# ECDC Scorecard

## Tool

| Topic | Far from ideal situation (1) | First steps (2) | Moving on (3) | (Nearly) ideal situation (4) |
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| Q1. Enrolment | A small percentage of children from the surrounding community are enrolled | Less than 50% of children from the surrounding community are enrolled | More than 50% of children from the surrounding community are enrolled | Most children from the surrounding community are enrolled |
| Q2. Attendance Rate | Almost all children are very frequently absent – either due to illness, inability to pay, or little value placed on the importance | More than 50% of the children are often absent | Less than 50% of the children are often absent | Most children are present consistently – with few exceptions due to illness |
| Q3. Inclusion | Children with disabilities or special learning needs are turned away because there are no services for them | The services are accessible for children with a disability, but no children with disabilities or special learning needs are included | A few children with disabilities or special learning needs are included. The services are accessible, but the teacher/caregiver lacks knowledge and skills on how to include children with a disability. | Most children with disabilities or special learning needs are included and outreach is done to encourage parents to send all children. The services are accessible and the teacher/caregiver has the capacity to include children with a disability. |
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| Q4. Teacher Qualifications and Skills | The teacher/caregiver is untrained and unable to use playful methodology that stimulates active learning and participation of children | The teacher/caregiver is trained but teaches in a traditional fashion that is teacher-centred (little or no playful methodology) | The teacher/caregiver has received some specific ECE training and tries to use some active learning techniques and playful methodology | The teacher/caregiver is well trained and experienced in ECE and makes use of mixed methods, even giving time for free play in learning corners |
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| Q5. Use of Pre-primary curriculum | The center does not have a copy of the national's pre-primary curriculum and the teacher/caregiver does not know the contents | The center does not have a copy of the national's pre-primary curriculum, but the teacher/caregiver has received some information about the contents and approaches | The center has a copy of the national's pre-primary curriculum, but the teacher/caregiver does not understand very well how to use it to plan and link daily lessons | The center has a copy of the national's pre-primary curriculum and the teacher/caregiver uses it to plan lessons in a thematic and integrated way |
| Q6. Positive Discipline | The teacher/caregiver does not have strategies to manage the children so they are left to run around, shout and misbehave | The teacher/caregiver imposes strict discipline but in a harsh way so that the children sit quietly but are not active or free | The teacher/caregiver has a warm way with children but has some challenges with control | The teacher/caregiver responds to misbehavior in a firm but kind way and teaches children the expected behavior |
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| Q7. Use of Locally Available Materials | The classroom has furniture but no materials that children can use for learning and play during lessons | The center has some materials for learning and play, but they are locked away in storage most of the time for safekeeping and only brought out rarely | The teacher/caregiver and parents have actively gathered locally available materials and they are brought out for use by children for certain activities | The teacher/caregiver and parents have actively gathered many collections of materials which are visible in the room and used daily by children |

| Q8. Books | The classroom has no books | The classroom has few books which the teacher uses for read aloud | The classroom has some books, purchased and hand-made, which both teacher and children use occasionally | The classroom has a collection of books, purchased and hand-made, which children have a chance to look at on daily basis |
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| Q9. Physical Infrastructure | No special infrastructure exists for the ECDC – it uses shared space | One special classroom has been built for all children | At least 2 separate rooms have been constructed with toilets | A full complement of classrooms, storage room, toilets and a kitchen have been constructed, which is disability accessible and in line with national standards |
| Q10. Learning Space | The classroom is unfinished, unsafe and not designed for use by children | The classroom is finished but has elements which make it not very safe and suitable for learning (too small, dark, dirty, not child-friendly) | The classroom is safe and suitable for learning but small for the number of children and doesn't allow for a variety of seating arrangements (tables, mats) | The classroom is in line with national standards. It is safe, child-friendly, well-lit, airy, and is big enough to have space for 'circle time' on mats as well as seated work at tables |

