Module 4

Score Cards
Adolescent and adult facilitators will be supported by the monitors and the technical team to ...

Implement score cards focus group sessions with the target groups and communities so they can ...

Assess their community conditions and evaluate the services and duty bearers that impact those conditions in order to ...

Understand their rights and entitlements and participate in improving services for girls and other excluded groups in their community
## Key Questions and Activities

### 4.1 What issues do we face in relation to the project themes?
- Arrange focus group sessions
- Document session demographics
- Select a method to identify and prioritize issues

### 4.2 What are the current conditions of our community on these issues?
- Turn issues into outcome indicators
- Format the score card tools
- Score outcome indicators
- Tally and log the group results

### 4.3 What do the results mean for excluded groups?
- Summarize the results with child friendly graphics
- Analyze the results for each response category
- Discuss the meaning behind the results

### 4.4 Which services and duty bearers impact these conditions?
- Develop a Rights Tracking Matrix
- Calculate the performance score
- Identify the relevant services
- Identify the relevant duty bearers

### 4.5 What are my rights and entitlements for these services?
- Identify rights and entitlements
- Identify gender-based child rights violations
- Identify resourcing for services (if available)

### 4.6 What recommendations do we have to improve these services?
- Brainstorm recommendations to improve services
- Identify service indicators to monitor progress

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### Module 4 Reflection
- What did we accomplish?
- What did we learn?
- What worked well and why?
- What do we need to improve?
### Module Overview

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 4.1 What issues do we face in relation to the project’s themes? | 1-4 hours | - Notepad and pen, dot stickers (or similar)  
- Other materials depend upon activity selected |
| 4.2 What are the current conditions of our community on these issues? | 30 minutes | - Large sheets of paper for *Performance Score Card*  
- Tape, colored markers, color coded cards (optional)  
- Outcomes indicator table from Module 2 |
| 4.3 What do the results mean for excluded groups? | 1 hour | - Same materials from 4.2  
- *Rights and Roles Guide* from Module 2 |
| 4.4 What services and duty bearers impact these conditions? | 30 minutes | - Large sheets of paper for *Rights Tracking Matrix*  
- Colored markers, pens  
- *Rights and Roles Guide* from Module 2 |
| 4.5 What are my rights and entitlements for these services? | 30 minutes | - Same materials from 4.4 |
| 4.6 What recommendations do we have to improve these services? | 1 hour | - Same materials from 4.4 |

**Module 4 Reflection**  
30 minutes  
- Large sheets of paper, pens and post-it notes
Intended Outputs

1. **Performance Score Cards** for each target group summarizing their assessment of community conditions and services
2. **Rights Tracking Matrix** of group-specific recommendations to improve services, and service indicators to monitor progress on achieving their rights and entitlements

These are only some examples of the target groups; refer back to activity 3.3
## Potential Outcomes

### Participation
- Increased opportunities for girls and boys and other excluded groups to voice their opinions about community conditions and services
- Increased understanding that girls and other excluded groups have the right to participate in decision-making processes that affect their communities
- Enhanced intergenerational communication and understanding
- Skills to work as a group in developing collective solutions to the identified issues that will support a variety of beneficiaries, such as making services better for girls, for boys and for community members
- Increased understanding that many stakeholder groups have a role in addressing community issues

### Political Education
- Appreciation for the value of score cards in supporting excluded groups to advocate for their priorities with service providers
- Increased awareness of one’s own rights and the rights and entitlements associated with each priority
- Understanding of the strengths and weaknesses of current policies to address priorities
- Increased understanding of key actors responsible for community services and conditions, and the power relationships governing their motivations to affect change
- Increased understanding of decision-making processes that affect community conditions and services

### Empowerment
- Increased awareness of community conditions and services, and how they are experienced by different groups
- Increased awareness of issues faced by girls and other excluded groups
- Empathy for the situation of girls and excluded groups
- Increased confidence and desire to take actions that will improve community conditions/services
- Increased access to information that will support advocacy efforts for better services
- Better understanding of strategic entry points to begin advocacy efforts
- Increased understanding and desire to take actions to fulfill one’s rights
Managing Expectations for Change

- Acknowledge and value short-term, immediate changes as well as long-term solutions
- Inform participants that long-term solutions often take 2 or more years to implement

Community Member Time

- Score cards require two focus group sessions, which can take up to 4 hours per session
- Inform community members in advance how much time the process will take
- Provide meeting refreshments, such as food and drinks
- Conduct sessions in an easily accessible place to avoid travel time

Engaging Excluded Groups

- Take breaks and play games to allow young children time to rest and move their bodies
- Provide additional guidance when needed with support from early childhood development educators and/or gender specialists
- Ensure the location is easy to reach by young girls and mothers
- Develop games to educate young children, participants with a disability, or those with low literacy levels about their rights and entitlements
# What issues do we face in relation to the project themes?

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Suggested Age Groups</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Arrange focus group sessions</td>
<td>7-9 10-12 13-18</td>
<td>FACILITATORS AND MONITORS</td>
</tr>
<tr>
<td>2. Document session demographics</td>
<td>19-24 25+</td>
<td>- Adolescent girls and boys</td>
</tr>
<tr>
<td>3. Select a method to identify and prioritize issues</td>
<td></td>
<td>- Adult community service providers and/or project staff</td>
</tr>
</tbody>
</table>

## FACILITATORS AND MONITORS
- Adolescent girls and boys
- Adult community service providers and/or project staff

## FOCUS GROUP PARTICIPANTS
- Girls and boys
- Adult community members
- Relevant service providers (government representatives and/or other duty bearers)
Arrange Focus Group Sessions

We recommend at least 2 sessions be held with each target group. The amount of time for session 1 depends upon the method selected to identify the issues. After session 1 has been completed with each target group, the technical team analyzes all the issues and supports facilitators to turn these issues into outcome indicators using the tables prepared in activity 2.2 as a guide. Session 2 will take approximately 4 hours to complete. Ideally the same individuals will participate in sessions 1 and 2.

