

Scorecard Implementation

TARGET GROUP <i>which target group will you work with?</i>	LOCATION <i>Where will the assesment take place?</i>	Estimated # of Sessions <i>How many assesment take place?</i>
→ Adolescent girls	→ At the field office	→ 2
→ Orphans	→ At the field office	→ 1
→ STREET ADOLESCENTS	AT THE FIELD OFFICE	1

Active and Meaningful Participation

...e sharing my ideas with adults

Mobility in the City

3	8
2	9
5	6
5	7

# Module 6

## Monitoring Progress



# Module 6 Objective



**Monitors** and **Project Coordinators** will be supported by the **technical team** to...

Who?

Document score cards sessions and interface meetings, collect and analyze data in a systematic manner, and monitor progress in order to ...

What?

Understand the effectiveness, results and outcomes of the process in improving services for girls and other excluded groups so that ...

Why?

Best practices, lessons learned and the impact of the project can be shared with relevant stakeholders and other groups interested in gender-sensitive, inclusive and intergenerational score cards

How?

# Key Questions and Activities



## 6.1 How effective is the process?

Document session demographics

Conduct reflection activities and document the process

Transform session outputs into digital documents

Make adjustments to the score card process



## 6.2 Has the situation changed?

Meet periodically to monitor progress and identify bottlenecks

Identify key stakeholders or resources required to address bottlenecks

Reconvene focus groups to assess progress on service improvements



## 6.3 What more needs to be done to improve the situation?

Engage girls and other excluded groups in advocacy campaigns

Develop advocacy approaches for service delivery

Develop advocacy approaches for policy change



## 6.4 What did we achieve and how?

Assimilate and analyze all monitoring data



Evaluate the results for services

Evaluate the outcomes of the process

Develop and share a case study of the project

# Estimated Time and Materials



Module Overview	 Time	 Materials
6.1 How effective is the process?	2-3 hours per session	<ul style="list-style-type: none"> <li>• Camera to take photographs and/or videos</li> <li>• Computer, note paper, pens, post-it notes</li> <li>• Large sheets of paper/flip charts, colored markers</li> </ul>
6.2 Has the situation changed?	2-3 hours per meeting	<ul style="list-style-type: none"> <li>• <i>Rights Tracking Matrices</i> from Module 4</li> <li>• <i>Joint Action Plans</i> from Module 5</li> <li>• Computer, note paper, pens, post-it notes</li> <li>• Large sheets of paper/flip charts, colored markers</li> </ul>
6.3 What more needs to be done to improve the situation?	3-4 hours per strategy	<ul style="list-style-type: none"> <li>• Monitoring data from relevant sessions and meetings</li> <li>• Large sheets of paper/flip charts, colored markers</li> <li>• Computer, note paper, pens, post-it notes</li> </ul>
6.4 What did we achieve and how?	1 week	<ul style="list-style-type: none"> <li>• Monitoring data from Modules 3, 4 and 5</li> <li>• Materials listed in Module 4, activities 4.2 and 4.3</li> <li>• Other related project documents and reports</li> <li>• Computer, note paper, pens, Internet</li> </ul>

Use the [Time Log Template](#) to monitor the actual time required



All other resources are provided as [links](#) within the activity description  
Files with this symbol can be downloaded

# Intended Outputs



1

Monitoring data

2

Process/course corrections

3

Score cards progress data

4

Case study

This includes an evaluation of the overall process, results and outcomes

# Potential Outcomes



## Participation

- Skills to collect monitoring data that is sex- and age-disaggregated in a systematic and inclusive way
- Skills to analyze monitoring data, including gender and age analysis for different excluded groups, and at different geographic scales
- Skills to translate monitoring data into a compelling story or case study

## Political Education

- Increased understanding of power dynamics and bottlenecks in achieving change
- Improved strategies to address bottlenecks and power dynamics among decision-makers

## Empowerment

- Improved score card process
- Systematic information to advocate for the needs of girls and other excluded groups
- Empowered monitors who can collect a range of participatory data on future projects

# Potential Challenges & Solutions



## Systematic documentation of the sessions

- Use monitoring and data entry templates
- Complete monitoring data for each session as soon as the session is completed, rather than waiting several days or weeks to input the data

## Skills and time required to create digital outputs

- Practice transferring paper-based outputs into digital outputs to determine individuals with the appropriate skills

## Analyzing monitoring data

- Engage local researchers or evaluators for support in analyzing the data, especially those who specialize in gender analysis
- Support ongoing capacity development for project monitors in intergenerational and gender analysis

## Ensuring skilled facilitation of the process

- Provide ongoing capacity development opportunities for monitors to ensure data that supports intergenerational and gender analysis is being captured



# How effective is the process?



## 6.1 How effective is the process?

6.2 Has the situation changed?

6.3 What more needs to be done to improve the situation?

6.4 What did we achieve and how?



### Suggested Activities

1. Document session demographics
2. Conduct reflection activities and document the process
3. Transform session outputs into digital documents
4. Make adjustments to the score cards process

### Suggested Age Groups

13-18

19-24

25+

### Stakeholders

PROJECT COORDINATORS  
MONITORS  
FACILITATORS



## 6.1

# Document Session Demographics

Develop a system for keeping track of who participated in the workshops, focus group sessions and interface meetings. These are some suggestions that are helpful for monitoring and evaluation.



