Module 3
Planning and Preparation
This visual guidance note was made possible with the advice and contributions of many people and organisations.

Thank you to CERG and Plan International for providing expertise and guidance on best practices from Child Friendly Places for child and youth-friendly community score cards that are gender sensitive and transformative. Thank you to Plan Uganda, Plan India, Plan UK, and various advisors at Plan International Headquarters who provided advice throughout the process.

A special thank you to Plan Uganda and Plan India who worked with CERG during the pilot phase and contributed to advancing these guidelines within the Because I am a Girl Urban Programme. Thank you to the adolescent girls, adolescent boys, community members, and service providers who participated in the pilot workshops together with Plan Uganda, Plan India and CERG.

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Module 3 Objective

Project organizers responsible for designing and managing the score cards process will ...

Identify the scope, scale, resources and groups that will be targeted for score cards in order to ...

Engage and prepare facilitators, monitors and service providers for score cards so they are ...

Empowered to lead the process with girls and other excluded groups in their own communities
Key Questions and Activities

3.1 What is the scope of our project?
- Identify the focus of change
- Select target communities
- Identify resources
- Develop an action plan

3.2 Which groups should participate in score cards?
- Develop an outreach approach
- Mobilize and engage community stakeholders
- Identify and engage the most excluded groups
- Identify and engage service providers

3.3 Who should facilitate and monitor the score cards process?
- Determine number of facilitators and monitors based upon project scope
- Identify potential facilitators and form facilitation teams
- Identify potential monitors and form a monitoring group

3.4 How do we prepare facilitators, monitors and service providers for score cards?
- Assess readiness for score cards
- Practice score cards
- Review *Rights and Roles* Guide
- Simulate the interface meeting
- Practice monitoring functions

Workshop and Module 3 Reflection
- What new skills have we learned?
- What new knowledge have we gained?
- In what ways have we changed our viewpoints?
- What things do we still want to learn more about?
## Module Overview

<table>
<thead>
<tr>
<th>Module Overview</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 What is the scope and scale of our project?</td>
<td>1-2 hours</td>
<td>• Notepad and pen/computer&lt;br&gt;• Project documents/reports</td>
</tr>
<tr>
<td>3.2 Which groups should participate in score cards?</td>
<td>Varies by scope of project</td>
<td>• Notepad and pen&lt;br&gt;• Project documents/reports&lt;br&gt;• Photocopies of Module 1&lt;br&gt;• Community meeting refreshments</td>
</tr>
<tr>
<td>3.3 Who should facilitate and monitor the score cards process?</td>
<td>1-2 hours</td>
<td>• Notepad and pen/computer&lt;br&gt;• Project documents/reports</td>
</tr>
<tr>
<td>3.4 How do we prepare facilitators, monitors and service providers for score cards?</td>
<td>10 days</td>
<td>• Large sheets of paper, tape&lt;br&gt;• Markers, crayons, dot stickers (or similar)&lt;br&gt;• Colored paper, post-it notes&lt;br&gt;• Photocopies of all modules, activities and/or computer with projector and screen</td>
</tr>
<tr>
<td>Workshop and Module 3 Reflection</td>
<td>1 hour</td>
<td>• Large sheets of paper, pens and post-it notes</td>
</tr>
</tbody>
</table>

All other resources are provided as links within the activity description. Files with this symbol can be downloaded.
Intended Outputs

1. Plan of Action
2. Engaged Communities
3. Prepared Facilitators
4. Prepared Monitors
5. Prepared Service Providers

Adolescent and adult facilitators and monitors will ideally have opportunities for capacity development throughout the entire process.
Potential Outcomes

**Participation**
- Collective understanding of the scope, themes, potential outcomes and services being assessed
- Increased awareness of community score cards and how they work
- Increased knowledge of individual and group assets and capacities to implement community score cards
- Increased knowledge and skills to implement community score cards
- Understanding and agreement on which roles and responsibilities young facilitators and adult support facilitators will have in the process