Session 1
(1-4 hours)

- Select a method to identify and prioritize community issues
  - Drawing
  - Drama
  - Community tours
  - Community mapping
  - Brainstorming

Technical Meeting

- Analyze and summarize the issues
  - Turn issues into outcome indicators for each target group
  - Format the score card tools for each target group

Session 2
(4 hours)

- Score, analyze and discuss outcome indicators
- Develop Rights Tracking Matrix
- Brainstorm recommendations to improve services
- Develop service indicators to monitor progress
Potential Focus Group Settings

4.1

Future potential to conduct score cards via SMS/ICT
## 4.1 Document Session Demographics

Develop a system for keeping track of who participated in each session. 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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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.
4.1 Select a Method to Identify Issues

**Drawing**

Free Form Drawing

- Example Tool #1
- Example Tool #2

How do girls, boys and other excluded groups currently experience the services or themes under investigation?

Draw what these issues look like, sound like and how they make girls and boys feel

Recommended Age Groups:
- 7-9
- 10-12

1-2 hours

**Drama**

Scenario-Based Drama

- Action Cards

How do girls, boys and other excluded groups currently experience the services or themes under investigation?

Enact a drama that depicts these experiences, such as an everyday scenario in which girls and boys negotiate the issues under investigation

Recommended Age Groups:
- 10-12
- 13-18

1-2 hours
4.1 Select a Method to Identify Issues

**Community Tours**

**Girls’ Safety Walk**

Where do girls and boys currently access services in the community, and which locations, areas or routes pose risks?

Take community tours to identify and discuss these issues, taking notes and/or photographs.

Recommended Age Groups

- 10-12
- 13-18
- 19+

2-4 hours

**Community Mapping**

**Social Cartography**

**Child Friendly Places**

Where do girls and boys currently access services in the community, and which locations, areas or routes pose risks?

Make a map of these locations and issues, using colored markers, stickers, existing paper or digital maps, or maps drawn on paper.

Recommended Age Groups

- 10-12
- 13-18
- 19+

2-4 hours
**Brainstorming**

**Ideal materials:**
- Post-it notes
- Colored paper
- Markers, pens
- Large flip charts

How do girls, boys and other excluded groups currently experience the services or themes under investigation?

Identify and discuss the answers to this question as one large group, or in small groups.

Recommended Age Groups
- 13-18
- 19+
- 1-2 hours

We encourage each focus group to also address the following question in order to engage participants in a discussion about their ideal community. This helps participants to begin thinking about recommendations to improve their services and community conditions for girls and other excluded groups.

**What does a child friendly, gender sensitive and inclusive community look, sound and feel like?**
### Example Issues from Drama

**Because I am a Girl Urban Programme – Kampala, Uganda**

<table>
<thead>
<tr>
<th>Girl Identified Issues</th>
<th>Boy Identified Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>(-) Boda-boda drivers ask girls to ‘hold them tight’ and comment on girls’ body types</td>
<td>(-) Loitering young men who hang out or sit on benches outside shops/local stores/liquor stores generally trouble/harass girls. Young men are loitering because they do not have jobs</td>
</tr>
<tr>
<td>(-) Taxi conductors drive fast and recklessly through traffic and break intentionally, forcing girls to touch them</td>
<td>(-) Typically, young men form groups in public spaces to humiliate and ridicule girls and women by passing comments</td>
</tr>
<tr>
<td>(-) Boda boda drivers take longer routes and charge girls more money</td>
<td>(-) Men stand behind girls in queues at banks or other public spaces to touch them</td>
</tr>
<tr>
<td>(-) Boda boda drivers abuse/insult girls by calling them prostitutes or villagers. They also touch/grab girls using the streets</td>
<td>(-) Taxi and boda boda drivers criticize/abuse girls bodies. This affects the girls emotionally</td>
</tr>
<tr>
<td>(-) Boda-boda drivers communicate with other boda-boda drivers to trap girls on lonely routes in the dark. They rape girls, steal money and personal belongings</td>
<td>(+) Girls who associate with boys are safer</td>
</tr>
</tbody>
</table>
Prioritize the Issues

Because I am a Girl Urban Programme – Kampala, Uganda

**Issues identified by girls and boys**

- Loitering young men who hang out or sit on benches outside shops/local stores/liquor stores generally trouble/harass girls.

- Taxi and boda boda drivers criticize/abuse girls bodies. This affects the girls emotionally. Boda boda drivers abuse/insult girls by calling them prostitutes or villagers.

- Boda-boda drivers ask girls to ‘hold them tight’ and comment on girls’ body types. Taxi conductors drive fast and recklessly through traffic and break intentionally, forcing girls to touch them.

**Summarized issue**

- Girls’ are sexually harassed in public spaces

- Girls’ are bullied or emotionally abused in public spaces

- Public transportation is unsafe for girls

Download the Community Issues Template
4.1 Prioritize Issues

Priorities can be based on different factors, such as:

1. What are the most urgent or pressing issues?
2. Which issues affect the most marginalized or excluded groups?
3. Which issues address inequality among girls and boys?

