PMEAL CCCD Reporting Framework Manual

January 2024

Version 1.0

Table of Contents

Introduction to the PMEAL CCCD Reporting Framework

To monitor the CCCD projects of Help a Child, the PMEAL CCCD Reporting Framework is made. This framework helps the implementing partners, country offices and the global office to keep track of the progress of each CCCD project, to report on the progress (in the annual report), to plan for the following years (in the annual plan and the phase-out plan), to learn about the results for the whole CCCD program and to be accountable to the donors.

In the project information sheet, the second sheet of the framework, the project details and the applicable tools are filled in. The objective tree (third sheet) shows the immediate and intermediate outcomes that contribute to the seven objectives of the CCCD project and who, in turn, contribute to the overall impact goal: All children have a life in dignity, with love and a promising future.

In the CCCD Monitoring Framework the results of the objective tree are listed with the corresponding indicators and the means of verification. Behind every indicator, the scores (for the outcomes/ impact) or the numbers (for the outputs) are shown. These results are linked to the corresponding datasheets, where the results are entered. This logframe helps to report and plan for the seven objectives in the annual report and annual plan. The first reporting sheet is for the minimum output requirements.

1. PMEAL CCCD Reporting Framework

The PMEAL CCCD Reporting Framework has nine tools to collect impact and outcome data. Some of these tools are conducted yearly, and others once every two years. All the tools use the same method for different target groups, where scores of 1 to 4 are given for a particular statement. Every tool has a data report available in the framework, where the average scores are filled in. The first column is used for the average baseline scores; the following columns are used for the

regular reporting. A raw datasheet is available for all tools to submit the raw data. The tools are available on paper (to conduct manually) and in Kobo (to conduct digitally).

2. Minimum Output Requirements

The output data is reported every year over the entire previous year. That means that the output template can only be filled in after the year has finished.

When the output is about the number of beneficiaries reached or the number of members in a particular group, the total number of beneficiaries is automatically calculated by entering the number of males and the number of females. This is also the case for the total number of disabled beneficiaries.

During the planning phase, the planning column should be filled in.

Definitions of some outputs
- Outputs about total *reach* (e.g. *total # of young children (0-7) reached by direct activities (without double counting)*) are about how many beneficiaries of this particular age group were reached by the project in one year. This can be an intensive training (e.g. parenting challenge) or a one-time activity. Make sure that beneficiaries are **not double-counted**[1].
- For the *# of reflection meetings held with community members about actions to tackle challenges in the community,* only the number of meetings held should be reported.
- The *# of community members trained on the rights of children* is about how many people received training on the rights of children.
- The *# of Parenting Challenge groups trained this year* is only about the groups that were trained. Regardless of the number of members and number of sessions held.