**Political Education**
- Increased access to information on key policies for the identified themes, outcomes and services
- Understanding of the strengths and weaknesses of current policies to address gender and age gaps in services
- Increased awareness of gender equality and child rights and entitlements associated with each outcome and service
- Increased understanding of the individuals, government agencies/sectors that are responsible for community services and the power relationships between them

**Empowerment**
- Increased awareness of and empathy for excluded groups within the target communities
- Increased awareness of barriers to participation and how to engage excluded groups
- Collaborative community understanding of how the score cards process will be implemented in each target community
- Understanding of interests and motivation of key decision makers and dynamics between them regarding the issues at stake
Potential Challenges & Solutions

Reluctant service providers or government officials
- Thoroughly analyze the local political and policy context to develop appropriate advocacy and engagement strategies.

Community member trust
- Engage community members through existing partner agencies, local groups already engaged in the issue or with individuals who have their trust.

Ensuring skilled facilitation of the process
- Provide ongoing capacity development opportunities for both adolescents and adults in children’s rights and gender equality analysis.

Revisit this list after trying the different activities to reflect upon and improve the process over time.
Develop a system for keeping track of who participated in the planning and workshop sessions. These are some suggestions that are helpful for monitoring and evaluation.

<table>
<thead>
<tr>
<th>Community</th>
<th>Session Location</th>
<th>Date/Time</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Boys</th>
<th>Girls</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitors</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitators</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demographics</td>
<td>Boys who live on the streets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The monitoring group should compile this information using the **Session Demographics Template** to use at a later time in developing a case study.

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.
What is the scope of our project?

### 3.1 What is the scope of our project?

#### 3.2 Which groups should participate in score cards?

#### 3.3 Who should facilitate and monitor the score cards process?

#### 3.4 How do we prepare facilitators, monitors and service providers for score cards?

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Suggested Age Groups</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the focus of change</td>
<td>19-24</td>
<td>Project Organizers</td>
</tr>
<tr>
<td>2. Select target communities</td>
<td>25+</td>
<td>- Program sponsors</td>
</tr>
<tr>
<td>3. Identify resources</td>
<td></td>
<td>- Project coordinators</td>
</tr>
<tr>
<td>4. Develop an action plan</td>
<td></td>
<td>- Project staff</td>
</tr>
</tbody>
</table>
## Identify the Focus of Change

### 3.1

<table>
<thead>
<tr>
<th>Scope</th>
<th>Community Score Cards</th>
<th>Municipal Score Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus of Change</strong></td>
<td>Community-level improvements in services (such as increasing the number of police in specific public spaces, changing service hours, creating service-feedback forms, etc.)</td>
<td>Municipal-level improvements in services (often required for city services such as street lighting, waste removal, drainage systems, water access, public transportation, etc.)</td>
</tr>
<tr>
<td><strong>Scale</strong></td>
<td>Village cluster or community</td>
<td>Multiple communities within an urban setting</td>
</tr>
</tbody>
</table>
| **Participants** | About 40-80 participants within one community, such as:  
• 10-20 boys  
• 10-20 girls  
• 10-20 adults  
• 10-20 service providers | Can be used with 1,000s of participants across multiple communities, such as:  
• 500 girls from 5 communities  
• 500 boys from 5 communities  
• 250 adults from 5 communities  
• 50 service providers |
| **Process** | • Module 4 (score cards) is implemented within one community  
• Module 5 (interface meetings) is implemented within one community | • Module 4 is repeated with multiple communities  
• Module 5 can be repeated in each community, as well as hosting one interface meeting for the municipality |
| **Data Uses** | Data applies to one community and can be used to qualitatively compare perceptions across groups (such as girls vs. boys vs. adults vs. service providers) | Data from each community are collected; in addition, data is aggregated from all communities to provide a municipal score card; can be used to qualitatively compare groups and communities |

Municipal score cards can impact service changes both within communities, as well as at the city scale.
Select Target Communities

What criteria is important for selecting communities?