Encourage participants to identify 5 issues that are the most important to them. A smaller list of issues helps to create a common set of outcome indicators to compare target groups; a smaller list also helps to focus advocacy efforts.
**Suggested Activities**

1. Turn issues into outcome indicators
2. Format the assessment tools
3. Score outcome indicators
4. Tally and log the group results

**Suggested Age Groups**

- 13-18
- 19-24
- 25+
- 7-9
- 10-12
- 13-18
- 19-24
- 25+

**Stakeholders**

- TECHNICAL TEAM
  - FACILITATORS AND MONITORS
- FACILITATORS AND MONITORS
  - FOCUS GROUP PARTICIPANTS

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**What are the current conditions of our community on these issues?**

4.1 What issues do we face in relation to the project themes?

4.2 What are the current conditions of our community on these issues?

4.3 What do the results mean for excluded groups?

4.4 Which services and duty bearers impact these conditions?

4.5 What are my rights and entitlements for these services?

4.6 What recommendations do we have to improve these services?
4.2 Turn Issues into Outcome Indicators

<table>
<thead>
<tr>
<th>Issue</th>
<th>Outcome</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls’ are sexually harassed in public spaces</td>
<td>Girls are safe from sexual harassment when in public spaces (hooting, cat calling, staring, etc.)</td>
<td></td>
</tr>
<tr>
<td>Girls’ are bullied or emotionally abused in public spaces</td>
<td>I feel protected from bullying or emotional abuse when in public spaces (verbal insults, etc.)</td>
<td></td>
</tr>
<tr>
<td>Public transportation is unsafe for girls</td>
<td>I feel safe using local transport (motorcycles, taxis, buses, trains, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

**AVOID:** Negative sentence structures (there are no drugs in our community)

All indicators should be written in a positive format to reflect the “ideal” situation

**TRANSLATION:** Ensure the positive format when translating indicators
### 4.2 Common and Unique Outcome Indicators

We recommend using a combination of common and unique outcome indicators for the score cards process. Common indicators are important for comparing perceptions and experiences, while unique indicators are important for addressing issues that not all groups may face. When considering which indicators to use, refer back to the project scope identified in activity 3.1.

<table>
<thead>
<tr>
<th>Indicator Category</th>
<th>Description</th>
<th>Uses of Score Cards Data</th>
<th>Recommended Number</th>
</tr>
</thead>
</table>
| Common             | Statements that reflect commonly identified issues across all the target groups and communities involved | • Enables the qualitative comparison of perceptions among different groups and communities  
 • Data can be aggregated across multiple groups and communities to affect municipal-level service improvements or policy-level changes | No more than 10 indicators |
| Unique             | Statements that reflect unique issues identified by particular target groups or communities, such as girls who are not in school living in a slum community | • Ensures unique experiences are taken into consideration in the score cards process  
 • Demonstrates to community members that all viewpoints are important | No more than 5 indicators |
Outcome indicators are scored in a way to reflect the extent to which a statement is “mostly true, sometimes true, or never true”

Examples of Rating scales

Response Categories:
- Mostly true
- Sometimes true
- Never true

OTHER RATING SCALES:
- Trees: fully grown, half grown, sapling
- Fields: fully grown, half-grown, barren
- Man’s hair: Full hair, half hair, no hair

A 3-point graphic scale is the most effective scoring system for children ages 7-9 and for those with low numeracy skills

Encourage adolescent and adult facilitators to select the most appropriate graphic scale
4.2 Format the Score Cards Tools

**Performance Score Card**
- Large chart drawn on paper to log the scoring and analysis of outcome indicators and to summarize group discussions

**Image Cards**
- Small pieces of paper that include the outcome indicator statement and a child friendly image that graphically depicts the statement

**Assessment Tools**
- Paper based survey tools for different age groups
- Optional, but supports the anonymous scoring of outcome indicators, which is important for sensitive issues such as abuse or sexual health

Download templates for Performance Score Card, Image Cards, Assessment Tools (booklet tool for children ages 7-9, survey tool for children ages 10+ and adults)
## Performance Score Card

### Theme, Indicator and Child Friendly Image

<table>
<thead>
<tr>
<th>Safety and Access to Public Spaces</th>
<th>Mostly True</th>
<th>Sometimes True</th>
<th>Never True</th>
<th>Errors or Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls are safe from sexual harassment when in public spaces (hooting, cat calling, staring, etc.)</td>
<td>![Symbol]</td>
<td>![Symbol]</td>
<td>![Symbol]</td>
<td>?</td>
</tr>
<tr>
<td>I feel protected from bullying or emotional abuse when in public spaces (verbal insults, etc.)</td>
<td>![Symbol]</td>
<td>![Symbol]</td>
<td>![Symbol]</td>
<td>?</td>
</tr>
<tr>
<td>I feel safe using local transport (motorcycles, taxis, buses, trains etc.)</td>
<td>![Symbol]</td>
<td>![Symbol]</td>
<td>![Symbol]</td>
<td>?</td>
</tr>
</tbody>
</table>

Use large pieces of poster paper, tape and markers to draw the Performance Score Card chart.

Tape image cards in the first column of the Performance Score Card chart.

Draw symbols that reflect the rating scale selected.

Performance Score Card chart:

- **Use large pieces of poster paper, tape and markers to draw the Performance Score Card chart.**
- **Tape image cards in the first column of the Performance Score Card chart.**
- **Draw symbols that reflect the rating scale selected.**
We encourage facilitators to draw images of each outcome indicator on small pieces of paper for use in the score cards process. Image cards from existing outcome indicator databanks can be used as a guide, or edited to ensure they reflect the community identified issues.