[Session Demographics Template](#)

Community	
Session Location	
Date/Time	

Group	Boys	Girls	Women	Men	Total
Monitors	1				
Facilitators	2				
Participants	12				
Demographics	<i>Boys who live on the streets</i>				
<b>Total</b>	<b>15</b>				

Example

Use the demographics column to make notes about the type of participants, such as: girls who are out of school, representatives from the Ministry of Transport, etc.

# Conduct Reflection Activities

## A - RESULTS

- What did we accomplish?

## B - LESSONS

- What did we learn?

If time is limited, we recommend asking questions A and B to session participants and questions C and D to facilitators

## C – BEST PRACTICES

- What worked well and why?

## D - ADJUSTMENTS

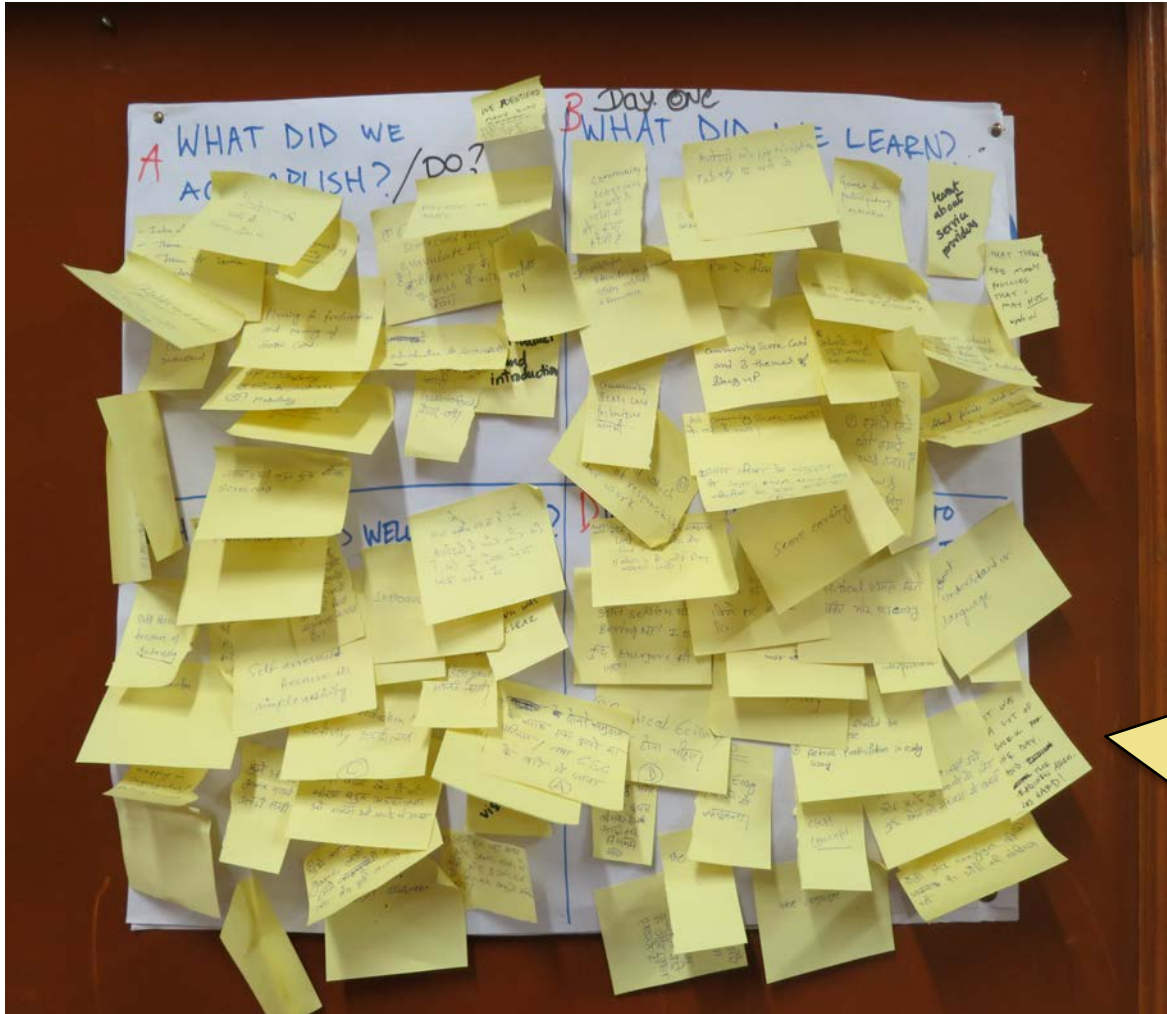
- What issues do we need to improve upon for next time?