---

[1] Double counting is a error where a beneficiary is counted more than once for the same indicator. E.g. a beneficiary who participated in a parenting training **and** a PiP training should be counted as one beneficiary for the indicator *# of adults (>35) reached, because this is the same person.*
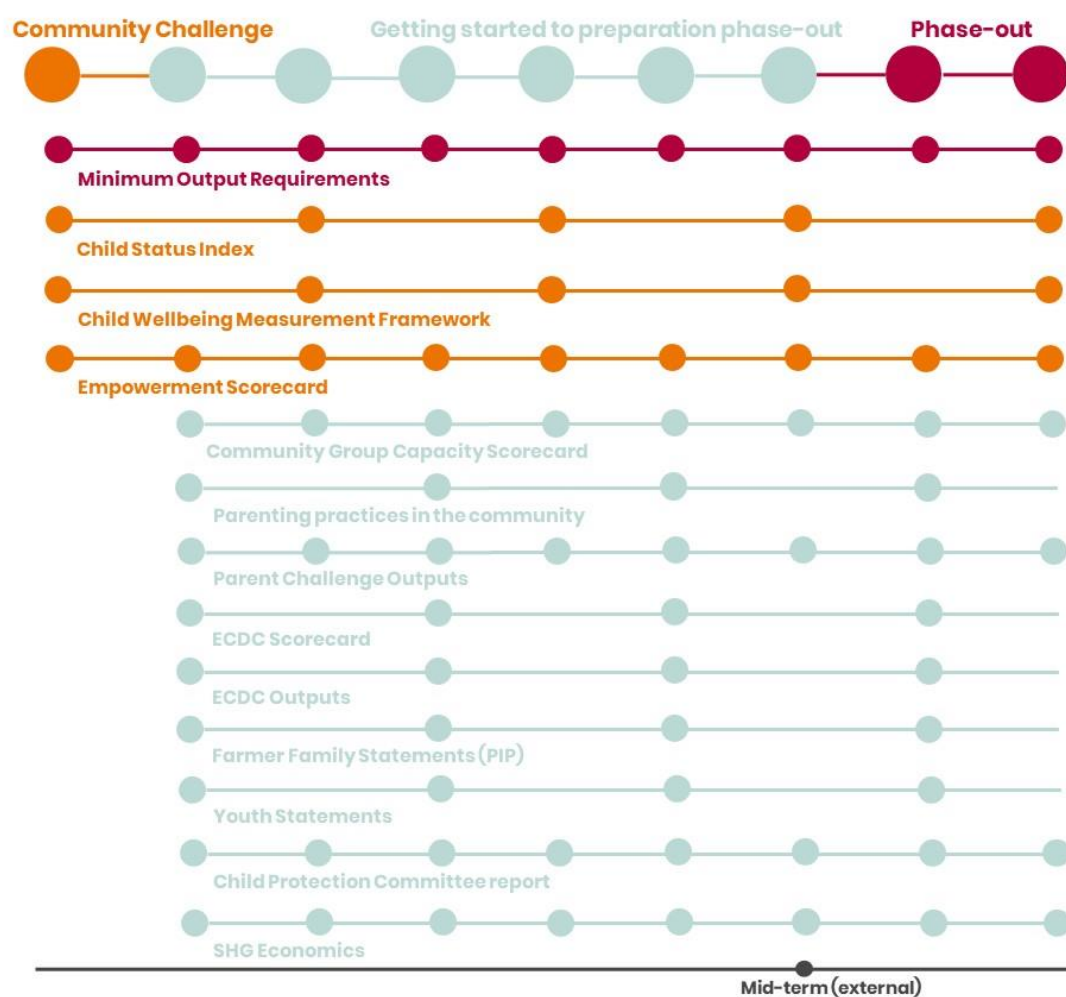
- The *# of complete ECD centres built with the help of HaC refers* to the ECD centres that were built (partly) with funding from HaC during that particular year. If the ECD centres are newly built with funding from other actors, like the government, it is not reported under this indicator.
- The *# of ECD centres supported with additional construction to improve physical infrastructure* refers to the already existing ECD centres that, with funding from HaC, were improved (e.g. a kitchen was added).
- The *# of ECD centres supported with training* refers to the ECD centres that received training during that particular year as part of the project. Regardless of who constructed the ECD centre.
- The # of young children enrolled in ECD centres (0-7 years) refers to the number of children in the supported ECD centres without home-based ECD.
- The *# of children from ECD that passed to primary 1* refers to the number of children that moved from the ECD centre to primary 1 in the reporting year.

3. Planning

During the Community Challenge, a baseline is conducted for the **Child Status Index**, the **Child Wellbeing Measurement Framework** and the **Community Empowerment Scorecard**. Also, the **Minimum Outputs** should be filled in for the year the community challenge occurred. Only the outputs that are applicable in that year need to be reported. The output tools measure the situation of children and the community more broadly. For the other tools, a baseline is conducted in the project's first year. The Child Protection Committee report should only be used if the partner organisation itself runs the Child Protection Committee. If a governmental actor runs it, this sheet is not applicable. In the Self-Help Group economic datasheet, only the totals for the entire year need to be filled out. The raw datasheet should be submitted as well.

From the second year onwards, the partners are encouraged to conduct the data collection tools in **August** and **September**. The collected data can be used for the following year's annual plan, to be submitted in October. Although all the data needs to be submitted to Help a Child Global Office together with the outputs in January, it is encouraged to submit the collected data once it is collected.

The image below shows the PMEAL timeline throughout the whole project phase, starting with the community challenge and ending with the phase-out. The dots show the frequency of the tools. Some tools are conducted every year, others every other year. In the fifth year, an external mid-term evaluation is done. Two years after the project has been phased out, an external ex-post evaluation can be done. This is optional and depends on budget, and it is initiated by the global office.