Example image cards from: Because I am a Girl Urban Programme – New Delhi, India

Download an example: Safe and Inclusive Cities outcome indicator image cards for girls
### Assessment Tools

**Booklet Tool** – The image is dominant to support children ages 7-9, or adults with low literacy levels.

**Survey Tool** – For children ages 10+ and adults.

<table>
<thead>
<tr>
<th>Safety and Access to Public Spaces</th>
<th>Mostly True</th>
<th>Sometimes True</th>
<th>Never True</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Girls are safe from sexual harassment when in public spaces (hootings, cat calling, staring, etc.)</td>
<td>![ Mostly True ]</td>
<td>![ Sometimes True ]</td>
<td>![ Never True ]</td>
</tr>
<tr>
<td>2. I feel protected from bullying or emotional abuse when in public spaces (verbal insults, etc.)</td>
<td>![ Mostly True ]</td>
<td>![ Sometimes True ]</td>
<td>![ Never True ]</td>
</tr>
<tr>
<td>3. I feel safe using local transport (motorcycles, taxis, buses, trains)</td>
<td>![ Mostly True ]</td>
<td>![ Sometimes True ]</td>
<td>![ Never True ]</td>
</tr>
</tbody>
</table>
Score Outcome Indicators

If you use the assessment tools:

1. Photocopy enough tools for each participant
2. Do not put any names on the tools
3. Read each statement out loud and ask if there are any points for clarification
4. Ask participants to mark their responses
5. After all the outcome indicators have been scored, collect all the tools
6. Shuffle the tools and pass them back to participants, ensuring that each participant has someone else’s tool
7. Then select a preferred scoring method outlined in the next three slides

NOTE: When using the assessment tools, it is possible for a participant to make an error, such as marking more than one response category or forgetting to mark a response. This can be logged in the Performance Score Card under the ? symbol.

<table>
<thead>
<tr>
<th>Mostly True</th>
<th>Sometimes True</th>
<th>Never True</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Symbol]</td>
<td>![Symbol]</td>
<td>![Symbol]</td>
</tr>
</tbody>
</table>
**Score Outcome Indicators**

**Option 1: Movement**

1. Facilitators hang *graphic symbols* in different corners of the room that reflect the rating scale
2. Facilitators read an indicator statement
3. Participants move to the symbol that reflects their response
4. Participants count the number of individuals at each symbol or response category

**Option 2: Personal Signs**

*Challenge: An individual cannot move from one side of the room to the other very easily*

1. Facilitators read an indicator statement
2. Instead of moving to signs in the corner of the room, this individual holds up the symbol that reflects their response
3. Facilitators include this response when counting the total for each indicator
Score Outcome Indicators

**Option 3: Color Coded Cards**

*Challenge: Note enough room to move*

1. Facilitators read an indicator statement
2. Facilitators call out each response category
3. Participants use color coded cards or small pieces of paper to score the indicators (e.g. a green card indicates ‘mostly true’)
4. Facilitators and participants count the number of cards for each response category

**Option 4: Raising Hands**

*Challenge: No resources for supplies*

1. Facilitators read an indicator statement
2. Facilitators call out each response category
3. Participants raise their hands when they hear their response category
4. Facilitators and participants count the number of hands for each response category
Score Outcome Indicators

Option 5: Local Objects

*Challenge: Poster paper and markers are expensive*

1. Use small pieces of paper and local objects to create the *Performance Score Card*
2. Participants read each image card and score the indicators using stones or other local objects
3. After all the scoring is completed, facilitators count the number of stones in each response category

Option 6: Digital Scoring

*Challenge: Engaging the most excluded groups*

1. Develop ways to enable participants to score the indicators using technology
2. Scoring systems will vary depending upon the approach and technology
4.2

Score Outcome Indicators

Option 7: Consensus Scoring

Challenge: Limited time to score individual responses when working with adults or older youth

1. Facilitators read the outcome indicator to be scored by the group
2. Facilitators invite participants to give their scores and reason
3. Facilitator seek consensus or divergent views for scores offered
4. Facilitators identify high scores and low scores and ask participants to further justify their proposed scores in relation to the other arguments presented
5. Facilitators seek consensus and if an agreement cannot be reached, the scores are divided to create an average
6. Facilitators note any reasons for disagreement or any characteristic that explain these differences

We recommend this scoring method only be considered for use with older youth and adult participants; a highly skilled facilitator who can manage group conflict in a gender-sensitive and inclusive manner is also required for this scoring method
4.2 Tally and Log the Group Results

Ensure the total number of responses for each outcome indicator equals the total number of focus group participants.

<table>
<thead>
<tr>
<th>Mostly True</th>
<th>Sometimes True</th>
<th>Never True</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

1. Facilitators write the total number of responses for each indicator on the Performance Score Card.
2. Facilitators and participants discuss which number is the highest.
3. Facilitators draw a circle around the highest number.
4. If the responses are similar or close in number, facilitators circle these numbers too.
## 4.2 Tally and Log the Group Results

<table>
<thead>
<tr>
<th>Theme, Indicator and Child Friendly Image</th>
<th>Rating Scale for Scoring and Tallying Responses</th>
<th>Errors or don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety and Access to Public Spaces</strong></td>
<td>Mostly True</td>
<td>Sometimes True</td>
</tr>
<tr>
<td><img src="image1.png" alt="Image" /> Girls are safe from sexual harassment when in public spaces (hooting, cat calling, staring, etc.)</td>
<td><img src="circle1.png" alt="Circle" /> 1</td>
<td><img src="circle2.png" alt="Circle" /> 1</td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /> I feel protected from bullying or emotional abuse when in public spaces (verbal insults, etc.)</td>
<td><img src="circle1.png" alt="Circle" /> 1</td>
<td><img src="circle2.png" alt="Circle" /> 6</td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /> I feel safe using local transport (motorcycles, taxis, buses, trains etc.)</td>
<td><img src="circle1.png" alt="Circle" /> 0</td>
<td><img src="circle2.png" alt="Circle" /> 8</td>
</tr>
</tbody>
</table>

**Encourage the participants to take turns determining and circling the highest number(s)**

**Using different colored markers may help some individuals better understand the results**
4.1 What issues do we face in relation to the project themes?

