Toolkit for Developing a Monitoring and Data Collection Framework

DRAFT

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Introduction

The World Health Organization's (WHO) publication *Preventing Drowning: Practical guidance for the provision of day-care, basic swimming and water safety skills, and safe rescue and resuscitation training (2022)* recommends that all safe rescue and resuscitation programmes should establish a monitoring system that allows for programme evaluation. This toolkit has been developed to help organisations develop strong monitoring systems to evaluate and improve the performance of Community-based Rescue and Resuscitation programmes.

Establishing a strong monitoring system is a crucial part of delivering and managing any intervention. At its simplest, monitoring is the continual and systematic collection of data to provide information about programme delivery and progress. The WHO recommends that monitoring systems include the collection of basic demographic information on trainees, data on rescues performed and resuscitations provided, cost data, feedback on training, data on methods used in training, impact measurement, and before and after studies. These data are crucial for programme management, for practical matters like contacting participants and ensuring currency of training, and for measuring the performance of programme activities. These data can be analysed to inform the programme team of how effective the programme is and to identify possible areas for improvement. This provides an opportunity for the successes of the programme to be shared within the community and with potential funders or partners, which can help establish community 'buy-in' and long-term programme sustainability. Collected data can also contribute to the emerging evidence base in the area of drowning prevention and provide critical insight into the impact of training communities in rescue and resuscitation.

This toolkit provides guidance on establishing a monitoring system, including guidance on how to collect, analyse and use data and on how to evaluate a community-based rescue and resuscitation training programme.

How to use this toolkit

This toolkit has six key tools that can be used to assist with the implementation of refresher training in low-resource settings.

Tool	Use	Page
Monitoring guide	Guidance on the purpose and use of a monitoring framework	5
Example monitoring framework	An example monitoring framework that can be used or adapted to monitor community-based rescue and resuscitation training	6
Data collection guide	This guide provides a suggestion of what data can be collected at different stages of the programme and how it can be used	8

Evaluation guide	Guidance on conducting programme evaluations	26
Annex 1: Developing a programme-specific logframe	Guidance on how to adapt or create a monitoring framework to be specific to your programme	27
Data collection and storage tool	This workbook can be used as a template for a data storage system, and offers basic analysis of programme data	External Microsoft Excel workbook

Monitoring Guide

To help identify which data need to be collected to measure programme performance, it is helpful to develop a monitoring framework. A monitoring framework is a tool that provides an overview of a programme and answers the following basic questions:

- What change is the programme trying to achieve?
- How will this change be achieved?
- What assumptions need to hold true for this change to occur?
- How will the programme team track programme progress?

Using the monitoring framework to answer these questions can help guide data collection and provide a simple way to measure performance. Additionally, most donors require that there is a monitoring framework in place, as it can be a helpful way to demonstrate programme success and effective programme management.

There are many different types of monitoring frameworks, each with their own strengths and weaknesses, however it is recommended to use a Logical Framework (or logframe), as this is the format most commonly used by donors. The logframe describes the programme's objectives and how they will be achieved in the simplest possible terms. For each objective, the logframe explains how this will be measured and what data needs to be collected.

A logframe usually contains the following parts:

- **Impact statement:** A statement describing the overall aim of the programme
- **Outcome(s)**: The changes in the target community that are expected to occur as a result of the programme
- **Outputs**: The direct results of programme activities
- **Indicators**: *How* you will measure the progress of each objective
- **Means of verification**: The data you will use to measure each indicator
- **Baseline**: The measure of the indicator before the programme begins
- **Target**: The anticipated end result for the indicator
- **Assumptions**: Factors that must hold true for the programme logic to flow (For example, consider what additional factors are required for the outcome to lead to the impact, or for the outputs to lead to the outcome)

Below is a logframe template for a community-based rescue and resuscitation programme. This template can be edited to align better with your programme. Please see annex 1 for further information on how to adapt or create a logframe.