<table>
<thead>
<tr>
<th>Gender Justice</th>
<th>Excluded Communities</th>
<th>Community Relations</th>
<th>Strategic</th>
</tr>
</thead>
</table>
| • Urgency of needed improvements for excluded girls and boys and to address inequalities in service provision and access to services | • Select target communities that include the most marginalized members of society | • Strong existing relationships with community based organizations  
• Trust of community members           | • Positive relations with service providers and other key decision makers in proposed communities |

These are only some examples; develop your own criteria for community selection.
Example Project Scope

Because I am a Girl Urban Programme (BIAAG UP)
4 target communities + Kampala municipality

In this example, data on girls’ safety in public spaces informed the selection of the communities.

* Data from baseline study for BIAAG UP in Kampala, Uganda
### Identify Resources

<table>
<thead>
<tr>
<th>Scope</th>
<th>Community Score Cards</th>
<th>Municipal Score Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources</td>
<td>• 1-2 project staff</td>
<td>Varies depending on the number of communities involved</td>
</tr>
<tr>
<td>Financial Resource</td>
<td>• Staff time</td>
<td>Same as community score cards, but in greater quantities to accommodate all the target communities</td>
</tr>
<tr>
<td></td>
<td>• Poster paper/flip charts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Markers, stickers, colored paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Photo copying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Local transport</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Community meeting space</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Meeting meals/beverages</td>
<td></td>
</tr>
<tr>
<td>Time Required</td>
<td>3-6 months</td>
<td>6-8 months</td>
</tr>
</tbody>
</table>

More time is often required to complete municipal score cards because of the number of communities involved.
## Develop an Action Plan

**Example Action Plan: Because I am a Girl Urban Programme in Kampala, Uganda**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Safety and Access to Public Spaces, Active and Meaningful Participation, Autonomous Mobility in the City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services</td>
<td>Public safety/police, child protection services, community development councils, women and youth councils, public transportation, waste removal and sanitation</td>
</tr>
<tr>
<td>Target Communities</td>
<td>Kawempe I, Bwaise III, Ggaba and Kisugu</td>
</tr>
<tr>
<td>Scope</td>
<td>Municipal score cards (4 communities + Kampala City)</td>
</tr>
<tr>
<td>Human Resources</td>
<td>1 Project Manager; 3 Project Volunteers</td>
</tr>
</tbody>
</table>
| Financial Resources | • Staff time  
• Poster paper/flip charts  
• Markers, stickers, colored paper  
• Photo copying  
• Local transport for facilitators, monitors  
• Community meeting space  
• Meeting meals/beverages |

Monitors can use the [Score Cards Action Plan Template](#) to summarize the proposed implementation and outreach approaches.
Develop an Action Plan

Which activities will be done, and by when?

Planning and Preparation
- Month 1

Score Cards
- Months 2-5

Interface Meetings
- Month 6

Monitoring Progress
- Months 1-6
Which groups should participate in score cards?

3.1 What is the scope of our project?

3.2 Which groups should participate in score cards?

3.3 Who should facilitate and monitor the score cards process?

3.4 How do we prepare facilitators, monitors and service providers for score cards?

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Suggested Age Groups</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop an outreach approach</td>
<td>7-9</td>
<td>Project Organizers</td>
</tr>
<tr>
<td>2. Mobilize and engage community stakeholders</td>
<td>10-12</td>
<td>Community Members</td>
</tr>
<tr>
<td>3. Identify and engage the most excluded groups</td>
<td>13-18</td>
<td>Community Service Providers</td>
</tr>
<tr>
<td>4. Identify and engage relevant service providers</td>
<td>19-24</td>
<td>Government Representatives</td>
</tr>
<tr>
<td></td>
<td>25+</td>
<td>Other Duty Bearers</td>
</tr>
</tbody>
</table>
### Develop an Outreach Approach

