes	15 minutes
C.	Analyzing priority actions with gender perspective	45 minutes
D.	Analyzing priority actions with disability perspective	35 minutes
Break		15 minutes
E.	Priority Matrix	45 minutes
F.	Developing an Action Plan	45 minutes
G.	Preparing a Monitoring and Evaluation Plan	45 minutes
H.	Homework and closing	15 minutes

PREPARATIONS

- Read and practice the *Manager's Guide* notes for this session.
- Prepare the required flipcharts and make copies of all handouts, including accessible format copies for participants with disabilities (e.g., large print, Braille, or providing all handouts on a USB for participants to access on computers during the session).
- Apply the Priority Matrix using a personal example to make sure you master the process.

MATERIALS

- Flipcharts—easel and paper
- Tape
- Colored markers
- Supply of self-stick notes

PREPARED FLIPCHARTS

- Module 5 objectives and schedule
- Assignment from Module 4
- Brainstorming Guidelines:
 - 1.) *Do not criticize any of the ideas.*
 - 2.) *Do not discuss ideas during the brainstorming session.*
 - 3.) *Think creatively.*
- Flipchart with the Gender Integration Continuum Framework (p. 5-26)
- Flipchart with the 5 main headings from Disability Inclusive Interventions:
Raise Awareness about Disability Issues; Provide Reasonable Accommodations; Budget for Reasonable Accommodations; Apply a Disability Lens to Monitoring and Evaluation Plans; and Consult with Persons and Organizations
- Two flipcharts with the Priority Matrix left blank (See handout p. 5-25)
- The Challenge Model filled with Mission, Strategic Priorities, Vision, Current Situation, Measurable Result, and the three main Obstacles with their Root Causes
- Blank Action Plan (See handout p. 5-30)
- Action Plan Tasks:
 - 1.) *Write a list of all activities needed to complete each priority action.*
 - 2.) *Assign a person to be responsible for each activity.*
 - 3.) *Estimate resources needed to complete the activity.*
 - 4.) *Indicate start and completion dates for each activity.*
 - 5.) *Do a quick check of your draft Action Plan.*

- ❑ To monitor is ... / To evaluate is ...
 —**Monitor:** *To regularly track changes in indicators over time in order to manage the implementation of an Action Plan.*
 —**Evaluate:** *To understand and explain why results were or were not achieved.*
- ❑ Why monitor and evaluate:
 —*The purpose of good M&E practice is to properly monitor, measure, and demonstrate results.*
 —*If you do not measure, you cannot know and show how much you have improved.*
- ❑ Flipchart with Monitoring and Evaluation Planning Worksheet (See handout p. 5-32)

HANDOUTS

- ❑ *Setting Priorities Using the Priority Matrix (sample worksheet) (p. 5-24)*
- ❑ *Setting Priorities Using the Priority Matrix (blank worksheet) (p. 5-25)*
- ❑ *Gender Continuum Framework (p. 5-26)*
- ❑ *Gender Continuum Scenarios (p. 5-28)*
- ❑ *Disability Inclusive Interventions (p. 5-29)*
- ❑ *Action Plan for Team (blank) (p. 5-30)*
- ❑ *Quick Check on the Quality of an Action Plan (p. 5-31)*
- ❑ *Monitoring and Evaluation Planning Worksheet (p. 5-32)*


HOMEWORK

Start implementing the Action Plan

Activity A.**Review the Learning and Homework from Module 4 and the Objectives for Module 5**

This exercise reviews what participants learned during the last module and explains the objectives of the present module.

 **Duration** 30 minutes

 **Materials**

- ☐ Prepared flipchart: Module 5 objectives and schedule
- ☐ Flipchart: Assignments from Module 4


 **Process**

Step 1. Review of Module 4 content 10 minutes)

In the large group:

SAY: *We are about to start ICRC-LDP Module 5. Before starting, let's review Module 4*

ASK: *What did we learn in Module 4?*

 **Take notes** on the flipchart and make a summary about the main learning in Module 4.

ASK: *Does anyone have any questions at this point in the process?*

STEP 2. Overview and agenda for Module 5 (5 minutes)

 **Show the flipchart** with Module 5 objectives and schedule.

Review the workshop's objectives and schedule, being sure to read them aloud.

STEP 3. Report back on homework assignments (15 minutes)

👉 **Show the flipchart** with assignments for Module 4. Read it aloud.

In plenary, ask each team to present the data they collected to support their root cause analysis.

👉 **Take notes** about each root cause reported and save them for later work on identifying interventions to address these root causes.

Activity B. Brainstorming Priority Actions to Address Root Causes

This exercise helps participants identify specific priority actions to overcome the root cause of their obstacles and achieve their measurable result.