| Q11. Child Protection | Teachers/caregivers don't have knowledge of the code of conduct and policies on child safeguarding, Teachers/caregivers didn't receive any training on Child Protection issues, Children are often not supervised and/or corporal punishment takes place. | Teachers/caregivers have little knowledge of the code of conduct and policies on child safeguarding. Teachers/caregivers received some training on Child Protection issues. There is some attention for positive disciplining but corporal punishment still takes place. | Teachers/caretakers understand the Child Safeguarding Policy and signed the aligned Code of Conduct. Teachers/caretakers received training on Child Protection issues and positive disciplining. There is in general good supervision and no corporal punishment. | Teachers/caretakers understand the Child Safeguarding Policy and signed the aligned Code of Conduct. Teachers/caretakers are trained on how to identify and respond to CP issues. The ECD is linked to Child Protection Committees. Children are always supervised and there is no corporal punishment. |
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| Q12. Hygiene and Sanitation | There are no WASH facilities specific for the ECDC (toilets are shared) | There are some WASH facilities (separate toilets or handwashing stations), but they are not functioning properly or cleaned regularly | There are separate WASH facilities but due to a shortage of water they are only functional or cleaned some of the time | WASH facilities are in line with national standards. There is water available and WASH facilities (separate toilets and handwashing stations) are well-maintained and used |
| Q13. Space for Outdoor Play | There is no safe space for outside play. There is no space, or the space has many safety hazards | There is limited space for outdoor play and/or play equipment is broken or dangerous | There is enough space for outdoor play, but there is no fence around the compound and/or play equipment is broken or dangerous | The outdoor play space is in line with national standards. It is fenced, and has a play area set up with some simple and safe toys |
| Section E – Management | | | | |

| Q14. Management Committee | There is no active ECD management committee | The ECD management committee exists but is not trained on its role and does not meet regularly | The ECD management committee exists and meets termly but focuses mainly on fee collection | The ECD management committee is active in mobilizing parents, coordinating learning events, following the quality of the ECD center and linking with stakeholders |
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| Q15. Parental Participation | Parents rarely pay fees (or in-kind contributions) and rarely come to general meetings or other events | Parents struggle to pay fees (or in-kind contributions) regularly but do come to general meetings or other events | Parents try their best to pay fees (or in-kind contributions) regularly and participate actively in general meetings or other events | Parents mostly pay fees regularly (or contribute via in-kind contributions) and actively support the center by doing volunteer jobs and giving in-kind contributions to help the ECDC |
| Q16. Teacher Retention | Teacher/caregiver turnover is frequent due to lack of payment, lack of collaboration, or other factors – even daily attendance can be problematic | Recruited teachers/caregivers frequently leave when they find better options – but attendance and commitment are good while in the role | Turnover happens sometimes but the management committee looks for teachers/caregivers with passion and stability when recruiting | Teachers/caregivers are stable due to close collaboration with parents who ensure they are paid and not overburdened |

| Q17. Sustainability | The center is unable to pay the teachers/caregivers or cover other operational costs | The center tries to do its best to manage the limited funds it collects from parents alone | The center has at least one creative strategy for mobilizing additional funds or donations which can top-up parental payments | The center has established its own income generating project which brings in enough funds to cover a holistic program |
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| Q18. Transition to Primary | The center has no relationship with a primary school – children scatter when entering P1 | The center is known by the government education officer but there is no direct relationship with a nearby primary school | There is a nearby primary school and the headteacher knows about the center (as well as the government education officer) and welcomes children positively | The linkage to a nearby primary school is strong – the headteacher gives some support to teachers and the ECDC brings children for a visit prior to transition |
| Q19. Community Outreach | No efforts are made to educate other parents on the importance of ECD and enroll their children | Community meetings are held (at the beginning of the year) to mobilize parents to send their children | Parent committee members and/or teachers/caregivers try to raise the issue of the importance of ECD whenever there is an opportunity | Parent committee members and teachers/caregivers along with local leaders have a strategy for continuously mobilizing parents to bring their children to ECDCs |
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| Q20. School Feeding | There is no meal provided to children at school | There is no meal provided to children but most families are able to pack, and food is shared so that all children eat | There is a feeding program in place to provide porridge but the quality is poor or irregular due to limited resources | There is a daily feeding program in place that provides quality porridge for all children |