Example Monitoring Framework

	Objective	Indicator	Means of verification	Baseline	Target	Assumptions
Impact	**Reduction in fatal drowning incidents in the local community**	Number of fatal drownings in the community	Local vital statistics records	e.g. 300 fatal drownings in 2024	e.g. 250 fatal drowning incidents in 2025	
Outcomes	**Increase in successful bystander rescues and resuscitations in the community**	Number of recorded rescues and resuscitations in the community	Survey of community members to understand baseline number of rescues Interviews of any previous trainees who have performed a rescue and/or resuscitation Rescue and resuscitation incident capture forms	e.g. 3 rescues in 2024	e.g. 10 rescues in 2025	External factors do not significantly impact rates of fatal drowning incidents in the local community e.g. natural disaster
Outputs	**Output 1. Community members trained in rescue and resuscitation techniques**	Number of community members who pass rescue and resuscitation training Number of community members who pass rescue and resuscitation retraining	Assessment forms Training quality assurance spot checks	e.g. 0 community members trained	e.g. 500 community members pass training by the end of 2025 e.g. 250 community members pass retraining by the end of 2025	Trained community members are willing to conduct rescues and resuscitations Community members vulnerable to drowning are reached by trained community members

	Output 2. Awareness of appropriate rescue and resuscitation techniques in the community	Percentage of community members aware of rescue and resuscitation techniques	Pre- and post- training data collection[1]	e.g. 10% of trainees were aware of CPR and recommended rescue practices before training	e.g. 100% of trainees were aware of CPR and recommended rescue practices after training	The community accepts community members conducting rescues and resuscitations
	Output 3. Local authorities and stakeholders engaged and supportive	Selected local authorities and stakeholders show support for rescue and resuscitation programme	Community meeting records Public statements Key informant interviews	e.g. community leaders unaware of drowning rates	e.g. community leaders actively supporting implementation of rescue and resuscitation programme	Local authorities have sufficient resources to support rescue and resuscitation programmes

[1] It is helpful to understand awareness levels in the wider community, as engagement should also focus on ensuring that those who have not attended training know that CPR and the rescue techniques introduced in training are the appropriate response to a drowning incident. If resources are available, surveys of community members before and after the programme cycle can help to understand common responses to a drowning incident before the programme begins, and whether this has changed following awareness-raising activities. This can also provide critical insight into traditional practices during and after a drowning incident, which may inform training or awareness activities.

Data collection guide

Why collect data?

Collecting and storing data are essential for effective programme management. The logframe will have helped identify which data need to be collected to effectively measure programme progress, however data must also be collected for general administrative functions, such as contacting trainers, maintaining a record of programme activities, and documenting programme finances. It may be helpful to think about progress towards the targets identified in the logframe as the "headlines", or main messages of programme performance, with a more comprehensive set of data used to back this up, identify other trends, or explain any unexpected outcomes. Additionally, data can be analysed to understand programme effectiveness and identify opportunities for improvement. Gaining a deeper understanding of any successes and challenges is essential for the effectiveness and long-term sustainability of the programme.

To perform data analysis, it is important to consider exactly what it is you want to know from the data you are collecting:

- This may be linked to an ongoing challenge such as a lack of engagement with training, or you may want to identify new challenges that are impacting the success of the programme.
- You may want to find data to highlight programme achievements, such as an increase in parents trained in resuscitation, or identify new achievements you were not previously aware of.
- If you are considering a new activity or planning further engagement within the community, you may want to use data to identify trends or opportunities to keep the programme relevant to the local context.

How data are collected, including from whom and how often, will be dependent on what you want to use it for, so it is important to give this careful consideration. It is recommended to start by considering how basic data can be used to answer simple questions about the programme, before considering using larger datasets to answer more complex questions.

This guide suggests three key ways data can be used to improve the content, delivery, and long-term sustainability of a programme. For each section, there are some suggested questions that may be used to guide data collection and analysis, which may be altered to be more specific to the individual programme.

Course improvement:

Different sets of data, including feedback from trainees, the real-life application of skills, and the demographics of trainees, can help to measure programme effectiveness and to identify areas for improvement. This can also help identify any additional factors limiting training attendance or reducing the likelihood of a community member conducting a rescue or resuscitation. The identification of new challenges should not be considered a failure or something to avoid, but as an opportunity to ensure the programme is as effective as possible and is accurately meeting the needs of the target community.

Example questions to guide analysis

- How can the programme be improved?
- Are there any groups in the community (particularly high-risk or target groups) that are not attending training? Why?
- Is the course content appropriate for community education/literacy levels?

- Are trainees likely to conduct a rescue/resuscitation? If not, why?
- Is the course content relevant to local drowning risks?
- Is resuscitation being performed in the community after a drowning incident? If not, why?