Duration

15 minutes

Materials

- ❑ Flipchart with root causes supported by data from the assignment from Module 4
- ❑ Flipchart with Brainstorming Guidelines:
 - 1.) *Do not criticize any of the ideas.*
 - 2.) *Do not discuss ideas during the brainstorming session.*
 - 3.) *Think creatively.*

Process

STEP 1. Explain brainstorming technique (5 minutes)

👉 **Show the flipchart** with root causes supported by data from the previous activity. Be sure to read them aloud.

SAY: *Now that we have verified that the root causes we identified in Module 4 are supported with data, it is time to brainstorm some high-level activities that will be key to moving you forward in achieving your measurable result.*

SAY: *The purpose of brainstorming is to generate many creative ideas to help your team make improvements.*

Throughout this process, all team members should actively participate. There are a few rules of brainstorming.

👉 **Show the flipchart** with brainstorming guidelines and read them aloud.

SAY: *In order to be creative and productive, participants in a good brainstorming session will follow these rules:*

- 1.) *Do not criticize any of the ideas.*
- 2.) *Do not discuss ideas during the brainstorming session.*
- 3.) *Think creatively.*

STEP 2. Brainstorm Priority Actions (10 minutes)

SAY: *Individually reflect on our team's desired measurable result and the root causes.*

Everyone, individually, take 2 minutes to write down priority actions that we can take to overcome these obstacles and achieve your measurable result. When you are ready, we can brainstorm on the flipchart.

Invite each participant to share his or her ideas in plenary.

👉 **Take notes** about all ideas on the flipchart. Combine the ones that are similar and discuss them with the teams to eliminate the ones that are not realistic to change or that are not important. Reduce the list to no more than 3 priority actions.

👉 **Keep this flipchart** to use again in Activity E.

Activity C. Analyzing Priority Actions with Gender Perspective

Create awareness on how priority actions have a positive or negative impact on gender equity and use this knowledge to select interventions that promote gender equity.

Duration 45 minutes

Materials

- Handout: Gender Integration Continuum Framework (p. 5-26)
- Handout: Gender Integration Continuum Scenarios (p. 5-28)
- Flipchart with the Gender Integration Continuum Framework

Process

STEP 1. Explain the gender integration continuum framework (15 minutes)

 **Show** the flipchart with the Gender Integration Continuum Framework.

SAY: *In module 4, we discussed how gender issues could affect the provision and use of rehabilitation services. When we did the root cause analysis, we also explored how gender issues are cross-cutting and are important to take into account when analyzing obstacles related to policies, procedures, providers, and clients. Our cultural values and beliefs affect the way we think and act and have consequences in gender equity. The problem is when we are not aware of this influence and make decisions without regard to gender, or worse, consciously use gender imbalance to obtain our objectives.*

In the process of selecting our interventions we want to be gender aware and select interventions that promote gender equity or at least don't reinforce or contribute to gender inequity.

SAY: *Let's analyze this gender integration continuum framework.*

In this framework, at the center we have the objective which is to be "gender aware" when programming activities, by understanding how gender affects service use and health behaviors and how our interventions can contribute to gender equity and human rights.

At the top, we have the attitude we are trying to avoid, which is to ignore gender and propose activities without being conscious of how they affect gender equity and human rights.

In the arrow we have three kinds of interventions/activities, classified depending on how they affect gender equity. Interventions/activities that are “Exploitative”, “Accommodating” or “Transformative”.

 **Distribute** the handout *Gender Integration Continuum Framework* and be sure participants with disabilities have copies accessible to them. Invite some participants to read aloud the definitions. Then reinforce by explaining.

SAY: *There is a continuum on the type of interventions categorized by how they treat gender norms and inequities in the design, implementation, and evaluation of interventions.*

Gender unaware interventions/actions give no prior consideration for how gender norms and unequal power relations affect the achievement of the interventions, or how the interventions impact on gender.

Gender aware interventions/actions examine and address the anticipated gender-related outcomes during both design and implementation

Gender exploitative takes advantage of rigid gender norms and existing imbalances in power to achieve the health interventions objectives.

Gender accommodating interventions acknowledge the role of gender norms and inequities and seek to develop actions that adjust to and often compensate for existing imbalances in power.

Gender transformative interventions strive to examine, question, and change rigid gender norms and imbalance of power as a means of reaching health, humans rights and gender equity objectives.