**Example from Kampala, Uganda**

<table>
<thead>
<tr>
<th>Target Group</th>
<th>Community Setting</th>
<th>Outreach Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which target group will you work with?</td>
<td>Where will groups be reached?</td>
<td>How will the target group be reached?</td>
</tr>
<tr>
<td>Adolescent girls</td>
<td>Girls’ club</td>
<td>Text messages, club meetings</td>
</tr>
<tr>
<td>Orphans</td>
<td>Partner agency offices</td>
<td>Presentation at partner agencies</td>
</tr>
<tr>
<td>Street adolescents</td>
<td>At the field office</td>
<td>Hanging out in public spaces</td>
</tr>
<tr>
<td>Police</td>
<td>Police precinct</td>
<td>Presentations and formal letters</td>
</tr>
</tbody>
</table>
Engage Community Members

Host community meetings with prospective score card participants

Example Agenda:

1. Participant introductions
2. Project goals and objectives
3. Introduction to score cards
4. Share and discuss expectations of community participants

Project staff may need to meet with parents to discuss the importance of their daughter’s participation in score cards; appropriate permissions should be obtained.

We recommend using fun and interactive approaches that allow participants to get to know one another in a child friendly, inclusive and gender sensitive way.

Share/Present Module 1
Introduction to Score Cards
3.2 Potential Community Stakeholders

**Girls and Boys (7-12)**
- Most excluded groups of children (such as working children, children with disabilities, children living in poverty)

**Adolescent Girls**
- Most excluded groups of girls (such as girls who are working, girls with disabilities, girls living in poverty)

**Adolescent Boys**
- Most excluded groups of boys (such as boys who are working, boys with disabilities, boys living in poverty)

**Adult Female and Male Community Members**
- Mothers and fathers, teachers, opinion leaders, community elders, business leaders, religious leaders, excluded groups of women and men (such as single parents, adults with disabilities)
Identify Most Excluded Groups

Host community meetings to brainstorm a list or make a map of the most excluded groups of girls and boys of different ages (0-18) in each community.

### Most Excluded Groups - Girls
- Domestic workers
- Child mothers
- Sex workers
- Girls who live in streets
- Pregnant girls
- Girls with disabilities

### Most Excluded Groups - Boys
- Step children
- HIV positive
- Orphans
- Children whose parents are not married
- Children with mental health issues

Community mapping is an engaging way for children and adolescents to share their knowledge of excluded community groups.
Identify Barriers to Participation

Discussion questions for community members:

1. What holds back girls, women and the most excluded groups from participating in the community?

2. How can these barriers be overcome?

3. What are community groups and organizations already doing to overcome these barriers to participation?

- Lack of time
- Family obligations
- Girls are not encouraged to be leaders
- Unsafe route to community centre
Engage Relevant Service Providers

**Community Service Providers**
- Community based organizations, NGOs, community-based social workers, etc.
- Select community service providers who work with, and have the trust of the most excluded groups
- Often serve as adult facilitators of the score cards process

**Government Representatives**
- Agency directors or managers, public sector employees (police, health care workers, transport operators, etc.)
- Draw upon the situation analysis from Module 2 to identify the most relevant government representatives
- Participate in score cards and are also the target of change at interface meetings

**Other Duty Bearers**
- Might include private sector companies who provide community services (such as transportation), political leaders, etc.
- Draw upon the situation analysis from Module 2 to identify the most relevant other duty bearers
- Participate in score cards and are also the target of change at interface meetings
### Who should facilitate and monitor score cards?

#### 3.1 What is the scope of our project?

#### 3.2 Which groups should participate in score cards?

#### 3.3 Who should facilitate and monitor the score cards process?

#### 3.4 How do we prepare facilitators, monitors and service providers for score cards?

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Suggested Age Groups</th>
<th>Stakeholders</th>
</tr>
</thead>
</table>
| 1. Determine number of facilitators and monitors based upon project scope | 13-18 | Project Organizers  
Community Members  
- Adolescents  
- Adults  
Community Service Providers |
| 2. Identify potential facilitators and form facilitation teams | 19-24 |
| 3. Identify potential monitors and form a monitoring group | 25+ |
3.3 Roles of Facilitators and Monitors

**Facilitators**
- Support mobilization and advocacy efforts with community members
- Facilitate score card sessions with community members
- Present results at interface meetings

**Monitors**
- Conduct reflection activities at the end of all sessions
- Manage session data and write a case study of the process and outcomes
- Participate in regular meetings to monitor progress

While facilitators can also be monitors, we recommend different community members serve in these roles given the different skills that are required.