Demonstrating impact:

As well as identifying areas of improvement, collected data can be used to identify programme achievements and successes and its wider impact on the community. Programme successes can be shared with potential donors or partners to improve long-term sustainability and may also be shared with the community to foster a sense of collective achievement and increase community buy-in. The logframe can help identify progress towards set targets, but it may be helpful to collect additional data relating to programme performance to identify any other achievements that are not reported in the logframe and other opportunities for programme development.

Example questions to guide analysis
- Have trainees provided positive feedback for training?
- Have there been successful rescues/resuscitations as a result of training?
- How many community members have been trained?
- How much does it cost to train each community member?
- How many lives have been saved by community members?

Communication and engagement:

Programme data can be used to communicate with trainers and trainees and to encourage other community members to attend training. Recording trainees' motivations for attending training can help to tailor community engagement messaging. Gaining a better understanding of the trainees and the target population may identify ways in which the training can be adapted to better meet the needs of the community. Collecting contact details of trainees and their reasons for attending also provides a means of inviting them for refresher training. It is recommended that trainees attend refresher training at least every 12 months to increase skill retention and improve confidence conducting rescues and resuscitations. More information on this can be found here:

Example questions to guide analysis
- Why are trainees attending training?
- Who is participating in training and why?
- Are there trends of specific groups attending for the same reason?
- Are there success stories that can be shared with the wider community?
- Is the local community accepting of resuscitation techniques?

How should data be collected?

Data can be collected in different ways depending on available resources, the type of programmes being run, the community and local setting, and the intended use of the data. This may be through trainee signup forms, surveys of participants, interviews, crowdsourcing information via social or traditional media, or via community leaders. Wherever possible, data collection and reporting methods should be simple and streamlined, rather than relying on labour intensive processes. This can make a data collection system more sustainable in the long-term. If data collection relies on others, it is important that these people are trained and motivated to collect good quality data. Incentives may be needed to encourage data entry.

If surveys or forms are being used, there should be careful consideration about when to use multiple choice questions and when to ask for free text answers. While free text answers will provide more opportunity for additional details, multiple choice answers are easier to analyse and compare. Providing a list of multiple-choice answers for the respondent to select from, including an "other" option with space to write an answer can be a good way to make sure the data are as consistent as possible for analysis, while also ensuring all respondents can answer accurately.

How data can be used

The below table provides a suggestion of how data collected at different stages of the programme can be used for the above three purposes.

	Course Improvement	Demonstrating success	Communication/engagement
Pre-training data collection			
Contact details			✓
Demographic details	✓	✓	✓
Occupation	✓		✓
Education	✓		✓
Location	✓		✓
Training details		✓	✓
Post training data collection			
Training details			✓
Training feedback	✓	✓	✓
Trainer data collection			
Trainer details	✓		
Education	✓		
Programme data			
Training content	✓		✓
Cost of training	✓	✓	
Target demographic	✓	✓	✓
Capturing rescues in the community			
Details of rescuer	✓	✓	✓
Details of the incident	✓		
Details of rescue	✓	✓	
Medical assistance	✓		
Outcome	✓	✓	✓

Data collection framework

Data collection should not be considered as one single activity. It should be an ongoing process throughout the programme to capture and update the necessary information.
This tool sets out five key sets of data that should be collected, with a corresponding guide for each detailing what can be collected and why. For each guide, sections that are suggested to form a minimum dataset are written in bold text. It is recommended that these data are always collected as this can allow for a range of basic analyses. Sections not in bold may also be useful to record additional information but are not considered to be mandatory.

These guides link to the Data Collection and Storage Excel workbook, which provides a template of how these data can be stored and a suggestion of some early analysis of the data.

Pre-Training Data Collection

Before training commences, it is recommended to collect basic contact details and demographic data on trainees. Collecting contact details allows for continued communication with trainees, including for the purposes of arranging refresher training. Demographic information on trainees, including education level and occupation, can identify if any groups in the community are frequently missed by training programmes, and the programme can be adapted accordingly. Finally, collecting data on why trainees have signed up is important for community engagement and communication to increase participation.