After modules 3, 4 and 5 the monitoring group conducts reflection activities using the provided reflection activity templates



[Workshop Reflection Template](#)  
[Modules Reflection Template](#)

# Conduct Reflection Activities



The reflection activities can be done as one large group discussion using flip charts

They can also be done using post-it notes or small pieces of paper, allowing each person to write their own responses to each question

# Log Module Reflections

This example is provided for illustrative purposes

Monitoring Questions	A. Results	B. Lessons	C. Best Practices	D. Adjustments
	What did we accomplish?	What did we learn?	What worked well and why?	What issues do we need to improve upon for next time?
Module 4	<i>Score card sessions are arranged with different target groups</i>	<i>Who makes decisions about public transportation services in the city</i>	<i>Engaging service providers to identify rights and entitlements</i>	<i>Develop more effective ways of communicating the situation analysis to younger children</i>
Module 5	<p>More than one answer can be logged for each module and question</p>	<p>Enter the reflection data into each template to keep track of the process and changes made over time</p>	<p>All templates are provided as links in this module and are also contained in specific modules</p>	

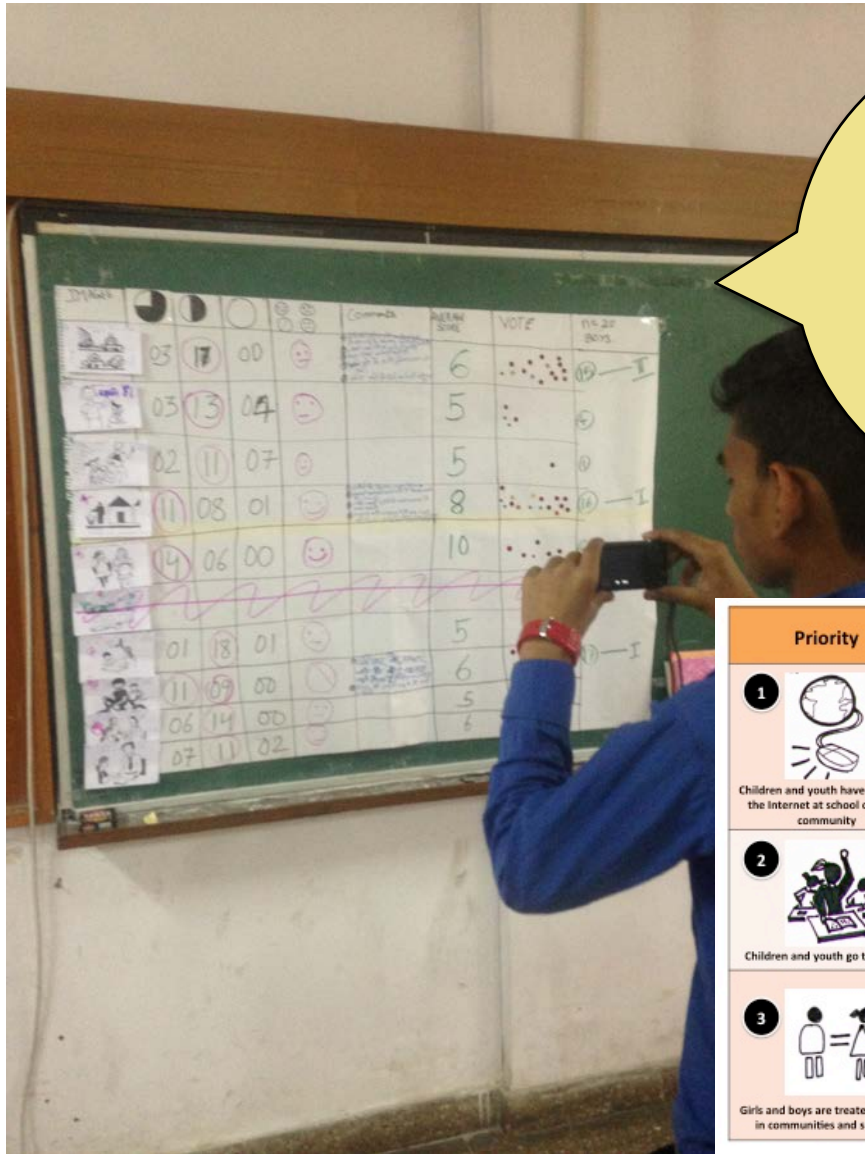
# Document the Process



Photographs and videos are helpful in communicating what happened during sessions; appropriate permissions should be obtained from participants, especially when working with children









# Photograph and Digitize Outputs




Take photographs of each output and download and use the templates on the next slide to transfer paper-based information into digital format

Transferring the session outputs into digital format is important to manage and store all the monitoring data for future use and analysis

Priority	Current Situation	Avg. Score	My Entitlements	Proposed Actions	Who is responsible?	By when?
<b>1</b>  Children and youth have access to the Internet at school or in the community	Children and youth do not have access to internet in schools. Youth have access to internet cafes in communities	3 	Young people have the right to access to information and mass media that is important to their health and well-being	Advocate with internet providers Raise money through a fund raiser for internet access	Internet providers School administration Young people	October 2016
<b>2</b>  Children and youth go to school	Most children go to primary school but most youth drop out of school and do not attend secondary education	5 	Young people should be encouraged to reach the highest level of education of which they are capable	Educate young people and adults about the importance of education through campaigns	Girls' and boys' clubs Teachers NGOs and CBOs Youth leaders	December 2016
<b>3</b>  Girls and boys are treated equally in communities and schools	Girls and boys are not treated equally in the communities. Most times, young women are disrespected in public spaces	2 	Young people have rights that are respected, protected and fulfilled; whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from.	Conduct gender awareness campaigns with youth and adults Create a policy that punishes those who harass girls in public spaces	Girls' and boys' clubs NGOs and CBOs Youth leaders Police Mayor Municipality	May 2015 June 2016