Project organizers should monitor the power dynamics between facilitators and monitors; both groups have an equally important role in the process.
3.3 # of Facilitators and Monitors

Ideally score cards are completed in small focus group sessions with no more than 12 participants to ensure everyone has an opportunity to contribute to the discussions.

Score cards should be conducted with at least 4 groups of stakeholders in each community – girls, boys, adult community members, and relevant service providers (see previous slides on which groups to involve).

The number of facilitators and monitors depends on the scope of score cards, including the target number of participants and number of communities involved.

### Table: Scope

<table>
<thead>
<tr>
<th>Scope</th>
<th>Community Score Cards</th>
<th>Municipal Score Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>About 40-80 participants within one community, such as:</td>
<td>Can be used with 1,000s of participants across multiple communities, such as:</td>
</tr>
<tr>
<td></td>
<td>• 10-20 boys</td>
<td>• 500 girls from 5 communities</td>
</tr>
<tr>
<td></td>
<td>• 10-20 girls</td>
<td>• 500 boys from 5 communities</td>
</tr>
<tr>
<td></td>
<td>• 10-20 adults</td>
<td>• 250 adults from 5 communities</td>
</tr>
<tr>
<td></td>
<td>• 10-20 service providers</td>
<td>• 50 service providers</td>
</tr>
</tbody>
</table>

However, it is possible to include up to 25 people in one focus group session if some of the activities are done in small groups.
Example – Community Score Cards

<table>
<thead>
<tr>
<th>Number of communities</th>
<th>Target # of Participants</th>
<th># of Focus Groups</th>
<th>Estimated # of Facilitators</th>
<th>Estimated # of Monitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>72</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

- Based on an estimated 12 participants per focus group
- #1 – Girls
  #2 – Boys
  #3 – Adult Women
  #4 – Adult Men
  #5 – Female Service Providers
  #6 – Male Service Providers

- A minimum of 4 facilitators should be assigned to each community (1 female adult, 1 adolescent girl, 1 male adult, 1 adolescent boy); this assumes facilitators will conduct at least 3 focus groups based on their sex (e.g., girls, women, female service providers)

- At least 1 female and 1 male monitor per community
Estimating for Multiple Communities

1. Based on the scope identified in activity 3.1, identify the number of communities and target number of participants.

2. Estimate the total number of participants per group ensuring a sex and age balance (girls, boys, adult community members, service providers, etc.).

3. Estimate the number of focus group sessions that are required (total estimated participants ÷ 12).

4. Estimate the number of focus groups per community. Divide the answer from step 3 by the total number of communities.

5. Estimate the number of facilitators per community. Multiply the answer from step 4 by 2 facilitators for each focus group.

6. Consider how many sessions a facilitator can commit to (such as 3 or 4 focus groups). Divide the number in step 5 by this number.

7. Estimate the total number of facilitators required. Multiply the number in step 6 by the number of communities.

8. Ensure a sex and age balance among facilitators.

9. Estimate 2-4 monitors per community with a balance in sex and age.
3.3 Example – Municipal Score Cards

1. Target Participants = 1,000
   - Community A = 500
   - Community B = 500

2. Girls = 300
   - Boys = 300
   - Adults = 300
   - Service Providers = 100

3. \(1000 \div 12 = 84\) focus group sessions

4. \(84 \div 2\) communities = 42 focus group sessions per community

5. 42 sessions \(\times 2\) facilitators per session = 84 facilitators required for one community

6. Facilitators can commit to 3 focus group sessions each
   \(84 \div 3 = 28\) facilitators needed for one community

7. 28 facilitators per community \(\times 2\) communities = 56 total facilitators