INFORMED CONSENT
It is crucial to collect informed consent before collecting any personal data, including a description of how the data will be used. This should be in addition to collecting consent to take part in training, which should be given in a separate form outlining the potential risks of taking part.
Consent for the collection and use of data, with description of how data will be stored and used
Consent for photographs to be taken and used, with description of how these will be used (if applicable)
BASIC CONTACT DETAILS
Collecting basic contact details allows ongoing communication with trainees, particularly when contacting previous trainees for refresher training.
Name and/or unique ID number
Telephone number
Email address
Address

DEMOGRAPHIC DETAILS
Understanding more about trainee demographics can help identify if any high-risk groups are underrepresented in training. This can also be used to demonstrate the success of the training programme (for example, it may be helpful to know what percentage of children in the community have received training).
Gender
Age or date of birth
Ethnicity
OCCUPATION AND EDUCATION
This can help to identify if certain groups in the community are underrepresented in training and if training can be adapted to encourage wider participation.
Level of education (e.g. Educated or not educated/education level)
Employment status (e.g. Unemployed/employed/student)
Type of work (e.g. Domestic worker/skilled labourer/unskilled labourer)
Type of employer (e.g. Government/private/public/non-profit)
Literacy level
Previous training/experience in rescue and resuscitation (name of organisation they have been trained by and details of previous training including date of last training)
LOCATION
This can help to identify if certain groups in the community are underrepresented in training and if certain areas can be targeted for increased engagement, particularly if there is underrepresentation from high-risk areas. Collecting these data in a separate question may not be necessary if the trainee's address has already been collected.
Village/district name
City
DETAILS OF TRAINING

This is useful to determine if additional training is needed and can help determine what refresher training is needed and when. It is also helpful to understand the motivations of trainees to encourage more members of the community to participate in training and to encourage the trainee to engage in refresher training. This can also help with funding applications and long-term programme sustainability. *If there is a target demographic for the training, such as parents of young children, it can be helpful to monitor whether trainees are from the specific demographic, and collect data related to this.*
Specific training programme (if multiple training programmes are offered)
Motivation for signing up (this may be a free text question or provide multiple choice with an "other" option)
Pre-training awareness of rescue and resuscitation techniques
Target demographic question (such as "How many members of your household are under the age of 6?")

Post-Training Feedback

Collecting feedback after training is vital to ensure that the courses are appropriate and adequately meet the trainees' needs. Suggestions and feedback should be taken into consideration and training should be adapted as/when necessary.

CONSENT
It is important to get consent to store and use these data. Trainees should be informed of how these data will be used. To ensure that trainees feel comfortable providing honest feedback, these data should be collected anonymously, and trainees should be informed about the anonymity of their answers.
Confirmation of anonymity
Consent for the collection and use of the data (including explanation of how it will be used)
TRAINING DETAILS
It is helpful to know what training the trainee attended when collecting feedback. This provides an opportunity for trainers to receive feedback or for concerns to be addressed on an individual level, if necessary. It is also helpful to determine if trainees from certain areas have similar suggestions based on local wants/needs or the drowning risk in their area.

Training course
Name of trainer
Date of training
Location of training

TRAINING FEEDBACK
Gathering feedback on training is crucial to allow the training sessions to be as effective as possible and adapt to the needs and wants of the community. Suggestions should be taken into consideration, and the content and structure of training should be regularly reviewed according to feedback from trainees and trainers. Positive feedback can also be used in funding bids to highlight the programme successes. Gathering feedback on the trainee's understanding of rescue and resuscitation techniques can help to demonstrate that the training is successfully increasing awareness of appropriate rescue and resuscitation techniques. Understanding trainees' willingness to perform a rescue/resuscitation is helpful for understanding if there are any other barriers that have not been addressed in training (such as concerns over disease transmission or gender). *It may be helpful to use a rating scale (for example from poor to excellent) to capture and quantify feedback on training quality.*
Feedback on training content and delivery
Feedback on the trainer
Suggestions for improvement
Any additional comments
Understanding of rescue and resuscitation techniques
Willingness to conduct a rescue/resuscitation (and if not, why)
Course quality (using a scale)

Assessment

It is very important to record whether trainees meet the assessment criteria to ensure an accurate record of who has been successfully trained. This can also identify if there are any trends in unsuccessful training that can be mitigated.

TRAINEE DETAILS
Recording the specific training course is crucial for identifying when the trainee became certified. It can also help analyse if pass rates are consistent across trainers, potentially identifying any inconsistencies in assessment or delivery of training.