SAY: *Gender aware interventions are expected to be designed with gender accommodating or transformative interventions. The ultimate goal of our strengthening physical rehabilitation services is to increase client mobility while transforming gender and social norms toward greater equality and inclusion. Gender exploitative interventions are an unacceptable approach for integrating gender.*

ASK: *What in your own words is an intervention that is a gender unaware intervention? Can you give us an example?*

Allow one or two participants to explain the definition with their own words and provide an example of gender unaware. Be ready to propose an example in case they don't find any. Repeat the same procedure to explain the “exploitive”, “accommodating” and “transformative” interventions.

STEP 2. Classify some scenarios based on the gender integration continuum framework (20 minutes)

 **Distribute** the handout *Gender Integration Continuum Scenarios* and ensure participants with disabilities have a copy accessible to them. Invite participants to read it and to classify them according to the Gender Continuum Framework.

After 10 minutes, ask them to share:

ASK: *Where in the continuum of gender integration does each case scenarios fit and why?*

Give opportunities to all participants to share their analysis case-by-case and provide feedback if necessary.

STEP 3. Analyze the team interventions based on the gender integration continuum framework (10 minutes)

Ask the team to analyze the list of interventions selected to address the root-causes of your challenge and classify them as “exploitative”, “accommodating” or “transformative”.

ASK: *Did you find in the list any intervention that is gender unaware? Can you explain which intervention and why?*

Listen to the classification proposed and correct if necessary.

Close the session reinforcing the importance of analyzing the interventions with gender perspective by saying:

SAY: *In the following session we will select priority interventions to address the root-causes of our challenge. This will include analyzing where in the continuum of gender integration each proposed intervention fits.*

We will be aware of not selecting activities that can be gender exploitative, since one of the fundamental principles of development is to “do no harm.”

If possible we will select activities to move toward gender transformative programs, thus gradually challenging existing gender inequities and promoting positive changes in gender roles, norms, and power dynamics.

Activity D. Analyzing Priority Actions with a Disability Lens

Create awareness about how priority actions impact disability and develop interventions that promote disability inclusion.

Duration 35 minutes

Materials

- Handout: *Disability Inclusive Interventions Worksheet* (p. 5-29)
- Prepared flipchart with the five main headings from the handout: *Raise Awareness about Disability Issues; Provide Reasonable Accommodations; Budget for Reasonable Accommodations; Apply a Disability Lens to Monitoring and Evaluation Plans; and Consult with Persons and Organizations*

Process


STEP 1. Explain the Disability Inclusive Interventions Worksheet (15 minutes)

 **Show the flipchart** with the five main heading from *Disability Inclusive Interventions*. Read aloud the headings.

SAY: *In module 4, we discussed how disability-related barriers may affect the provision and use of rehabilitation services. When we worked on the root cause analysis, we explored how disability issues are cross-cutting and are important to consider in analyzing obstacles related to policies, procedures, providers, and clients. The various barriers that persons with disabilities encounter in society may infringe on their ability to access services. In many situations, service implementers are not aware of the barriers that exist and therefore do not ensure that rehabilitation service interventions are inclusive of and accessible to persons with all types of disabilities.*

In the process of selecting our interventions we must ensure that they are fully inclusive and accessible to persons with disabilities.

SAY: *Let's review the "Disability Inclusive Interventions" worksheet.*

 **Distribute** the handout *Disability Inclusive Interventions* and be sure participants with disabilities have copies accessible to them. Invite some participants to read aloud the information on the worksheet. Then reinforce by explaining.

SAY: *There are various measures that promote disability inclusive interventions.*

Read aloud the five main headings again:

- Raise Awareness about Disability Issues*
- Provide Reasonable Accommodations*
- Budget for Reasonable Accommodations*
- Apply a Disability Lens to Monitoring and Evaluation Plans*
- Consult with Persons with Disabilities and Disabled People's Organizations (DPOs)*

ASK: *In your own words, how would you describe the meaning of the five headings?*

Allow one or two participants to describe each heading in their own words. Be ready to provide more detail for each heading if the participants are not able to come up with ideas that are different than the brief descriptions on the worksheet.

STEP 2. Participants work together in pairs to fill out the “Additional Examples” section of the worksheet (20 minutes)

Allow the pairs to work together for 10 minutes and then allow each pair to report back to the full group.

STEP 3. Analyze the team interventions using a disability inclusive-lens (10 minutes)

Ask the team to analyze the list of interventions selected to address the root-causes of your challenge and determine whether or not they are inclusive. Refer them to the Module 4 Handout 4-19, the Disability Access Tool for different barriers to accessibility for persons with disabilities.

ASK: *Did you find in the list any intervention that is not inclusive? Can you explain which intervention and why? How would you adapt the intervention to make it inclusive?*

Listen to the classification proposed and correct if necessary.