Community Challenge   Getting started to preparation phase-out   **Phase-out**

Minimum Output Requirements

Child Status Index

Child Wellbeing Measurement Framework

Empowerment Scorecard

Community Group Capacity Scorecard

Parenting practices in the community

Parent Challenge Outputs

ECDC Scorecard

ECDC Outputs

Farmer Family Statements (PIP)

Youth Statements

Child Protection Committee report

SHG Economics

Mid-term (external)

The table below shows an overview of the tools, the frequency, and when they are conducted for the first time.

Tools	Frequency	When conducted for the first time
Child Status Index	Once every two years	During the Community Challenge
Child Wellbeing Measurement Framework	Once every two years	During the Community Challenge
Community Empowerment Scorecard	Every year	During the Community Challenge
Community Group Capacity Scorecard	Every year	After the Community Challenge, in the first year
Parenting practices in the community	Once every two years	After the Community Challenge, in the first year
Parent Challenge Outputs	Every year	After the Community Challenge, in the first year
ECDC Scorecard	Once every two years	After the Community Challenge, in the first year and for new ECD centres during the project
ECDC Outputs	Every year	After the Community Challenge, in the first year
Farmer Family Statements (PIP)	Once every two years	After the Community Challenge, in the first year
Youth Statements	Once every two years	After the Community Challenge, in the first year
Child Protection Committee report	Every year	ONLY IF APPLICABLE Data is collected throughout the year and reported in January of the following year.
SHG Economics	Every year	Data is collected throughout the year and reported in January of the following year.

4. 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.

5. 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.

6. Data collection & reporting

A data form in MS Word and a Kobo form are available for every tool. This can be used to collect the scores during the exercise. For every question or statement, the total number of participants is recorded, as well as the number of participants that score one, two, three, and four. With this score, the average can be calculated on the spot, later, or automatically in the Kobo form or datasheet.

If the MS Word forms are used, the collected data should be entered into the datasheets. If Kobo is used, an export should be made from Kobo, and the data should be copied into the datasheets. The average scores are calculated automatically in the datasheet. The datasheets are available for every tool and must be submitted to the country office with the filled-in Reporting Framework. The country office then submits the raw data and the Reporting Framework to the Help a Child Global Office.

In the raw datasheet, the following is recorded for every tool:
- Year
- Country
- Organisation
- Project Name
- Location
- Region
- Village
- Name of Group
- Type of Group (response by)
- *Total number of group members – calculated automatically*
- Number of female members
- Number of male members
- Number of female members with disability – **NEW**
- Number of male members with disability – **NEW**
- **Number of people that score 1**
- **Number of people that score 2**
- **Number of people that score 3**
- **Number of people that score 4**
- *Average score – calculated automatically*

7. Sense-making

After the data is collected and entered into the databases, reflection discussions should be organised with the programme staff. The aim is to learn from the collected data to improve programming further.

The following questions can be discussed:
1. How many good, fair, bad, and very bad responses did you get for the various categories? Look at each category (e.g. Food Security). The CSI also looks at physical, cognitive, and social domains. Which domains and categories received the most bad or very bad responses?
2. How did the scores look at baseline and possibly other measurements? How is the progress over time for each domain and categories? Are there any significant changes visible?
3. In which categories is the programme directly or indirectly involved?
4. What can be the reasons that some categories get positive responses and others negative?
5. Should something be changed in the programme based on these outcomes? E.g., put more or less focus on a particular issue?
6. Look at differences between age groups, genders, villages, and types of groups.
    a. Are there apparent differences?
    b. What could be the reasons for such differences?
    c. Does this have any implication for (the focus of) your programme?

Dashboard

For every tool, a dashboard is available in Power BI. These dashboards show the average scores per category and the total average for all categories. The filter functions can select the country, organisation, location and year. The graphs also show the averages for all years (when no year is set in the filter). These dashboards can help to get a quick overview of the progress of the projects.

Outcome & Impact tools

8. Outcome & Impact tools

The tools' manuals, datasheets, and data forms can be found [here](#).

Tools
Child Status Index
Child Wellbeing Measurement Framework
Community Empowerment Scorecard
Community Group Capacity Scorecard
Parenting practices in the community
Parent Challenge Outputs
ECDC Scorecard
ECDC Outputs
Farmer Family Statements (PIP)
Youth Statements
Child Protection Committee report
SHG Economics