# Monitoring Data and Templates

Module	Types of Monitoring Data	 Monitoring Templates
3	Score cards action plan	<a href="#">Score Cards Action Plan Template</a>
4	Community maps	Suggest taking photographs of maps
4	Community photographs/videos	Suggest uploading online
4	Score cards focus group session data	<a href="#">Community Issues Template</a> <a href="#">Performance Score Cards Database</a> <a href="#">Rights Tracking Matrix Template</a>
5	Interface meeting joint action plan	<a href="#">Joint Action Plan Template</a>
2-6	Session demographics	<a href="#">Session Demographics Template</a>
2-6	Module reflections	<a href="#">Modules Reflection Template</a> <a href="#">Workshop Reflection Template</a>
2-6	Time log for each activity	<a href="#">Time Log Template</a>
6	Adjustments Made	<a href="#">Adjustments Template</a>
6	Case Study	<a href="#">Case Study Template</a>
All modules	Session photographs/videos	Suggest uploading online



# Database Template

A database template is provided to log the total responses and comments with the performance score cards data; it can also be adapted to use with the score cards readiness data

## Performance Score Cards Database Directions

After each score card session, transfer the data from the paper-based performance score card charts into this spreadsheet according to the key. Performance score and response frequencies will be automatically calculated (red text in the example). Use the same template for each focus group. Save each spreadsheet as a separate file (save as > girls13-18communityX). Then create average performance score cards based on the needs of your score cards initiative. For example, you can create an average performance score for all the girls in one community for each common outcome. Frequency responses are helpful for advocacy purposes, such as '50% of girls in community X reported they do not have spaces for recreation and leisure in their community.'

Session Identifier	Session 1: Adolescent Girls (Ages 13-18) from Community X												
Contents	Outcome Indicator	Mostly True	Sometimes True	Never True	?	Total Score	Total Participants	Performance Score	% Mostly True	% Sometimes True	% Never True	Total Priority Votes	Comments
Key	Type indicator statement	enter total # from chart(s)	enter total # from chart(s)	enter total # from chart(s)	enter total # from chart(s)	FORMULA: this is automatically calculated	enter total # of participations in the session	FORMULA: this is automatically calculated	FORMULA: this is automatically calculated	FORMULA: this is automatically calculated	FORMULA: this is automatically calculated	enter total # from chart(s)	enter summary comments from chart(s)
Example	There are spaces for recreation and leisure I can use in my community	2	4	6	0	46	12	3.83	17%	33%	50%	2	There are very few spaces that girls feel comfortable using for leisure because they are not well lit; girls with physical disabilities feel threatened by boys in leisure spaces
	Girls and boys have access to parks, other community spaces					0		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
	I feel safe and other community spaces					0		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
	I feel safe out in my community							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		

The database contains instructions on how to log the data as well as pre-programmed formulas to calculate the performance score and response frequencies for "never true, mostly true", etc.

The performance score cards database is crucial when scaling the process at the municipal scale with multiple target groups and communities

# Make Adjustments as Needed

Example Issues	Potential Adjustments
Not enough girls are involved	Recruit additional girls based on session demographic data
Facilitators are having trouble communicating rights and entitlements	Develop a new system for sharing this information with facilitators
Score card sessions take too long	Adjust the activities so the process takes less time
Service providers do not understand the purpose of score cards	Hold one-on-one meetings with service providers to discuss each module
Community participants have difficulty traveling to the focus group sessions	Consider holding sessions in different locations that are more accessible to all participants

Use the reflection activities and monitoring data to make adjustments to improve the effectiveness of the process over time

Document issues and adjustments to keep track of changes made over time using the [Adjustments Template](#)

# Has the situation changed?



6.1 How effective is the process?

**6.2 Has the situation changed?**

6.3 What more needs to be done to improve the situation?





6.4 What did we achieve and how?



Suggested Activities	Suggested Age Groups	Stakeholders
<ol style="list-style-type: none"> <li>Meet periodically to monitor progress and identify bottlenecks</li> <li>Identify key stakeholders or resources required to address bottlenecks</li> </ol>	<p>(13-18) (19-24) (25+)</p>	<p>PROJECT COORDINATORS JOINT MONITORING GROUP</p>
<ol style="list-style-type: none"> <li>Reconvene focus groups to assess progress on service improvements</li> </ol>	<p>(7-9) (10-12) (13-18) (19-24) (25+)</p>	<p>FACILITATORS MONITORS FOCUS GROUP PARTICIPANTS</p>