Activity E. Setting Priorities Using the Priority Matrix

The Priority Matrix helps participants rank actions based on criteria that are important to them. They can use this tool to prioritize actions as part of developing their Action Plan.

Use of the Priority Matrix assumes that participants have already completed a root cause analysis and, therefore, that their selected actions address root causes of their obstacles, not just symptoms.

Duration 45 minutes

Materials

- ❑ Handouts: *Priority Matrix sample* (p. 5-24), *Priority Matrix worksheet* (p. 5-25)
- ❑ Prepared 2 flipcharts with a blank Priority Matrix
- ❑ Prepared flipchart with the Challenge Model filled with Mission, Strategic Priorities, Vision, Current Situation, Measurable Result and 3 main Obstacles with their Root Causes.

Process

STEP 1. Present and demonstrate the tool (5 minutes)

Use the fun exercise, “Choosing a Husband,” to show how the Priority Matrix works.

SAY: *We are going to learn how to make choices, how to make a decision when looking at several options, and how to understand which choice will do the most good.*

To do this we use something called “criteria.” Examples of criteria are the time it takes to complete a task, costs, impact on quality, and availability of resources.

We are always using criteria when we make judgments.

To understand how to use criteria, we will start with an example of an important personal choice.

ASK: *What are some of the most important choices we make in our lives?*

(Usually “choosing a spouse” will come up, but if not, say it.)

SAY: *Let's take the example of choosing a husband and see what criteria we could use to make this decision. The men will be observers for this exercise.*

 **Point** to the blank Priority Matrix on the flipchart.

Ask the women for three common names of men from their culture.

Write the name of each man on top of each column under “priority actions.”

ASK: *When women choose a husband—what might be most important?*

Repeat the question after every answer given by the women in the group. Answers might be “good morality,” “kind to me,” “listens to me,” “well educated,” and so on. After listening to several responses, select and write four criteria on the left of the matrix—one for each row.

STEP 2. Rank each imaginary man for each criterion on a scale of from 1 to 3 (10 minutes)

Rate the imaginary men. For example:

SAY: *He is a scientist and gets a “3” for education, but he is mean and gets only a “1” for kindness.*


The group will be able to relate to these dilemmas.

 **Write** in numbers to rate each imaginary man on each of the criteria (1 = low, 2 = average, 3 = high). Make sure the totals for the men will not be the same.

When you have filled in 12 boxes on the matrix, add each column and put the sum at the bottom.

 **Point** out the best choice according to how the matrix works.

STEP 3. Introduce the Priority Matrix (5 minutes)

 **Distribute** the two *Priority Matrix* handouts (sample and blank). Ensure that participants with disabilities have copies that are accessible to them. Review the sample matrix with the group.

Check that the participants understand how the Priority Matrix works and that the sample priorities make sense to the participants.

STEP 4. Establish criteria for decision-making (15 minutes)

 **Show the flipchart** with the list of priority actions from Activity B.

SAY: *Now we will use the Priority Matrix to prioritize and select our main interventions for our Action Plan. Across the top of your Priority Matrix worksheet, write the priority actions we made together in the previous exercise.*

ASK: *What criteria might we use to prioritize the actions we selected after brainstorming in the previous session?*


 **Write** some responses on a flipchart. Read aloud while you write.

Suggest, if not mentioned: time, cost, impact on results, gender transformative, inclusive and availability of resources. Discuss and come to an agreement on 3 or 4 criteria to use.

SAY: *On a scale of 1 to 3—with 1 providing the least benefit and 3 providing the most benefit—rank each priority action according to the criteria on the flipchart. Rate the criteria so that the higher the score, the higher the priority of—the more important—the action.*

SAY: *For each action in your worksheet, you would add the numbers in each column to see the total score for each action.*

The higher the score, the higher the priority of the action, based on the criteria listed.

 **Write** on a flipchart the list of interventions and make columns for recording participants' scores. Ask each participant to give you his/her score. Add all participants' scores to get the total score. Select the 3 interventions with the highest scores to develop the Action Plan.

Some teams might want to alter the criteria to suit their specific needs.

STEP 5. Completing the Challenge Model (10 minutes)

SAY: *Now that we have used the Priority Matrix to evaluate the list of actions we generated in our brainstorming, we will select the three with highest scores to address our root causes.*

 **Show the flipchart** with the Challenge Model prepared with Mission, Vision, Current Situation, Measurable Result, and Obstacles with their root causes. Read the flipchart aloud.

SAY: *We can now complete our Challenge Model.*

Fill in the 3 (or fewer) priority actions you have selected on the right side of your Challenge Model.