Trainee name/ID
Course details (course ID or date of training/name of trainers/type of training)
ASSESSMENT
Recording which sections trainees pass or fail can identify if certain learning outcomes are particularly challenging, or if certain types of trainees typically fail certain sections. This can inform any updates to training content and delivery to ensure the training is appropriate for trainees.
Assessment of each learning outcome
Have trainees met all assessment criteria?

Trainer Data Collection

It is important to maintain an up-to-date record of trainers, their basic contact details and their qualifications. This is important for ensuring that all trainees are appropriately qualified for the training they are leading. This can also allow for feedback to be shared with trainers where necessary.

CONSENT
It is important to get consent to store and use the data. Trainers should be informed how the data will be used.
Consent for the collection and use of the data (including explanation of how it will be used)
TRAINER DETAILS
Collecting and maintaining basic contact details of trainers is crucial for sound programme management and for sharing any feedback with individual trainers. Collecting demographic data on trainers may also be important for running training, for example if it is deemed more appropriate for female trainers to train female trainees.
Name of trainer
Basic contact details
Gender
Ethnicity
Age

Location
EDUCATION AND EMPLOYMENT
It is important to maintain a record of trainers' education and employment to ensure their qualifications are up to date and they are appropriately qualified to deliver the level of training they are providing.
Qualifications
Date of training expiry (when retraining will be required)
Years of experience or number of courses run
Education level
Professional background
Type of employer
Organizational affiliation

Course Data

A record should be kept of each training session delivered by the programme. Storing basic details about the logistics and participation of each course is important for reviewing the programme according to feedback and ensuring the course is appropriate for trainees. Collecting data about the cost of each training can be important for funding applications to demonstrate how money is used and may identify potential ways to reduce costs.

TRAINING LOGISTICS
It is important to maintain a record of training courses that have been provided. The timing and location of training can impact participation so reviewing this regularly in line with feedback from participants may help to make training more accessible. Recording the number of participants alongside the maximum number of participants can provide insight into any locations or timeslots that are particularly popular for hosting training, or any that are not as accessible. Any external audits of training can also be recorded here.
Date
Time
Location

Venue (e.g. school/community centre)
Type of training (e.g. beginner training, refresher training etc)
Trainer(s)
Number of registered participants
Maximum number of participants (this may vary based on the number and/or experience of trainers)
External audit
COST OF TRAINING
It is helpful to know the cost of training, especially to demonstrate how money would be used in funding applications. Knowing how many people attend training can allow calculations to be made as to how much it costs to train each trainee.
Cost of training session
Cost breakdown for one training session (how this money is spent)

Capturing Rescues and Resuscitations in the Community

Capturing data on rescues and resuscitations that have been performed in the community helps to document the real-life impact of the course. This can help to identify the successes of the programme, as well as any ways that training could be adapted according to real-life risk. Current research on the success rate of bystander resuscitation for drowning victims is limited, so the data may help provide critical insight into drowning resuscitation outcomes. It is also important to gather any information on community reactions to the resuscitation, particularly if there were any negative consequences, as this may highlight a need for additional engagement with the community to promote awareness of CPR.

There should be additional consideration on how this information is captured, and it is recommended that the request for these data is built into training sessions so that trainees know to share details of both successful and unsuccessful rescues and resuscitations. Data may be collected by individuals in the organisation that trainees can contact if a rescue has taken place, nominated community members or healthcare providers. Data may be collected in-person, via community drop-ins or interview sessions, or through telephone or text message communication. It is recommended that trainees are aware of how to report this, potentially through the use of certification cards, which may include contact details of the organisation and a reminder to report rescues. More information on the creation of certification cards can be found here: XXX

CONSENT

It is important to get consent to store and use these data. Trainees should be informed how these data will be used. The data may contain sensitive details regarding the rescue and its outcome. Sharing success stories and celebrating individuals who have saved a life can increase training attendance. Additionally, this information can be shared with potential partners or funding bodies. Care must be taken to ensure that the rescuer provides full consent for any details to be shared.
Consent to store and use data (with details of how this will be used)
Explanation of rights
BASIC DETAILS OF RESCUER
Collecting basic demographic details of the person conducting the rescue allows for analysis of who is conducting rescues and can help to identify any trends in incidents or outcomes that can be used to tailor future training programmes. Collecting the name, ID number, and contact details of the rescuer can allow for these data to be linked to their training record for further analysis but this should not be mandatory as the rescuer may not want to provide their name or any other identifiable information.
Name or unique ID number
Age
Gender
Email address
Phone number
Address/home location
Education level
Occupation
Details of training, including date and type of training, if known
Name of trainer, if known
Any additional experience with rescue and resuscitation
DETAILS OF THE INCIDENT