# Monitor Progress

We recommend holding monitoring meetings every 2-3 months

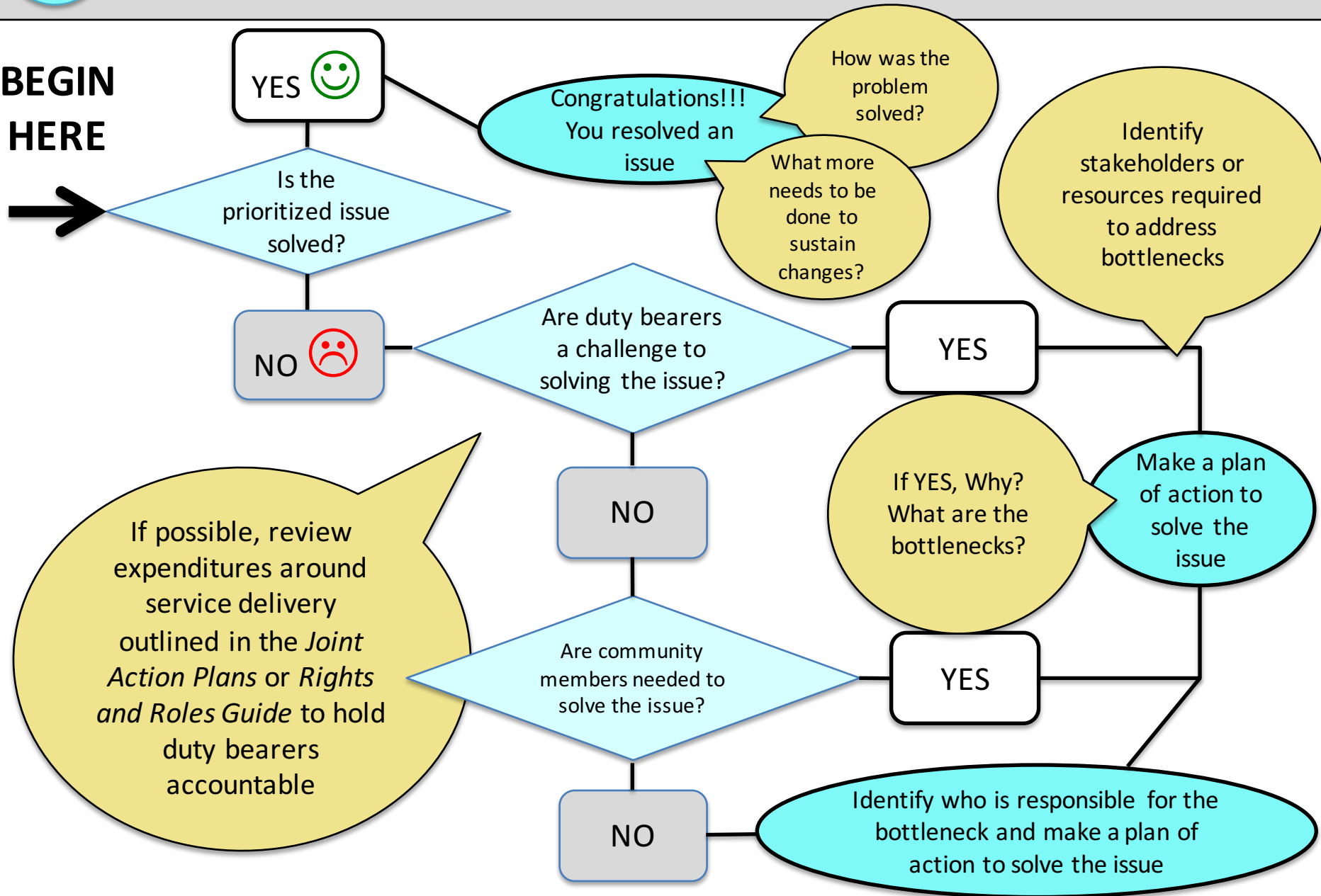
Priority	Current Situation	Performance Scores			Community Recommendations	Service Indicators	Commitments Actions Budgets
 <p>Girls are safe from sexual harassment when using local transport</p>	<ul style="list-style-type: none"> <li>•Many girls do not feel safe when they are on their own</li> <li>•Girls do not know how to protect themselves</li> <li>•Police do not believe girls when they report incidents</li> </ul>	Girls  2 	Boys  6 	Female Adults  3 	<p><i>Train police in gender-sensitive responses to girls who report crimes on public transport</i></p> <p><i>Increase the number of police on local transport, especially in the early mornings and late evenings</i></p>	<ul style="list-style-type: none"> <li>•At least 100 police are trained in gender-sensitive responses</li> <li>•The number of girls reporting crimes to police on public transport increases</li> <li>•At least 2 police are assigned to patrol local transport in the morning and evenings on specific routes</li> </ul>	<ul style="list-style-type: none"> <li>•Police officers at the meeting agreed to provide their personal cell phone numbers for girls to report crimes to them directly</li> <li>•Gender-sensitive policing will be integrated into the standard police training in the next fiscal year</li> <li>•Officer Jonas will investigate adding more police to morning and evening patrols on the specific bus routes</li> <li>•Potential budget increase for police in next fiscal year; will consider additional steps to use this money for community needs</li> </ul>

Use the service indicators to assess progress

Revisit the *Joint Action Plans* with the joint monitoring group established during the interface meetings to assess progress and to plan new actions as needed; document progress and trends

# Identify and Address Bottlenecks

**BEGIN  
HERE**





# Assess Progress with Community Members



## STEP 1 – Reconvene Focus Groups

- Invite the same score card participants to attend a focus group with the same facilitators and monitors
- If this is not possible, invite new participants from the same target group to attend a focus group
- If focus group participants have been involved in implementation of service improvements, this may cause a conflict of interest in the rescoring process; potentially include other community members to resolve this issue