4.2 What are the current conditions of our community on these issues?

4.3 What do the results mean for excluded groups?

4.4 Which services and duty bearers impact these conditions?

4.5 What are my rights and entitlements for these services?

4.6 What recommendations do we have to improve these services?

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Suggested Age Groups</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summarize the results with child friendly graphics</td>
<td>7-9 10-18 19-24 25+</td>
<td>FACILITATORS AND MONITORS FOCUS GROUP PARTICIPANTS</td>
</tr>
<tr>
<td>2. Analyze the results for each response category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Discuss the meaning behind the results for girls and other excluded groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A split opinion occurs when the total number of responses is the same or close in number for a response category. A split opinion may also indicate that certain sub-groups experience services in different ways; for example, girls who are working may have negative experiences to report, while girls who are attending school report positive experiences.

😊 = A majority of the scores are MOSTLY TRUE

😐 = A majority of the scores are SOMETIMES TRUE

😭 = A majority of the scores are NEVER TRUE

kiye = There are split opinions about this indicator
### 4.3 Analyze the Results for Each Response Category

<table>
<thead>
<tr>
<th>Theme, Indicator and Child Friendly Image</th>
<th>Rating Scale for Scoring and Tallying Responses</th>
<th>Errors or don’t know</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and Access to Public Spaces</td>
<td>Mostly True</td>
<td>Sometimes True</td>
<td>Never True</td>
</tr>
<tr>
<td>Girls are safe from sexual harassment when in public spaces (hooting, cat calling, staring, etc.)</td>
<td>0 8 5 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel protected from bullying or emotional abuse when in public spaces (verbal insults, etc.)</td>
<td>0 6 6 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel safe using local transport (motorcycles, taxis, buses, trains etc.)</td>
<td>11 1 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Draw the child friendly graphic on the Performance Score Card to summarize the results**

A majority of participants said “never true” on this statement, why? Why is it “mostly true” or “sometimes true” for other participants?

About one half of the participants stated this statement is “sometimes true” or “never true”, why? Why does one participant have a favorable experience?
## Discuss the Meaning Behind the Results for Excluded Groups

<table>
<thead>
<tr>
<th>Theme, Indicator and Child Friendly Image</th>
<th>Rating Scale for Scoring and Tallying Responses</th>
<th>Errors or don't know</th>
<th>Result</th>
<th>How does this issue differently impact girls and other excluded groups?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety and Access to Public Spaces</strong></td>
<td>Mostly True</td>
<td>Sometimes True</td>
<td>Never True</td>
<td></td>
</tr>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="circle1.png" alt="Circle" /></td>
<td><img src="circle2.png" alt="Circle" /></td>
<td><img src="circle3.png" alt="Circle" /></td>
<td><img src="smile1.png" alt="Smile" /> <img src="smile2.png" alt="Smile" /> <img src="smile3.png" alt="Smile" /></td>
</tr>
<tr>
<td>Girls are safe from sexual harassment when in public spaces (hooting, cat calling, staring, etc.)</td>
<td>1</td>
<td>1</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="circle1.png" alt="Circle" /></td>
<td><img src="circle2.png" alt="Circle" /></td>
<td><img src="circle3.png" alt="Circle" /></td>
<td><img src="ban1.png" alt="Ban" /></td>
</tr>
<tr>
<td>I feel protected from bullying or emotional abuse when in public spaces (verbal insults, etc.)</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="circle1.png" alt="Circle" /></td>
<td><img src="circle2.png" alt="Circle" /></td>
<td><img src="circle3.png" alt="Circle" /></td>
<td><img src="ban1.png" alt="Ban" /></td>
</tr>
<tr>
<td>I feel safe using local transport</td>
<td>0</td>
<td>8</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

*Discuss the results and encourage participants to discuss how each outcome indicator differently impacts girls and other excluded groups in their community.*

*Refer to the Gender-Based Child Rights Analysis from the Rights and Roles Guide to facilitate this discussion.*

*The monitoring group should enter the responses and comments into the Performance Score Cards Database after each session.*
### Which services and duty bearers impact these conditions?

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Suggested Age Groups</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a <em>Rights Tracking Matrix</em></td>
<td>7-9</td>
<td>FACILITATORS AND MONITORS</td>
</tr>
<tr>
<td>2. Calculate the performance score for each priority</td>
<td>10-18</td>
<td>FOCUS GROUP PARTICIPANTS</td>
</tr>
<tr>
<td>3. Identify the relevant services</td>
<td>19-24</td>
<td></td>
</tr>
<tr>
<td>4. Identify the relevant duty bearers</td>
<td>25+</td>
<td></td>
</tr>
</tbody>
</table>

4.1 What issues do we face in relation to the project themes?

4.2 What are the current conditions of our community on these issues?

4.3 What do the results mean for excluded groups?

4.4 Which services and duty bearers impact these conditions?

4.5 What are my rights and entitlements for these services?

4.6 What recommendations do we have to improve these services?

This is a good point to take a break in the focus group session; during the break facilitators can prepare for the *Rights Tracking Matrix*.
Develop *Rights Tracking Matrix*

Split the focus group participants into small groups. Assign each group no more than 4 outcome indicators, or ask participants to select 1-2 of their most important priorities.