Capturing details of the incident can provide an insight into high-risk groups, activities, or areas which can help build a risk profile in the community to guide further drowning prevention efforts and advocate for additional support. It can also be used to tailor training programmes to local risks and adapt any water-safety or survival swimming activities. Some of these data may not be known.
Location of drowning incident
Date and time of incident
Type of waterbody
Age of drowned person
Gender of drowned person
Relationship between drowned person and rescuer
Who first noticed the incident
Who else was in the area/witnesses
What was the drowned person doing prior to the drowning incident
How far was the drowned person from their home
DETAILS OF RESCUE/RESUSCITATION
A description of each rescue and resuscitation performed will help to understand the effectiveness of the programme and provide an understanding of how well trainees retain skills and knowledge from training. This can also be used to demonstrate the impact of training to advocate for further support.
Type of rescue performed
Whether CPR was provided
How long the drowned person had been in the water (if known)
Description of the condition of the drowned person
Free text description of incident, including any challenges faced
MEDICAL ASSISTANCE
It is helpful to understand the availability of medical assistance and the typical patient pathway. This may impact the guidance provided in training courses. This can also help identify any medical personnel that could benefit from specialist training in how to deal with a drowning incident.

Did medical assistance arrive
How long did medical assistance take to arrive
What did the rescuer do when waiting for medical assistance
How did the rescuer seek medical assistance
What type of medical assistance arrived
Were there fees involved for medical assistance
What type of treatment was required (if any)
What type of medical facility was used (hospital, local doctor etc) (public, private)
OUTCOME
It is helpful to understand the outcome of the drowning incident to identify any trends in positive or negative outcomes of rescues that can be used to inform training. Positive outcomes can also be used to demonstrate the success of the programme and advocate for external support. It is important to understand if the rescuer experienced any positive or negative reaction to the rescue. This can inform whether more community awareness activities are required. Finally, it is important to identify if the rescuer requires any physical or mental support following the incident, particularly if the rescuer is a child.
What was the outcome of the incident (did the victim survive? Did they require any further medical attention?)
Were there any further impacts on the rescuer (including support or consequences from the community)
Does the rescuer require any further support

Data retention and security

The nature of collecting data for monitoring purposes means that personal sensitive data, including contact information and details about drowning incidents, will be recorded and stored. Personal data should be stored securely with access provided only to those who require it and should be retained only for the period in which it is required. Partnering with a university or research institution may help to assist with these issues, including securing human research ethics approval to allow for publication of findings. There may be legal guidelines that govern how this information is processed and stored, and these must be adhered to. When the data are no longer required, it should be securely destroyed.

Anyone providing data must give informed consent for it to be collected and used. They must be given a clear description of how the data will be used and the opportunity to ask questions about data storage/use.

Evaluation Guide

What is an evaluation?

Evaluation is the planned assessment of a programme to identify successes and potential areas for improvement. Evaluations can be conducted to assess the success of programme activities and outputs, or focus on progress towards the outcomes and impact.

When should evaluations be conducted?

Evaluations should be conducted at the end of the programme cycle, but it is also recommended to conduct regular evaluations during the programme to allow any improvements to be made. You may want to introduce large evaluations at specific points during the programme, such as the mid-point or end of the programme cycle, to evaluate the whole programme. Alternatively, you may want to conduct smaller, more regular evaluations, each looking at a specific part of the programme. This can be an easier approach if there are resource constraints.

Why conduct evaluations?

Evaluations are important to understand if the intended results of the programme have been met or are likely to be met. It is important to identify any implementation challenges or successes to determine if specific activities should be altered or replicated to increase the programme effectiveness. Final evaluations at the end of the programme cycle can also be important for reporting to donors or partner organisations to demonstrate progress.

How are evaluations conducted?

Before the evaluation begins, it is important to understand the purpose of the evaluation. Evaluations at the end of the project cycle should focus on progress towards the impact and outcomes. If conducting a smaller evaluation during the programme cycle, consider the questions suggested in the data collection guide to decide what you want to evaluate. It is important to consider how the results will be used. This may be to update the programme activities as implementation continues, or to inform the next programme cycle.