We recommend reconvening focus groups within 6-9 months to assess progress



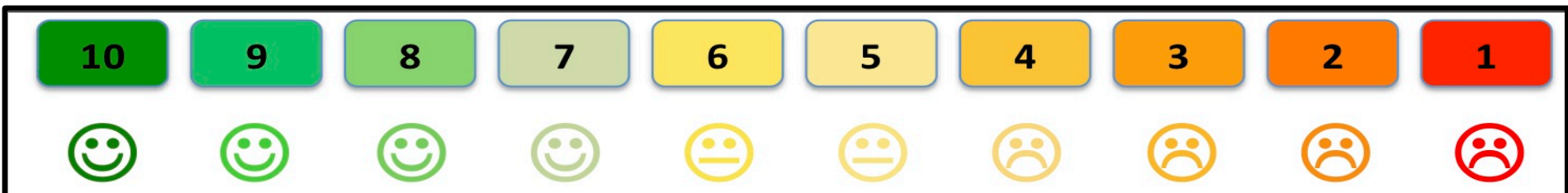
## STEP 2 – Revisit *Rights Tracking Matrix*

- Share progress on service improvements learned during monitoring meetings; discuss community observations on progress
- Examine the performance score in the *Rights Tracking Matrix* for each priority to determine if service indicators have been met
- Decide through group discussion if the performance score has gone up, down, or stayed the same using the same scale (1-10)
- Discuss new recommendations for improving services or score new priorities as needed

# Assess Progress with Community Members

Priority	Performance Score	Services	Duty Bearers	Rights and Entitlements	Resourcing
 <p>There are enough street lights for me to feel safe at bus stops</p>	<p>2 </p> <p><i>Put the new score somewhere on the matrix (if applicable)</i></p>	<p>Public Transportation Service</p> <p>Has the score gone up, down or stayed the same? Why?</p>	<p>Urban Planning Department, District Level Local Council, contact Mr. John Smith, +99-999-9999, Project Manager for street light improvements</p> <p>Are any new recommendations required? What?</p>	<ul style="list-style-type: none"> <li>•<b>My perceived right</b> – I have a right to feel safe when I travel alone</li> <li>•<b>CRC 19</b> – Children have the right to be protected from being hurt and mistreated, physically or mentally</li> <li>•<b>Girls/Women</b> - Poorly lit streets impact the safety of girls and women because groups of boys and men sexually harass them in public spaces</li> </ul>	<p><b>KCCA MPS (pg 32)</b> UGX 514 million has been allocated for upgrading the public street infrastructure in the City to improve lighting and waste removal</p> <p>Have these indicators been met? How?</p>
<p><b>Recommendations</b></p> <p>Request additional street lights in existing waiting areas Create new waiting areas with lights where none exist</p> <p><i>Add new recommendations to the matrix</i></p>			<p><b>Service Indicators</b></p> <p>A minimum of 3 lights are installed in each waiting area Number of new waiting areas created (we want 10 new areas)</p> <p><i>Explain what has changed based on these indicators</i></p>		

Performance Score Scale





# What more needs to be done to improve the situation?



6.1 How effective is the process?

6.2 Has the situation changed?

**6.3 What more needs to be done to improve the situation?**

6.4 What did we achieve and how?



Suggested Activities	Suggested Age Groups	Stakeholders
<p>1. Engage girls and other excluded groups in advocacy campaigns</p>	<p>13-18   19-24   25+</p>	<p>PROJECT COORDINATORS COMMUNITY MEMBERS SERVICE PROVIDERS</p>
<p>2. Develop advocacy approaches for service delivery</p> <p>3. Develop advocacy approaches for policy change</p>	<p>25+</p>	<p>PROJECT COORDINATORS SERVICE PROVIDERS POLICY MAKERS</p>

# Advocacy Approaches

Advocacy Approach	Useful Resources
Child-Led Participatory Advocacy	<a href="#">Plan's Youth Advocacy Toolkit</a> <a href="#">Capacity Building for Youth: Training Curriculum for Youth Advocacy</a>
Advocacy for Service-Delivery Improvements	<a href="#">Training Manual on Budgets for Youth Groups, Plan West Africa Regional Office</a>
Advocacy for Policy Influence and Change	<a href="#">Policy Analysis and Advocacy Training Manual: Effective Advocacy for Children's Rights. Plan West and Central Africa</a>
General Advocacy Information	<a href="#">Plan International's Policy Framework</a>

# What have we achieved and how?



6.1 How effective is the process?

6.2 Has the situation changed?

6.3 What more needs to be done to improve the situation?

**6.4 What did we achieve and how?**



**Child  
Friendly  
Places**



Creating better environments with children, youth and families

Suggested Activities	Suggested Age Groups	Stakeholders
1. Assimilate and analyze all monitoring data		PROJECT COORDINATORS MONITORING GROUP TECHNICAL TEAM
2. Evaluate the results 3. Evaluate the outcomes		PROJECT COORDINATORS MONITORING GROUP FACILITATORS COMMUNITY MEMBERS SERVICE PROVIDERS
4. Prepare and share a case study		PROJECT COORDINATORS MONITORING GROUP TECHNICAL TEAM

# Assimilate and Analyze Data

This table provides an overview of the key questions that must be answered to describe the process, results and outcomes that are useful for evaluating the impact of a human rights-based score cards project.