ASK: *Do you think that implementing these actions will bring us closer to our measurable result and, therefore, to our organization's mission and your team's vision?*

ASK: *Are we able to start implementing the actions we selected, given our level of authority and the resources available to us?*

If the answer is "yes," then you are ready to develop your Action Plan. If the answer is "no," you should go back and review the process for choosing actions again and then make changes to your Challenge Model.

Define your team challenge. Facilitate the conversation to develop the challenge statement at the bottom of your Challenge Model.

SAY: *Now there is just one more step to complete our Challenge Model. We will make our challenge statement at the bottom of our Challenge Model. We need to state what our team plans to achieve (our measurable result) in light of the root causes of the obstacles we have identified.*

SAY: *We can start by asking "How will ..." and then state the measurable result.*

ASK: *What is our measurable result?*

 **Write** on the flipchart "How will we..." and then add the measurable result

ASK: *And what are the main obstacles?*

Add to the statement the 2 or 3 main root causes. For instance, if the measurable result is to double the number of persons with disabilities who receive services every month, the challenge statement could be: "How can we double the number of persons with disabilities we see every month despite the lack of awareness of the benefits of our services?"

SAY: *Now that we have completed our Challenge Model, we will continue developing our Action Plan.*

Activity F.

Developing an Action Plan that Leads to Results

This exercise helps each team to develop an Action Plan that shows the specific activities, timelines, and accountabilities for each of the priority actions.

Duration


45 minutes

Materials

- Handouts: *Action Plan for Team* (blank) (p. 5-30), *Quick Check on the Quality of an Action Plan* (p. 5-31)
- Prepared flipcharts with a blank Action Plan
- Prepared flipchart with Action Plan Tasks:
 - 1.) *Write a list of all activities needed to complete each priority action.*
 - 2.) *Assign a person to be responsible for each activity.*
 - 3.) *Estimate resources needed to complete the activity.*
 - 4.) *Indicate start and completion dates for each activity.*
 - 5.) *Do a quick check of your draft Action Plan.*

Process

STEP 1. Review the Action Plan format (5 minutes)

 **Distribute** the *Action Plan for Team* (blank) and *Quick Check on the Quality of an Action Plan*. Make sure that participants with disabilities have copies that are accessible to them.

Show and explain the prepared flipchart with the five tasks to be completed to fill out the Action Plan.

Demonstrate how to complete the Action Plan on the flipchart by giving an example.

STEP 2. Filling out the Action Plan (40 minutes)

Some activities, especially those related to aligning and mobilizing, may not fit under any of the priority actions, but they are still important.

SAY: *First, let's write a list of all activities needed to complete each priority action in the left column, under "Activities."*

Invite participants to give their ideas and fill out the Action Plan flipchart with suggestions of activities needed to complete each priority action.

SAY: *Now that we have described all activities needed, let's assign a person to be*

responsible for each activity.

 **Write** on the flipchart the names of the people responsible for each activity.

SAY: *Now that we have assigned responsibilities, let's define when each activity should start and when each should be completed.*

 **Write** on the flipchart the estimated dates to start and finalize each activity.

SAY: *Now we need to estimate what resources we will need to complete each activity.*

 **Write** on the flipchart the estimated resources needed to complete each activity.

SAY: *Let's now check our draft Action Plan using the questions in the handout Quick Check on the Quality of an Action Plan.*

Teams should not assign an activity to a person who is not in the room.

Activity G.

Preparing a Monitoring and Evaluation Plan

This exercise helps participants think through the steps of preparing a monitoring and evaluation (M&E) plan so they can monitor their progress toward their measurable result.

Duration

45 minutes

Materials

- Prepared (and covered) flipchart: To monitor is.../To evaluate is..
 - Monitor: To regularly track changes in indicators over time in order to manage the implementation of an Action Plan.*
 - Evaluate: To understand and explain why results were or were not achieved.*
- Prepared (and covered) flipchart: Why monitor and evaluate:
 - The purpose of good M&E practice is to properly monitor, measure, and demonstrate results.*
 - If you do not measure, you cannot know and show how much you have improved.*
- Flipchart with Monitoring and Evaluation Planning Worksheet (See handout p. 5-32)
- Handout: Monitoring and Evaluation Planning Worksheet (p. 5-32)

Process

STEP 1. Why are monitoring and evaluation important? (10 minutes)

SAY: *Monitoring and evaluating is one of the eight practices of managers who lead. We have already touched on it in our planning process.*

There are many definitions for those two terms. Here are the definitions we use in ICRC-LDP.

👉 **Reveal** the definitions on the flipchart “To monitor is ... / To evaluate is ...”

👉 **Read** the flipchart aloud.