Evaluations may involve an analysis of the data already collected, and/or additional data collection activities, such as interviews or focus groups. If the evaluation focuses on the wider impact of the programme, not just the implementation of activities, it may be helpful to involve members of the community to understand any change as a result of the programme.

It is important to record the results of every evaluation. This can be helpful for external reporting, but also for internal learning and programme delivery. Evaluations should be conducted to identify *both* successes and areas for improvement at the same time, rather than trying to provide a definitive answer of whether the outcomes have been met. Typically, after completing an evaluation the programme team will produce a report detailing their findings, highlighting programme successes and areas for improvement.

NOTE: Evaluations are conducted to return useful information about the project that can guide implementation and may require activities to be adapted accordingly. Evaluations can require a lot of time to complete, so the purpose of the evaluation must be carefully considered at the start of the evaluation process to ensure that all stakeholders are aware of the evaluation and understand the impact it may have on programme activities.

Annex 1: Developing a programme-specific logframe

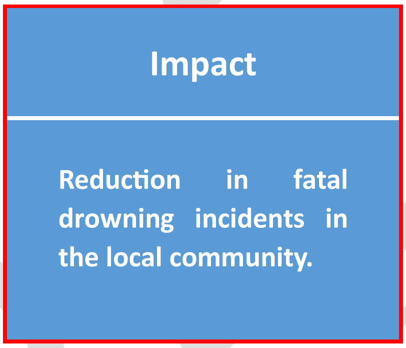
The example logframe on page 6 can be used to monitor a basic rescue and resuscitation training programme. Developing this basic template further to be more specific to the individual programme will allow the logframe to more closely reflect the specific aims of the programme and to encompass additional elements, such as extra activities and/or more specific outcomes. This section provides additional guidance on how to adapt an existing logframe or create a new one from scratch.

When developing your own logframe, it is advised that you follow the below process:

Step 1: Define programme impact statement

The programme's impact statement describes its overall aim. To identify this, the programme team must ask themselves why they are running a rescue and resuscitation programme and what is the change they hope it will achieve. In the example, the programme impact statement is: "Reduction in fatal drowning incidents in the local community".

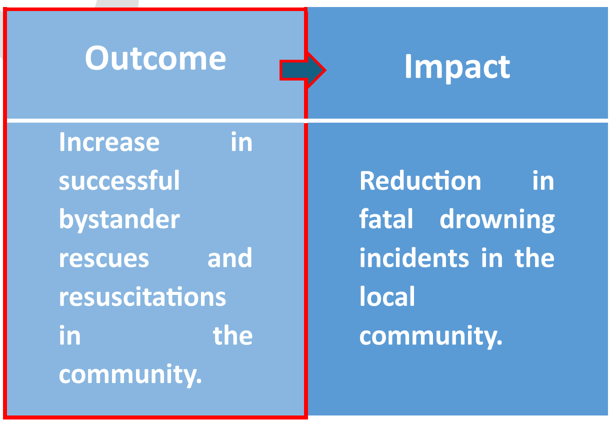
Example



Step 2: Identify programme outcome(s)

The programme outcomes are the changes in the target community that are expected to occur as a result of the programme. These should directly link to the impact with the expectation that if all the outcomes were achieved, the impact would also be achieved. In the example, the programme outcome is: "Increase in successful bystander rescues and resuscitations in the community".

Example



Step 3: Identify programme outputs

Programme outputs are the deliverables of the programme activities. These should refer to tangible results that can easily be measured and should clearly link to the programme outcomes. In the example, there are two programme outputs: 1) "Community members are trained in rescue and resuscitation techniques" 2) "Awareness of appropriate rescue and resuscitation techniques in the community".

Example

Outputs	Outcomes	Impact
Community members are trained in rescue and resuscitation techniques.	Increase in successful bystander rescues and resuscitations in the community.	Reduction in fatal drowning incidents in the local community.
Awareness of appropriate rescue and resuscitation techniques in the community.		