Guiding Questions	Data Sources	Modules
① Who participated in the score cards process? From which communities and why?	•Session demographics	3, 4, and 5
② What were the priorities for girls and other excluded groups?	•Performance Score Cards •Performance scores	4
③ What suggestions did girls and other excluded groups have to improve their conditions and services?	•Rights Tracking Matrices •Joint Action Plans	4 and 5
④ What were the results of the score cards process?	•Monitoring meeting notes •Changes in service indicators	6
⑤ What were the outcomes of the score cards process?	•Module reflection activities •Evaluation with participants •Rescoring outcome indicators	6

# Evaluate the Results

What changed  
in terms of  
accessing high  
quality services?



## Individual

- Awareness
- Knowledge
- Behaviors
- Viewpoints



## Family/Community

- Access to Services
- Delivery of Services
- Quality of Services
- Participation in Services



## Institutions

- Leadership
- Policies
- Budgets
- Plans
- Priorities

Short-  
Term

*Scales of Change*

Long-  
Term

# Evaluate the Outcomes


Potential Outcomes	Key Questions
Participation	What skills, knowledge or perspectives were gained by participating in the project?
Political Education	What did participants learn about decision-making processes and how power influences access to and the quality of services for girls and other excluded groups?
Empowerment	How has the process empowered girls and other excluded groups?

Revisit the list of potential outcomes for each module and conduct an evaluation with facilitators and participants from all target groups


Integrate monitoring data from module reflections to enrich the evaluation, or if a follow-up evaluation is not feasible

# Evaluate the Outcomes

Rescore the outcome indicators used in Module 4 about 1 or 2 years after the completion of the project in order to...



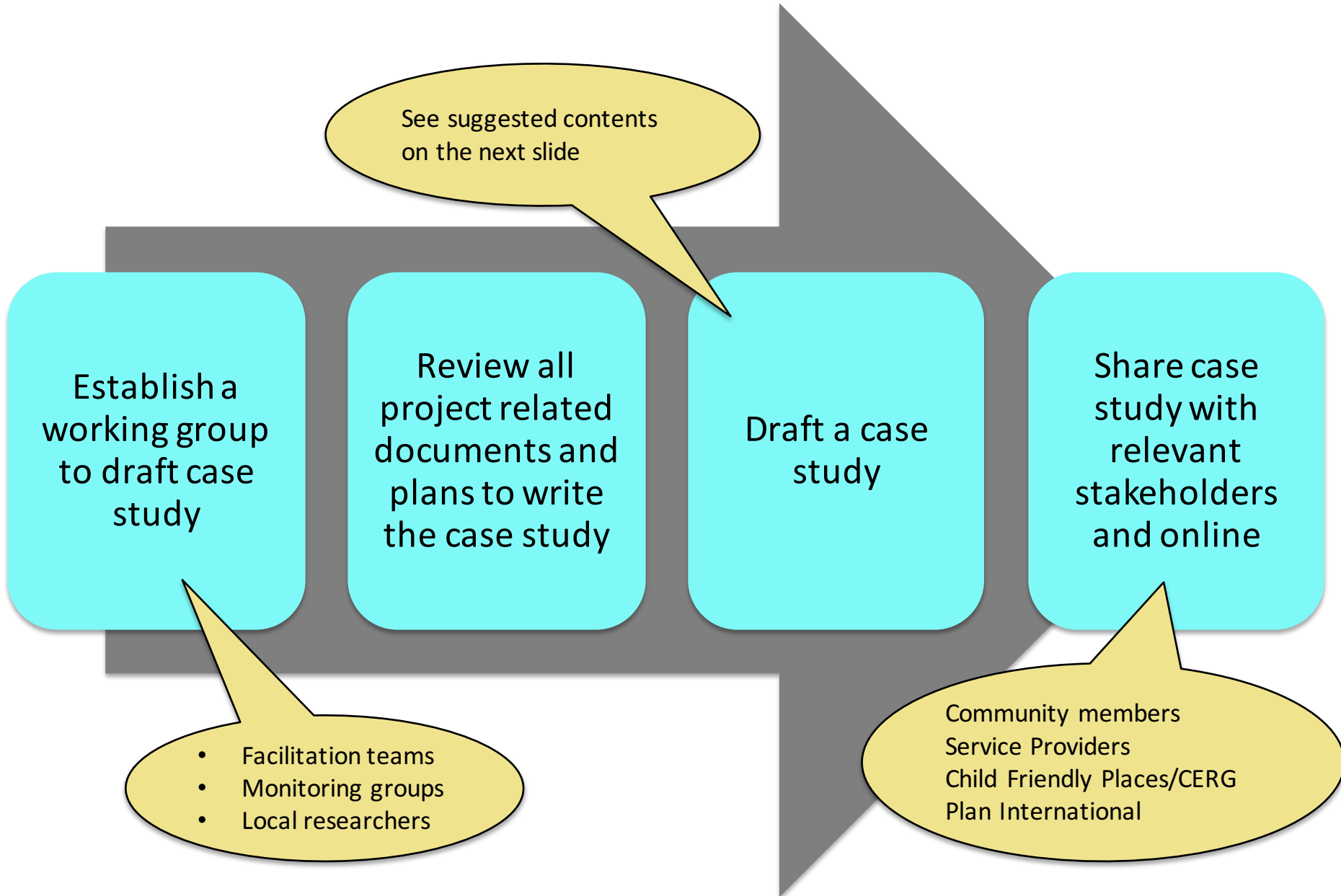
Determine if community conditions have improved as a result of improved services and the score cards process and to...