Pass out one photocopy of the *Rights and Roles Guide* in each small group. Explain what the guide is and how it was created (refer to Module 2 – Situation Analysis).

Share and explain how to complete the *Rights Tracking Matrix* for each priority using the provided information and templates as a guide. The matrix can be completed on large sheets of paper or on note paper.

Rotate around each small group and assist participants, ensuring the meaningful engagement of everyone. Ensure that adults play a supportive and educational role, rather than dominating discussions.

Have each small group report back on their matrix for at least one priority. Discuss the recommendations and service indicators and revise them as necessary based upon the group’s input.
## Develop Rights Tracking Matrix

List of information required to complete the matrix

<table>
<thead>
<tr>
<th>Table Heading</th>
<th>Description</th>
<th>Information Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority</td>
<td>Outcome indicator and image card</td>
<td>Performance Score Card</td>
</tr>
<tr>
<td>Performance Score</td>
<td>Overall score for each indicator</td>
<td>Performance Score Card, see also formula on subsequent slide</td>
</tr>
<tr>
<td>Services</td>
<td>Identification of services that are associated with the indicator</td>
<td>Rights and Roles Guide – Themes, Outcome Indicators and Services</td>
</tr>
<tr>
<td>Duty Bearers</td>
<td>List of individuals, organizations or agencies responsible for these services</td>
<td>Rights and Roles Guide – Stakeholder Analysis, Power and Political Analysis</td>
</tr>
<tr>
<td>Rights and Entitlements</td>
<td>Identification of perceived or actual rights outlined in laws, policies or plans and how these may vary for girls and women</td>
<td>Community perceptions of their rights, Rights and Roles Guide – Gender and Child Rights Analysis, Policy Analysis</td>
</tr>
<tr>
<td>Resourcing</td>
<td>Estimated funding allocations made and/or projected for these services</td>
<td>Rights and Roles Guide – Policy Analysis, Stakeholder Analysis, Power and Political Analysis</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Brainstorm of ideas for improving these services, including short-term, mid-term, and long-term changes</td>
<td>Community generated ideas, Rights and Roles Guide – Power and Political Analysis</td>
</tr>
<tr>
<td>Service Indicators</td>
<td>Qualitative or quantitative measures to monitor progress on service improvements</td>
<td>Community generated indicators</td>
</tr>
</tbody>
</table>
Develop *Rights Tracking Matrix*

<table>
<thead>
<tr>
<th>Outcome Indicator</th>
<th>What is the overall performance score?</th>
<th>Which services impact these community conditions?</th>
<th>Who is responsible for these services? And for what?</th>
<th>What are my rights and/or entitlements for these services? How do these vary for girls and women?</th>
<th>How much funding is available to improve these services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority</td>
<td>Performance Score</td>
<td>Services</td>
<td>Duty Bearers</td>
<td>Rights and Entitlements</td>
<td>Resourcing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do we recommend to improve these services?  
How will we know the services have improved?

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Service Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Step 1 – List the Priority

This example is for illustrative purposes; community members should generate their own ideas.

<table>
<thead>
<tr>
<th>Outcome Indicator</th>
<th>What is the overall performance score?</th>
<th>Which services impact these community conditions?</th>
<th>Who is responsible for these services? And for what?</th>
<th>What are my rights and/or entitlements for these services? How do these vary for girls and women?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Priority</td>
<td>Performance Score</td>
<td>Services</td>
<td>Duty Bearers</td>
<td>Rights and Entitlements</td>
<td>Resourcing</td>
</tr>
<tr>
<td>Priority</td>
<td>Performance Score</td>
<td>Services</td>
<td>Duty Bearers</td>
<td>Rights and Entitlements</td>
<td>Resourcing</td>
</tr>
<tr>
<td>Priority</td>
<td>Performance Score</td>
<td>Services</td>
<td>Duty Bearers</td>
<td>Rights and Entitlements</td>
<td>Resourcing</td>
</tr>
</tbody>
</table>

| Priority          | Performance Score                      | Services                                         | Duty Bearers                                         | Rights and Entitlements                                                                          | Resourcing                                               |

*There are enough street lights for me to feel safe at bus stops*

**What do we recommend to improve these services?**

**How will we know the services have improved?**

**Recommendations**

**Service Indicators**
4.4 Step 2 – Calculate the Performance Score

**Performance Score Formula**
If $10 = \text{mostly true}; 5 = \text{sometimes true}; \text{and} 1 = \text{never true}$, then:

Performance Score = Total Score (or) 
$(\# \text{ of mostly true x 10}) + (\# \text{ of sometimes true x 5}) + (\# \text{ of never true x 1})$

$\div \text{total number of participations in the session}$

---

**Girls’ Autonomous Mobility in the City**

There are enough street lights for me to feel safe at bus stops

<table>
<thead>
<tr>
<th>Mostly True</th>
<th>Sometimes True</th>
<th>Never True</th>
<th>Total Score</th>
<th>Performance Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>11</td>
<td>26</td>
<td>2</td>
</tr>
</tbody>
</table>

$1 \times 10 = 10$

$1 \times 5 = 5$

$11 \times 1 = 11$

$26 \div 13 = 2$
### 4.4 Step 2 – Display the Performance Score

This example is for illustrative purposes; community members should generate their own ideas.