ASK: *Why do we want to monitor?*

👉 **Write** answers on a flipchart.

Add, if the following are not mentioned:

- To provide feedback
- To promote support
- To develop and adjust program activities and budgets
- To show and celebrate progress

After responses:

👉 **Reveal** the prepared flipchart “Why monitor and evaluate?” and read the purpose of good M&E practice.

SAY: *In our ICRC-LDP improvement project, we will use a monitoring and evaluation plan to monitor progress toward your measurable result.*

STEP 2. Creating Our M&E Plan (35 minutes)

👉 **Distribute** copies of *Monitoring and Evaluation Planning Worksheet* to teams. Make sure that participants with disabilities have copies that are accessible to them.

SAY: *Before starting our M&E plan, let’s revisit some of the concepts we learned in Module 3.*

👉 **Write** the following 4 terms on a flipchart and briefly explain them.

SAY: **Baseline** is the value of the selected indicator at the start of the ICRC-LDP.

Numerator is the actual number of people or events that exhibit a particular trait—this value is recorded for each month.

Denominator is the total possible population.

Monthly indicator value is the numerator and denominator for each month.

👉 **Show the flipchart** with the Challenge Model filled in and point out the measurable result. Read the result aloud.

SAY: *In Module 3 we worked on our measurable result and we selected the indicator and data source.*


👉 **Show the flipchart** with the monitoring and evaluation planning worksheet on

it. Review the questions on the worksheet. Check for understanding.

ASK: *What is our measurable result and indicator(s)?*

 **Write** the indicator on the flipchart with the monitoring and evaluation planning worksheet.

Continue asking the questions in the worksheet and write the answers in the appropriated columns and rows on the flipchart until you complete the worksheet.

 **Show the flipchart** you filled in with the Action Plan and facilitate incorporating activities to monitor the plan.

SAY: *Let's now check our draft Action Plan one more time to see what activities we should add in order to monitor the plan.*

ASK: *What activities do we need to add to monitor our plan?*

Facilitate the discussion and take notes in the Action Plan. Typical actions are related to data collection, meetings to review progress and make adjustments, etc.

H. Homework

Start Implementing the Action Plan

SAY: *Now that we have our Action Plan, it is time to start implementing it.*
Review the implementation plan you just finalized to see who will do what and when. Assign someone to make copies of the plan and distribute them. The flipchart can be displayed in a place where everybody can see until it is completely implemented.

Handouts—Module 5

Interventions and Action Plan

- 1. Setting Priorities Using the Priority Matrix (sample worksheet) (p. 5-24)**
- 2. Setting Priorities Using the Priority Matrix (blank worksheet) (p. 5-25)**
- 3. Gender Continuum Framework (p. 5-26)**
- 4. Gender Continuum Scenarios (p. 5-28)**
- 5. Disability Inclusive Interventions (p. 5-29)**
- 6. Action Plan for Team (blank) (p. 5-30)**
- 7. Quick Check on the Quality of an Action Plan (p. 5-31)**
- 8. Monitoring and Evaluation Planning Worksheet (p. 5-32)**

SETTING PRIORITIES USING THE PRIORITY MATRIX

Sample Priority Matrix

CRITERIA (Rate from 1 to 3)	PRIORITY ACTIONS		
	Train counselors	Conduct community education seminars	Renovate clinics
Time to Implement (1=the most time) (3=the least time)	2	2	1
Cost to implement (1=the most cost) (3=the least cost)	2	3	1
Potential for improving quality in the long term (1=the least potential) (3=the most potential)	3	2	2
Capacity to implement (1=the least available) (3=the most available)	1	3	1
TOTALS	8	10	5

This example shows that conducting community education seminars should be a priority.

It doesn't mean that you don't carry out the other actions, but you should focus on those that will have the most impact on achieving your result, taking into account time and money.