8. 20 adolescent girls
   - 20 adolescent boys
   - 8 adult females
   - 8 adult males

9. 4 monitors \(\times 2\) communities = 8 monitors total
   - 4 adult/adolescent females
   - 4 adult/adolescent males
Identify Potential Facilitators

**Project Staff/Organizers**
- Community engagement, capacity development, score cards facilitator, advocacy
- Coordinate monitoring and evaluation, data management, technical assistance

**Adolescent Girls**
- Overall leaders of community score cards
- Score cards co-facilitator with female adult facilitator for excluded girls and women

**Adolescent Boys**
- Collaborate with girls to develop solutions and to take action
- Score cards co-facilitator with male adult facilitator for excluded boys and men

**Adult Community Members**
- Key opinion leaders who can mobilize important allies; potential co-facilitator
- Collaborate with adolescents to develop solutions and to take action

**Community Service Providers**
- Provide knowledge of community services and entitlements; potential co-facilitator
- Collaborate with adolescents to develop solutions and to take action
### Characteristics of Effective Facilitators

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Sensitive</td>
<td>Equal representation of girls and boys as facilitators and supportive of their unique needs</td>
</tr>
<tr>
<td>Child Sensitive</td>
<td>Respects the views of young children and encourages their participation in appropriate ways</td>
</tr>
<tr>
<td>Inclusive</td>
<td>Most excluded girls and boys are encouraged to be facilitators</td>
</tr>
<tr>
<td>Intergenerational</td>
<td>Adults collaborate with and support adolescents who are the leaders of the process</td>
</tr>
<tr>
<td>Local Knowledge and Trust</td>
<td>Understand community customs and have the trust of community members</td>
</tr>
<tr>
<td>Good Listeners</td>
<td>Guide, rather than dominate discussions</td>
</tr>
<tr>
<td>Voluntary</td>
<td>Individuals volunteer as facilitators based on their ability to commit to the process</td>
</tr>
<tr>
<td>Open-Minded</td>
<td>Willing to try new things and to be flexible</td>
</tr>
<tr>
<td>Unbiased</td>
<td>Someone who will not influence scoring for a cause</td>
</tr>
<tr>
<td>Representative</td>
<td>Reflective of community composition, including the most excluded groups</td>
</tr>
</tbody>
</table>
Characteristics of Effective Monitors

**Recommended Skills**
- Microsoft Office, good/excellent facilitation, writing and advocacy skills
- Understand gender equality and children’s rights

**Gender Sensitive and Inclusive**
- Most excluded girls and boys / women and men are encouraged to be monitors

**Intergenerational**
- Adult project staff and community members typically play a larger role in monitoring because of the technical skills required

**Local Knowledge and Trust**
- Understand community customs and have the trust of community members

- Adolescent and youth monitors may require additional capacity/skills development opportunities
- Adults should still encourage the meaningful participation of young people
When forming teams, we recommend pairing female facilitation and monitoring teams with female focus group participants; and male facilitation teams with male focus group participants to ensure the process is gender sensitive and inclusive.

Facilitation/monitoring teams

Example focus group participants

1. Excluded girls and women, female community service providers
2. Excluded boys and men, male community service providers
3. Ideally a minimum of 1 girl/woman and 1 boy/man will serve as monitors for each focus group session according to their sex

Adolescent girls
Women
Adolescent boys
Men
### Example Teams

**BIAAG UP in Kampala, Uganda**

<table>
<thead>
<tr>
<th></th>
<th>Kawempe I</th>
<th>Bwaise III</th>
<th>Ggaba</th>
<th>Kisugu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitators for female focus group participants</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7 8 9</td>
<td>1 0 1 2</td>
</tr>
<tr>
<td>Facilitators for male focus group participants</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7 8 9</td>
<td>1 0 1 2</td>
</tr>
<tr>
<td>Monitoring group</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

2 adult female community based service providers and 1 female staff serve as facilitators across all of the communities.
# How do we prepare facilitators, monitors and service providers for score cards?