Step 4: Identify programme activities

Activities describe the work that will be conducted to deliver the programme outputs. In the example, there are only two programme activities, but a typical programme will have several activities contributing to each **output.**

Example

Activities	Outputs	Outcomes	Impact
Hold training sessions for community members to learn CPR and water rescue techniques.	Community members are trained in rescue and resuscitation techniques.	Increase in successful bystander rescues and resuscitations in the community.	Reduction in fatal drowning incidents in the local community.
Develop outreach activities to promote rescue and resuscitation activities among the community.	Awareness of appropriate rescue and resuscitation techniques in the community.		

Monitoring progress

In order to demonstrate progress towards the objectives laid out above, they need to be monitored throughout the programme against targets defined at the programme outset. Identifying indicators, means of verification, targets, and baselines is important to allow progress to be monitored and reported. Identifying assumptions is also crucial for understanding potential barriers to programme success.

Step 5: Identify indicators

Indicators are ways that you can measure progress towards each aspect of the programme; they should tell you if the objective is being met. It is important to have indicators for the programme impact, outcome(s) and outputs.

Example:

Objective	Indicator
Output 1. Community members are trained in rescue and resuscitation techniques	Number of community members successfully trained in rescue and resuscitation

Step 6: Identify means of verification

The means of verification are the means through which the indicator will be measured. This can refer to data collected by you. or publicly available data sources to measure the progress towards the indicators.

Example:

Objective	Indicator	Means of verification
Output 1. Community members are trained in rescue and resuscitation techniques	Number of community members successfully trained in rescue and resuscitation	Assessment records from training

Step 7: Identify baseline and target

The baseline is the measure of the indicator before the programme begins, to allows progress to be measured. The target refers to the anticipated end result for that indicator. The target should be specific, measurable and time-bound.

Example:

Objective	Indicator	Means of verification	Baseline	Target
Output 1. Community members are trained in rescue and resuscitation techniques	Number of community members successfully trained in rescue and resuscitation	Assessment records from training	e.g. 0 community members trained	e.g. 500 community members pass training by the end of 2025

Step 8: Identify assumptions

It is important to identify and note any assumptions that are being made when considering the flow of the programme logframe. For example, consider what additional factors are required for the outcome to lead to the impact, or for the outputs to lead to the outcome. These may be factors considered to be outside of the programme but can often be monitored and responded to if they impact programme progress. For example, if an assumption is that community members will attend training, and this does not happen, consideration can be made into how training can be more accessible and engagement with the community can be increased.

Example:

Objective	Indicator	Means of verification	Baseline	Target	Assumptions
Output 1. Community members are trained in rescue and resuscitation techniques.	Number of community members successfully trained in rescue and resuscitation	Assessment records from training	e.g. zero community members trained	e.g. 500 community members pass training by the end of 2025	Trained community members are willing to conduct rescues and resuscitations Community members vulnerable to drowning are reached by trained community members

Other things to consider:

- How often will each indicator be measured?
- Who is responsible for measuring each indicator?
- Where will the indicator be reported?

Note: It is still important to collect other programme data even if it is not directly required for an indicator. These data are important for programme implementation and can also help identify any barriers to success if the targets are not being met. It is suggested to collect the minimum datasets, as detailed above.

Glossary

Community-Based Training	Training targeting members of the community to provide bystanders with the skills to conduct a rescue/resuscitation if necessary. This does not include the training of lifeguards or other professional rescue personnel.
Consent Form	A form that is used to record consent.
CPR	Cardiopulmonary Resuscitation: a series of chest compressions and mouth-to-mouth ventilation intended to resuscitate a drowning victim
Evaluation	The assessment of a project using data collected to identify successes and potential areas for improvement.
Informed Consent	Informed consent is when a person fully understands what they are agreeing to, including associated risks.
Monitoring	The regular and continuous collection of data to track activities and document progress.
Parent	A mother or father of a child.
Participants	All of those present and participating in the delivery of rescue and resuscitation training, including trainers, trainees, any additional support staff, assistants or managers.
Programme Sustainability	Protecting the long-term viability of a programme through funding and partnerships.
Programme Cycle	A defined period of the programme for which targets may be set and progress can be reviewed. For example, one training season, or one year.
Refresher Training	Additional training provided after a specified amount of time to remind trainees about key skills/knowledge and increase confidence performing skills.
Rescuer	A person performing a rescue and/or resuscitation.
Resuscitation	The action of attempting to revive a person from unconsciousness following a drowning incident.
Risk	The likelihood and severity of something causing harm.
Trainee	A person receiving training.
Trainer	A person providing training.