Assess the long-term impact of service changes and ways of sustaining these improvements over time with the participation of girls and other excluded groups



# Develop the Case Study



# Elements of a Case Study

Case Study Name/Location

Brief Summary

Testimonials from Girls and Boys

Case Study Overview

Background Information

Score Card Assessment Process and Results

Outcomes

Recommendations and Lessons for Practice

Case Study Methodology

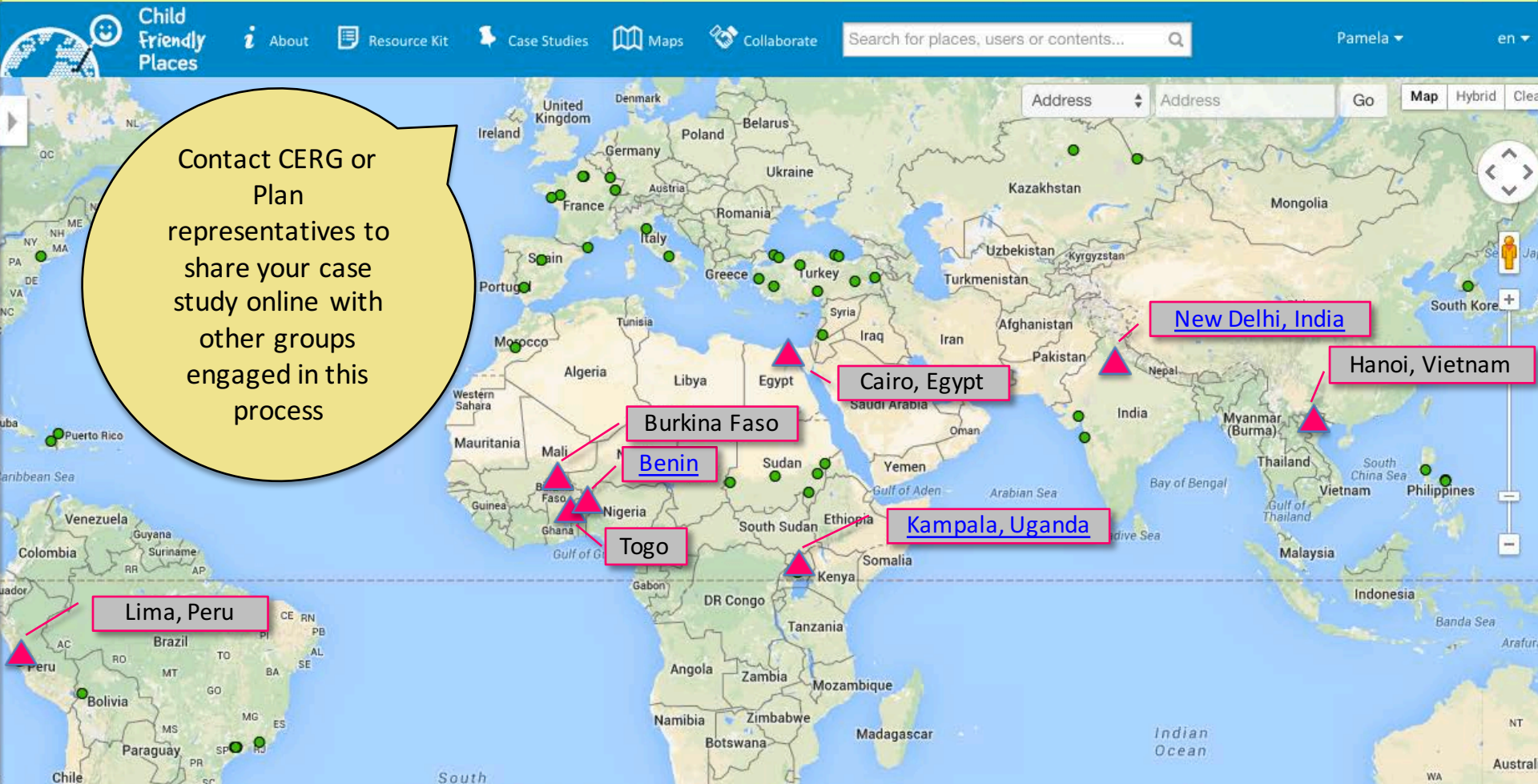
Example [Case Study Template](#)



For improving services and empowering girls and boys from excluded groups

# Where are score cards being used?

## Child Friendly Places – Share Your [Case Studies](#)



54+ case studies   27 countries   820+ communities   64,000+ participants

Plan pilot sites for child-centred, inclusive and gender equitable score cards

Because I am a Girl Urban Programme and Sida/Plan Sweden