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Suggested Age Groups</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONDUCT CAPACITY DEVELOPMENT WORKSHOPS</strong></td>
<td></td>
<td>Project Organizers</td>
</tr>
<tr>
<td>1. Assess readiness for score cards</td>
<td>13-18</td>
<td>Facilitators and Monitors</td>
</tr>
<tr>
<td>2. Practice score cards with all outcome indicators</td>
<td>19-24</td>
<td>adolescent girls and boys</td>
</tr>
<tr>
<td>3. Review the <em>Rights and Roles Guide</em></td>
<td>25+</td>
<td>adult community service providers</td>
</tr>
<tr>
<td>4. Simulate the interface meeting</td>
<td></td>
<td>Government Representatives</td>
</tr>
<tr>
<td>5. Practice monitoring functions</td>
<td></td>
<td>Other Duty Bearers</td>
</tr>
</tbody>
</table>

3.1 What is the scope of our project?

3.2 Which groups should participate in score cards?

3.3 Who should facilitate and monitor the score cards process?

3.4 How do we prepare facilitators, monitors and service providers for score cards?

Scoring stickers used by a girl with a physical disability, which supported her meaningful participation in a group activity that involved some body movement during the workshop.

*View Kampala, Uganda*  
*Case Study*
We recommend a minimum of 4 workshops with the various stakeholders involved in score cards. Ideally the participants from workshop 3 will also assist in the Situation Analysis outlined in Module 2. In this module we describe additional capacity development activities for service providers. Project organizers and/or the technical team can serve as workshop facilitators. If the community service providers in workshop 3 are also the adult facilitators from workshops 1 and 2, they can assist in the workshop 3 facilitation. Workshop 4 should be simulated with a neutral facilitator (see Module 5).
3.4 Capacity Development Workshops

Assess Readiness for Score Cards
- Introduction to score cards
- Are we ready for score cards?

Practice Score Cards
- Simulate score cards with all outcome indicators
- Discuss different approaches to score cards

Review the Rights and Roles Guide
- Understand, critique and add to the guide
- Practice developing a Rights Tracking Matrix

Simulate the Interface Meeting
- Analyze the score cards data
- Prepare and practice presentations

We recommend these activities for all stakeholder groups.

We suggest 4 days to cover all of these activities with each stakeholder group, but more or less time may be required depending on the skills of the group.
Assess Readiness for Score Cards

**Knowledge Objectives**

1. What are score cards and why are they important?
2. What makes this score cards process unique?
3. What are the objectives of our score cards approach?
4. Where are score cards being used around the world?
5. What knowledge do I need to know to facilitate score cards?

**Skills Objectives**

1. What skills are required to facilitate score cards?
2. What attitudes and/or values are important in facilitating score cards?
3. What are our strengths and weakness as a group to implement score cards?
4. How can we improve upon our weaknesses as a group?
Assess Readiness for Score Cards

Step 1 – Introduction to Score Cards and Self-Assessment

1. Present and discuss Module 1 to introduce score cards
2. Photocopy and discuss the resource guide with participants to understand good practices for score cards
3. Download and make copies of the self-assessment tool for use with all participating groups
4. Participants privately self-assess their personal knowledge, skills and attitudes for score cards by reading and responding to the same 10 statements

<table>
<thead>
<tr>
<th>Am I ready for score cards?</th>
<th>Mostly True</th>
<th>Sometimes True</th>
<th>Never True</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

Barriers to Participation - I understand why girls do not participate in community decisions

TOOLS and RESOURCES

1. Good Practices for Citizenship & Governance Initiatives with Children and Young People Resource Guide
2. Score cards readiness self-assessment tool
Step 2 – Prepare Web Visualization

1. Sketch a 10 point star diagram on a large piece of paper, labeling each arm of the web for each assessment item.
2. Draw the rating scale symbol at equal intervals along each arm of the web.