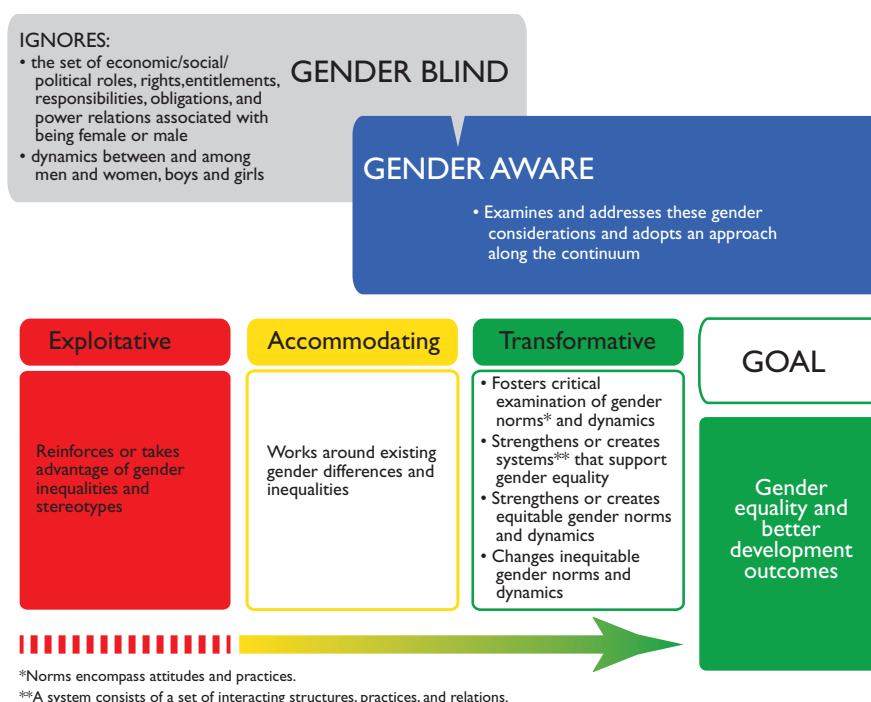
SETTING PRIORITIES USING THE PRIORITY MATRIX

Priority Matrix Worksheet

CRITERIA (Rate from 1 to 3)	PRIORITY ACTIONS		
TOTALS			

Note: “1” is for the more unfavorable situation, such as the most time to implement or the least potential impact. “3” is for the most favorable situation.

GENDER INTEGRATION CONTINUUM FRAMEWORK



There is a continuum on the type of interventions categorized by how they treat gender norms and inequities in the design, implementation, and evaluation of interventions

Gender unaware interventions/actions give no prior consideration for how gender norms and unequal power relations affect the achievement of the interventions, or how the interventions impact on gender.

Gender aware interventions/actions examine and address the anticipated gender-related outcomes during both design and implementation

Gender exploitative interventions/actions intentionally or unintentionally reinforce or take advantage of rigid gender norms, stereotypes, and existing imbalances in power to achieve the health interventions objectives. The approach exacerbates inequalities.

Gender accommodating interventions/actions acknowledge, but work around gender differences and inequalities to achieve program objectives. Although this approach may result in short term benefits, it does not attempt to reduce gender inequality or address the gender systems that contribute to the differences.

Gender transformative interventions/actions seek to transform gender relations to promote equality and achieve program objectives. This approach attempts to promote gender equality by:

- fostering critical examination of inequalities and gender roles, norms, and dynamics;
- recognizing and strengthening positive norms that support equality and an enabling environment;
- promoting the relative position of women, girls, and marginalized groups, and transforming the underlying social structures, policies, and broadly held social norms that perpetuate gender inequalities.

GENDER INTEGRATION CONTINUUM FRAMEWORK (PT 2)

Take away messages:

- This continuum can be used as a diagnostic tool or a planning framework. In either case, it reflects a two-tiered process of analysis that begins with determining whether interventions are “gender unaware” or “gender aware,” and then considers whether they are exploitative, accommodating, or transformative.
- As a planning framework, it can help determine how to move along the continuum toward more transformative gender programming. In this context, it is important to emphasize that programmatic interventions should always aim to be “gender aware,” and to move towards “transformative gender programming.”
- The most important consideration is to ensure that the program does not adopt an exploitative approach in keeping with the fundamental principle in development of DOING NO HARM. The tool attempts to reflect this visually, using the color red and the dotted line to highlight that while some interventions may be, or contain elements that are (intentionally or unintentionally) exploitative, the aim should always be to move them towards transformative approaches.
- Gender unaware interventions may be unintentionally exploitative or accommodating. They are much less likely to be transformative, as this approach presumes a proactive and intentional effort to promote gender equality.
- The continuum reflects a spectrum - a particular project may not fall neatly under one type of approach, and may include, for example, both accommodating and transformative elements.
- Transformative elements can be integrated into ongoing projects, without having to start the project over.

GENDER INTEGRATION CONTINUUM SCENARIOS

Scenario 1:

A PMTCT (prevention of mother-to-child transmission of HIV) program faces the challenge of low male support to women in accessing the service. One of PMTCT strategies is to test women for HIV during their antenatal care (ANC) visits. In cases where women are HIV positive, they are encouraged to bring their partners to be tested. Women are afraid to disclose their HIV status to their husbands, so they don't invite them to come to be tested. The community health workers started an intervention to involve community and religious leaders in sensitizing men about their role in the pregnancy, their shared responsibility of taking good care of the health and safety of their wives, and to their unborn children. They encourage male partners to join their wives at the ANC visits. With this intervention, male involvement in ANC and VTC (HIV voluntary counseling and testing) is increasing. Now, men and women are counseled and tested together, giving the opportunity to disclose their status with appropriated post-test counseling.