| Q21. Health Services | There is no connection between the ECDC and the local health center or CHW (community health workers) | There is connection between the ECDC and the local health center or CHW (community health worker). Parents are sensitized during general meetings to bring their children to the local health center | The CHW or nurse comes to the ECDC to monitor the growth of children | The CHW or nurse comes to the ECDC to monitor the growth of children AND organizes education events for parents on health topics |
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| Q22. Parenting Education | There are no learning events for parents beyond general meetings | At least once a term there is a special presentation for parents on a topic such as child protection, health, or play, this may be combined with a general meeting | There is a regularly scheduled learning event for parents that takes place at least once a month and covers a variety of topics with guest speakers | In addition to a regular program of learning events for all parents, intensive parenting classes are offered for cohorts of parents at time – parents of 0-3 are specifically included |
| Q23. Linkages | The center is operating in isolation – few people are aware and no one but parents contribute | The center is known by local leaders who make some non-monetary contributions | The center has been able to advocate for some government funds or services – within various sectors (education, health, nutrition, child protection) | The center has multiple sources of financial and technical support (government and donor) and is maximizing use of existing resources and services |

| Q24. Integrated Nutrition and ECD interventions | No education or specific interventions in the area of nutrition take place. | Nutrition education/messaging (on breastfeeding and complementary feeding) takes place. There are single/temporary interventions to promote well-nourishment of children. | Nutrition education/messaging (on breastfeeding and complementary feeding) takes place. There are regular interventions to promote well-nourishment of children. | Nutrition messages and services are integrated part of ECD services. This can include: ongoing education/ messaging (on breastfeeding and healthy food), distribution of dietary supplements, referral for malnourished children, home visits, kitchen garden at the ECD center etc. |
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# Instructions

## Sample

Because it is not possible to include all beneficiaries in the data selection, a sample is taken. These are the guidelines for making a sample:

- Each group should consist of approximately 12-15 members.
- If the group is bigger (e.g. a SHG of 25), a random sample can be made.
- For **children groups**, a smaller group of **8-10 children** can be selected if preferred.
- The aim should be to use this tool with the same groups throughout the project. The group name gets recorded in the datasheets.
- When it is not possible to use the same group, another group is selected.
- By selecting the same groups throughout the whole project phase, it is avoided that later founded groups affect the results.
- Most groups in the community are bigger than 15 members. The 12-15 members selected for the exercise may differ from year to year as long as the same group is selected.
- Make sure that both genders are included in the group, if possible.
- Take a random sample of 10% of the total number of groups, with a minimum of 8-10 separate groups. If there are fewer than eight groups, all groups should be included in the sample.
- Try to include various groups in the sample if that fits the tool. For example, Self-Help Groups (SHGs), Cluster Level Associations (CLAs) or Community-Based Organisations (CBOs), youth groups or children's groups, could be included in the CSI. This doesn't apply to group-specific tools like the Family Farmer Statement and the Youth Statements.

# Facilitation

The facilitator or enumerator has an essential role in conducting the focus group discussions. The tools are participatory by nature, as groups come together to discuss different topics. The facilitator is responsible for explaining the tools well, guiding the conversation, making the participants feel at ease, and encouraging them to speak out to give their honest opinions. The facilitator does the exercise together with a note-taker. The facilitator introduces the questions and leads the discussions. The note-taker records the scores and takes notes of the reasons for giving certain scores.

All the participatory tools use the same methodology; therefore, the same instructions apply to all tools. Be aware that the target groups are not the same for every tool. The facilitator and the note-taker can take the following steps to prepare and conduct the focus group discussion:

## Preparation:
- Make sure that the tools are translated into the local language.
- The facilitator and the note-taker prepare a printed version of the tool and data form or Kobo to record the data.
- If applicable, last year's average scores can be prefilled on the data form.