<table>
<thead>
<tr>
<th>Outcome Indicator</th>
<th>What is the overall performance score?</th>
<th>Which services impact these community conditions?</th>
<th>Who is responsible for these services? And for what?</th>
<th>What are my rights and/or entitlements for these services? How do these vary for girls and women?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Priority</td>
<td>Performance Score</td>
<td>Services</td>
<td>Duty Bearers</td>
<td>Rights and Entitlements</td>
<td>Resourcing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Street Light" /></td>
<td>2</td>
<td><img src="image" alt="Sad Face" /></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are enough street lights for me to feel safe at bus stops.

**What do we recommend to improve these services?**

<table>
<thead>
<tr>
<th>Recommendations</th>
</tr>
</thead>
</table>

**How will we know the services have improved?**

<table>
<thead>
<tr>
<th>Service Indicators</th>
</tr>
</thead>
</table>

This example is for illustrative purposes; community members should generate their own ideas.

**Priority Performance Score Services Duty Bearers Rights and Entitlements Resourcing**

There are enough street lights for me to feel safe at bus stops.

**Recommendations**

<table>
<thead>
<tr>
<th>Recommendations</th>
</tr>
</thead>
</table>

**Service Indicators**

<table>
<thead>
<tr>
<th>Service Indicators</th>
</tr>
</thead>
</table>

This example is for illustrative purposes; community members should generate their own ideas.
Step 3 – Identify the Relevant Services

This example is for illustrative purposes; community members should generate their own ideas

<table>
<thead>
<tr>
<th>Outcome Indicator</th>
<th>What is the overall performance score?</th>
<th>Which services impact these community conditions?</th>
<th>Who is responsible for these services? And for what?</th>
<th>What are my rights and/or entitlements for these services? How do these vary for girls and women?</th>
<th>How much funding is available to improve these services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority</td>
<td>Performance Score</td>
<td>Services</td>
<td>Duty Bearers</td>
<td>Rights and Entitlements</td>
<td>Resourcing</td>
</tr>
<tr>
<td>Priority</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Street Lights</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Public Transportation Service

What do we recommend to improve these services? | How will we know the services have improved?
---|---
Recommendations | Service Indicators
### Step 4 – Identify Relevant Duty Bearers

This example is for illustrative purposes; community members should generate their own ideas.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Performance Score</th>
<th>Services</th>
<th>Duty Bearers</th>
<th>Rights and Entitlements</th>
<th>Resourcing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>Public Transportation Service</td>
<td>Urban Planning Department, District Level Local Council, contact Mr. John Smith, +99-999-9999, Project Manager for street light improvements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What do we recommend to improve these services?**

**How will we know the services have improved?**

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Service Indicators</th>
</tr>
</thead>
</table>
### What are my rights and entitlements for these services?

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Suggested Age Groups</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify rights and entitlements</td>
<td>7-9</td>
<td>FACILITATORS AND MONITORS</td>
</tr>
<tr>
<td>2. Identify gender-based child rights violations</td>
<td>10-18</td>
<td>FOCUS GROUP PARTICIPANTS</td>
</tr>
<tr>
<td>3. Identify resourcing for services (if available)</td>
<td>19-24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25+</td>
<td></td>
</tr>
</tbody>
</table>
### 4.5 Step 5 – Identify Rights and Entitlements

This example is for illustrative purposes; community members should generate their own ideas.

<table>
<thead>
<tr>
<th>Outcome Indicator</th>
<th>What is the overall performance score?</th>
<th>Which services impact these community conditions?</th>
<th>Who is responsible for these services? And for what?</th>
<th>What are my rights and/or entitlements for these services? How do these vary for girls and women?</th>
<th>How much funding is available to improve these services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority</td>
<td>Performance Score</td>
<td>Services</td>
<td>Duty Bearers</td>
<td>Rights and Entitlements</td>
<td>Resourcing</td>
</tr>
</tbody>
</table>
| Priority 2        | Public Transportation Service          | Urban Planning Department, District Level Local Council, contact Mr. John Smith, +99-999-9999, Project Manager for street light improvements | • My perceived right – I have a right to feel safe when I travel alone  
• CRC 19 – Children have the right to be protected from being hurt and mistreated, physically or mentally | |

**What do we recommend to improve these services?**

<table>
<thead>
<tr>
<th>Recommendations</th>
</tr>
</thead>
</table>

**How will we know the services have improved?**

<table>
<thead>
<tr>
<th>Service Indicators</th>
</tr>
</thead>
</table>

- **Outcome Indicator:** There are enough street lights for me to feel safe at bus stops.
### Step 6 – Identify Gender-Based Child Rights Violations

This example is for illustrative purposes; community members should generate their own ideas.