Scenario 2:

In an effort to increase contraceptive use and male involvement in it, a family planning project started a campaign encouraging men to participate in family planning decision-making. The campaign reinforced messages such as: "It is your choice;" "It is easy to be a winner;" "Play the game right;" "You are in control." As a result of the campaign, the use of contraceptive methods increased. However, when they were evaluating impact, they found out men interpreted the campaign messages to mean that family planning decisions should be made by men alone.

Scenario 3:

In a rural and very traditional community, the use of contraceptive methods was very low. Males believed that they should have all the children God sends them—and that if their wives wanted to use a family planning method, she was unfaithful and having other partners. Women, on the other hand, were aware of the importance of spacing their pregnancies to take care of their own health and limit their children so they could take good care of them. The family planning program started promoting the injection. They explained to women that their husbands didn't need to know they were using a family planning method; they just need to come to the clinic every two or three months to get the injection. The number of women using contraceptives increased and the injection became the most popular family planning method among women.

DISABILITY INCLUSIVE INTERVENTIONS

The following list provides recommendations to promote disability inclusive interventions in rehabilitation centers. Please review and fill in the “Additional Examples” sections below.

1. Raise Awareness about Disability Issues

Brief Description: In order to promote disability inclusive interventions, it is important to understand the discrimination and barriers that many persons with disabilities face in society.

Example: To raise awareness about disability issues, the ICRC-LDP has incorporated disability components throughout the modules!

Additional Examples (fill in):

2. Provide Reasonable Accommodations

Brief Description: The Convention on the Rights of Persons with Disabilities (CRPD) defines reasonable accommodations as “necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.”

Example: The rehabilitation center provides a sign language interpreter for a client who is deaf.

Additional Examples (fill in):

3. Budget for Reasonable Accommodations

Brief Description: In order to effectively implement disability inclusive interventions, it is essential to plan for appropriate resource allocation. To this end, it is important to include reasonable accommodation costs in project budgets.

Example: The rehabilitation center includes a line item in their budget for reasonable accommodations. The accompanying budget notes describe numerous possible accommodations that the line item would cover such as alternate format materials or sign language interpreters, among many other possible accommodations.

Additional Examples (fill in):

4. Apply a Disability Lens to Monitoring and Evaluation Plans

Brief Description: It is important for monitoring and evaluation plans to include disability indicators.

Example: Number of clients with disabilities who receive services at the rehabilitation center.

Additional Examples (fill in):

5. Consult with Persons with Disabilities and Disabled People’s Organizations (DPOs)

Brief Description: It is essential to consult with persons with different types of disabilities to improve disability inclusive interventions. After all, persons with disabilities are the best resources on what they need for something to be inclusive and accessible to them!

Example: The rehabilitation center consults with DPOs about improving the accessibility of information in community outreach efforts.

Additional Examples (fill in):

ACTION PLAN FOR THE IMPROVEMENT TEAM

CHALLENGE:		INDICATOR(S):		
DESIRED MEASURABLE RESULT:				
PRIORITY ACTIONS:				
Activities	Person Responsible	Start Date	End Date	Resources

QUICK CHECK ON THE QUALITY OF AN ACTION PLAN

To check the quality and logic of your Action Plan, answer the following questions:

- Are there activities for each of the priority actions?
- Have you included activities for aligning, mobilizing, and inspiring?
- Is the desired result SMART?
- Have measurable indicators been defined that will tell you whether or not your team has achieved the desired result?
- Do the activities listed in the plan contribute to the achievement of your desired result?
- Are specific people identified to be responsible for the completion of each activity?
- Have all the resources been identified?
- Does each activity have a time frame?
- Is there anything else that you should add to your Action Plan?

MONITORING AND EVALUATION PLANNING WORKSHEET

INDICATOR	INDICATOR DEFINITION	BASELINE	MO 1	MO 2	MO 3	MO 4	MO 5	MO 6	TARGET	DATA SOURCE	DATA COLLECTION FREQUENCY	RESPONSIBILITY
	What is the definition of the numerator? What is the definition of the denominator?	What is the value of the indicator the month before beginning ICRC-LDP activities?							What goal have you set for the value of the indicator by the end of ICRC-LDP activities?	Where will we get the data to measure this indicator?	How often will we collect the data?	Who is the person responsible for data collection?
		Numerator										
		Denominator										
		Percent										



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