This activity is an adaptation of the Spider Tool created by Clare Feinstein and Claire O’Kane, and developed for Save the Children.
Step 3 – Map Group Responses

1. Participants share their responses by raising their hands for each assessment item and response category (e.g., mostly true, never true)
2. A facilitator records the total number of participants for each item and response category onto the appropriate arm of the web
3. Using a colored marker, a facilitator circles the highest number for each question; if the values in two categories are close, circle both
4. A facilitator draws a line joining the circled numbers; if there are two circles, draw between the responses
Step 4 – Discuss Group Results

1. What are our strengths as a group?
2. Where are there gaps in our knowledge and skills as a group?
3. What do we want to improve upon as a group during the score cards process?
4. What resources or training will we need in order to strengthen our knowledge and skills?

The closer the line in the web is to the center = gaps
Score Cards Readiness Web

Comparing Readiness for Score Cards among Different Groups

1. Conduct step 1 with two groups using different colored markers and one web map from step 2
2. Conduct step 3 using one colored marker to map responses for one group (such as adults), and another colored marker for the other group (such as girls)
3. Conduct step 4, discussing differences in knowledge, skills and attitudes among the groups
Evaluating Score Cards Readiness Over Time

1. Repeat steps 1 and 3 with one group using the same web visualization from step 2
2. Use a different colored marker to map the new group responses
3. Repeat step 4, discussing changes in knowledge, skills and attitudes over time as a result of trainings or experiences implementing score cards
Practice Score Cards

Knowledge Objectives

1. Which themes and services are being evaluated?
2. What are the potential outcomes score cards might achieve?
3. Which groups should learn about the score cards results?

Skills Objectives

1. What are the steps involved with the focus groups?
2. What are some of the challenges we may confront when facilitating score cards?
3. How can the process be adapted for different excluded groups and settings?
4. How can the process be done with minimal resources?

See Module 4 for all activities, resources and tools.
Review the Rights and Roles Guide

Knowledge Objectives

1. How was the Rights and Roles Guide developed, and by whom?
2. Which services are associated with each outcome indicator?
3. What are my rights and entitlements for each service being evaluated?
4. What information is missing from the guide?

Skills Objectives

1. How do I share the rights and entitlements with community members during the focus groups?
2. How do I develop a Rights Tracking Matrix during focus group sessions?
3. How do I support community members in developing service indicators?

See Module 4 for all activities, resources and tools.
Simulate the Interface Meeting

Knowledge Objectives

1. What is the purpose of the interface meeting?
2. Who attends the interface meeting?
3. How do we organize the interface meeting?
4. What are the main findings of our score cards process for excluded groups?

Skills Objectives

1. How do we analyze the data from score cards?
2. How do we present the results from score cards to government representatives and other duty bearers?
3. How do we ensure the most excluded groups have their viewpoints acted upon?

See Module 5 for all activities, resources and tools.
### Practice Monitoring Functions

#### Knowledge Objectives
1. What is the role of monitors?
2. Why is monitoring important?
3. What type of information do I need to collect?
4. How is the information used?
5. How often does the monitoring group meet to assess progress on service improvements?

#### Skills Objectives
1. How and what do I take photographs of during the sessions and meetings?
2. How do I conduct the reflection sessions?
3. How do I transfer the information from paper outputs into digital format?
4. How do I analyze all the data to develop a case study?

See Module 6 for all activities, resources and tools.
Workshop Reflection

A - SKILLS
• What new skills have we gained?

B - KNOWLEDGE
• What new knowledge have we gained?

C - ATTITUDES
• In what ways have we change our viewpoints?

D - GAPS
• What things do we still want to learn more about?

Monitors should ask these questions to all workshop participants.

The monitoring group will compile all participant responses into one digital document to use at a later time in developing a case study.

Workshop Reflection Template
Module 3 Reflection

A - RESULTS
• What did we accomplish?

B - LESSONS
• What did we learn?

C – BEST PRACTICES
• What worked well and why?

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

The monitoring group should ask some or all of these questions to facilitators.

The monitoring group will compile all facilitator responses into one digital document to use at a later time in developing a case study.

Module Reflection Template