## Facilitating the group exercise:
- The exercise should take approximately an hour and 15 minutes to keep everyone on board. Long discussions may need to be ended if time runs out.
- First, the facilitator introduces the tool to the group and explains what it is about and what topics it entails.
- Second, the facilitator explains the meaning of the scores. For each topic, there is an "*ideal situation*" (or "nearly ideal situation") or a "*good situation*" (4). The highest rating implies that for this aspect, no further improvements in the situation are needed or even possible. The lowest rating is a "*far from ideal situation*" or a "*very bad situation*" (1). A lot of improvements are needed to move towards the ideal situation. In between, there are two other scales: "*first steps*" or "*bad*" (2) when the situation is better than the "*far from ideal situation*", but there is still a long way to go. And "*moving on*" or "*fair*" (3) when steady progress is made toward the "*ideal situation*", but one or more

serious issues are still lacking to consider the situation *"nearly ideal"* and clear further action points can still be defined. The exact meanings of the scores are described in the tools (e.g. Food Security (CSI), score 4 = Children are consistently well fed and eat regularly). For some of the tools, the two "in-between scales" are not precisely defined but should be used intuitively; the group can discuss if the situation is still closer to the *"far from ideal situation"* or closer to the *"(nearly) ideal situation"*.

- Every group member receives four stones or beans (or something similar). After introducing the statement for rating, the facilitator invites the members to put 1, 2, 3 or 4 stones/ beans in front of them, representing their opinion.
- Most tools have **guiding principles/ questions** (considerations) for each topic or category. These questions can help the facilitator guide the conversation and clarify the topic and can help the group to determine what score they want to give. The facilitator does not need to use all questions. **The group does not have to answer all the guiding questions.** They can be seen as helpful tools in having a good discussion.
- For most tools, the statements ask about a reflection of the community instead of the individuals, except for the Farmer Family Statements (PIP). This allows the participants to better reflect on sensitive issues without becoming too personal. The facilitator should keep this in mind.
- The stones/ beans should be **placed at the same time** to avoid participants copying each other. The facilitator could count down.
- When everyone has placed their stones/ beans, the facilitator can ask people why they gave this score. In this way, there can be a discussion about the positive and/ or negative remarks that help people determine their end score. Group members are free to add or remove stones during the debate.
- Please note that the participants are not obliged to give a reason.
- The note-taker makes notes of the reasons for the partner's reflection.
- The note-taker can also make notes of possible actions that need to be taken by the implementing partner. This is for the partner's reference.
- When doing the scorecards repeatedly with the same groups, the scores can be compared to the score of the previous discussion. The facilitator should bring the old scorecards or write the last score on the form. Comparing the scores can be helpful for the discussion; this is up to the facilitator.

- During the discussion, the participants are invited to give their ideas to improve the situation for the coming year.  This is how group members play an active role in data collection, sensemaking and planning for the next steps.
- Sometimes, participants give an answer or reason to their score that does not fit the question (it may serve another question better). In that case, the facilitator can help the participants by explaining the question or referring to another question. The facilitator must be very familiar with the tools.
- The facilitator should listen well to the stories being told and see if the score corresponds to that score. The facilitator should not tell the participants to change their scores but can help decide the appropriate score by asking questions and guiding the conversation.

### Scoring:
- When the discussion is finished, and everyone is satisfied with the number of stones/ beans placed, the note-taker or the facilitator writes the number of participants who scored a one, two, three and four and the total number of participants (because people may leave during the session).
- For example: 1 participant gives a 1, 4 participants give a 2, 5 participants give a 3 and 3 participants give a 4. The total number of participants is 13. The total score is 36 (1x1 + 4x2 + 5x3 + 3x4), divided by 13 gives an average score of 2.8. (The calculation can be done later at the office and is done automatically in the datasheets and Kobo).
- Kobo sheets and MS Word forms are available to collect the scores.

### Additional guidance for facilitating children groups:
- The session with children should be led by a facilitator who knows the children and who is trained as a children's group facilitator.
- The facilitator should ensure the group is a safe space for children to speak out.
- A group of **8-12 children** should be sampled for the tool. Because most children's groups are bigger, a random sample from the group can be drawn every time the tools are conducted to avoid the same children getting selected every time and because children leave the groups when they get older.
- It is essential to take note of children who influence other children and to avoid that from happening.
- The facilitator should keep explaining the scoring to the children during the process, not only at the start.
- The facilitator should explain to the children that giving a score of 1 is okay to prevent children from thinking they score poorly themselves.

- The facilitator explains to the children that the information they give is safe and that their names are not mentioned.

- It is essential to include enough breaks to keep the children's attention. Games, dances, and songs can be helpful to keep them engaged.

The facilitator and note-taker should be alert to see if children need after-care after the session. This should be noted to ensure that follow-up is provided.