<table>
<thead>
<tr>
<th>Outcome Indicator</th>
<th>What is the overall performance score?</th>
<th>Which services impact these community conditions?</th>
<th>Who is responsible for these services? And for what?</th>
<th>What are my rights and/or entitlements for these services? How do these vary for girls and women?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Priority</td>
<td>Performance Score</td>
<td>Services</td>
<td>Duty Bearers</td>
<td>Rights and Entitlements</td>
<td>Resourcing</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 2 | 4.5 | Public Transportation Service | Urban Planning Department, District Level Local Council, contact Mr. John Smith, +99-999-9999, Project Manager for street light improvements | •My perceived right – I have a right to feel safe when I travel alone  
•CRC 19 – Children have the right to be protected from being hurt and mistreated, physically or mentally  
•Girls/Women - Poorly lit streets impact the safety of girls and women because groups of boys and men sexually harass them in public spaces | |

**What do we recommend to improve these services?**

**How will we know the services have improved?**

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Service Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Outcome Indicator
- What is the overall performance score?
- Which services impact these community conditions?
- Who is responsible for these services? And for what?
- What are my rights and/or entitlements for these services? How do these vary for girls and women?
- How much funding is available to improve these services?

<table>
<thead>
<tr>
<th>Priority</th>
<th>Performance Score</th>
<th>Services</th>
<th>Duty Bearers</th>
<th>Rights and Entitlements</th>
<th>Resourcing</th>
</tr>
</thead>
</table>
| 2        |                   | Public Transportation Service | Urban Planning Department, District Level Local Council, contact Mr. John Smith, +99-999-9999, Project Manager for street light improvements | *My perceived right* – I have a right to feel safe when I travel alone  
*CRC 19* – Children have the right to be protected from being hurt and mistreated, physically or mentally  
*Girls/Women* - Poorly lit streets impact the safety of girls and women because groups of boys and men sexually harass them in public spaces | KCCA MPS (pg 32) UGX 514 million has been allocated for upgrading the public street infrastructure in the City to improve lighting and waste removal |

**What do we recommend to improve these services?**

**How will we know the services have improved?**

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Service Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## What recommendations do we have to improve these services?

1. Brainstorm recommendations to improve services
2. Identify service indicators to monitor progress

### Suggested Age Groups

- 7-9
- 10-18
- 19-24
- 25+

### Stakeholders

- FACILITATORS AND MONITORS
- FOCUS GROUP PARTICIPANTS
Brainstorm Recommendations

4.6

**Scale of Change**

**Short-Term**

*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

**Long-Term**
Brainstorm Recommendations

What can young people do on their own?
- Awareness raising campaigns
- Advocacy campaigns
- Create innovative and cost-effective systems to improve services

How can families and communities participate?
- Encourage inclusive use of community services
- Support the participation of excluded groups
- Advocate for young people

What should service providers do to improve the situation?
- Enforce policies
- Enhance budgets
- Improve coordination
- Encourage participation

Example Actions

Short-Term

Long-Term
### Step 8 – List Recommendations

This example is for illustrative purposes; community members should generate their own ideas

<table>
<thead>
<tr>
<th>Outcome Indicator</th>
<th>What is the overall performance score?</th>
<th>Which services impact these community conditions?</th>
<th>Who is responsible for these services? And for what?</th>
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</thead>
<tbody>
<tr>
<td>Priority</td>
<td>Performance Score</td>
<td>Services</td>
<td>Duty Bearers</td>
<td>Rights and Entitlements</td>
<td>Resourcing</td>
</tr>
<tr>
<td>Priority</td>
<td>Performance Score</td>
<td>Services</td>
<td>Duty Bearers</td>
<td>Rights and Entitlements</td>
<td>Resourcing</td>
</tr>
</tbody>
</table>
| 2 |  | Public Transportation Service | Urban Planning Department, District Level Local Council, contact Mr. John Smith, +99-999-9999, Project Manager for street light improvements | *My perceived right* – I have a right to feel safe when I travel alone  
*CRC 19* – Children have the right to be protected from being hurt and mistreated, physically or mentally  
*Girls/Women* - Poorly lit streets impact the safety of girls and women because groups of boys and men sexually harass them in public spaces | KCCA MPS (pg 32)  
UGX 514 million has been allocated for upgrading the public street infrastructure in the City to improve lighting and waste removal |

**What do we recommend to improve these services?**

*Request additional street lights in existing waiting areas*

*Create new waiting areas with lights where none exist*

**How will we know the services have improved?**

**Recommendations**

**Service Indicators**

- Increase street lighting in existing waiting areas
- Install new waiting areas with proper lighting
- Conduct surveys to assess safety perceptions among community members
- Monitor incident reports related to public safety
- Assess improvement in perceived safety among users
Step 9 – Identify Service Indicators

Qualitative

- Descriptive
  - Often challenging to measure changes over time
  - Example: *Improve police attitudes towards girls when they report a crime*

Quantitative

- Numeric
  - Easy to measure changes over time
  - Example: *Assign at least 1 police officer to each bus waiting area*
### 4.6 Step 9 – List Service Indicators

This example is for illustrative purposes; community members should generate their own ideas.

<table>
<thead>
<tr>
<th>Outcome Indicator</th>
<th>What is the overall performance score?</th>
<th>Which services impact these community conditions?</th>
<th>Who is responsible for these services? And for what?</th>
<th>What are my rights and/or entitlements for these services? How do these vary for girls and women?</th>
<th>How much funding is available to improve these services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority</td>
<td>Performance Score</td>
<td>Services</td>
<td>Duty Bearers</td>
<td>Rights and Entitlements</td>
<td>Resourcing</td>
</tr>
<tr>
<td>Priority</td>
<td>Priority Score</td>
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</table>

**What do we recommend to improve these services?**
- Request additional street lights in existing waiting areas
- Create new waiting areas with lights where none exist

**How will we know the services have improved?**
- A minimum of 3 lights are installed in each waiting area
- Number of new waiting areas created (we want 10 new areas)
The monitoring group should ask some or all of these questions to focus group participants, as well as facilitators.

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

**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?