The Common Approach to Sponsorship-funded Programming

Design, Monitoring & Evaluation Module

Revised October 2010

This module presents the framework and tools for designing, monitoring and evaluating Common Approach programs. **Please note: to design, monitor, and evaluate a sponsorship-funded program, you will need both this module and the core program module that relates to your program.**

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Acronyms

AD	Adolescent Development
AO	Area Office
ARSH	Adolescent Reproductive and Sexual Health
BE	Basic Education
CAP	Country Annual Plan
CAR	Country Annual Report
CASP	Common Approach to Sponsorship-funded Programming
CO	Country Office (formerly "Field Office")
DM&E	Design, Monitoring, and Evaluation
ECCD	Early Childhood Care and Development
GSO	Global Sponsorship Operations
IR	Intermediate Result
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organization
PIT	Process Indicator Tool
RF	Results Framework
RPIR	Results and Process Indicator Report
SC	Save the Children
SHN	School Health and Nutrition
SO	Strategic Objective
SIP	Summary Implementation Plan
STWG	Sponsorship Technical Working Group
TA	Technical Assistance

The following icon marks the locations of certain kinds of information in the text of this module:

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Quick Instructions: Look for this icon to get a brief description about the page you are reading.

Contents

Cover photos (back, then front left to right): Haiti, Susan Warner; Malawi, Michael Bisceglie; Bangladesh, Jeff Holt; El Salvador, Michael Bisceglie.

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Introduction

About the Common Approach Process

Funds raised through marketing sponsorship products are allocated to specific country offices (CO's) to implement sponsorship-funded programs. These programs aim to ensure that children are educated and healthy through the use of a proven approach to design, implementation and measurement, known as "The Common Approach to Sponsorship-funded Programming" or "the Common Approach" (the acronym "CASP" is also used).

Save the Children Country Offices (COs) that receive funding from sponsorship must spend seventy-five percent of their sponsorship funds on one or more of four core programs: Early Childhood Care and Development (ECCD); Basic Education (BE); School Health and Nutrition (SHN); and Adolescent Development (AD).

The Common Approach emphasizes that the programs must be designed, monitored, and evaluated according to a standard process. The Common Approach core program modules provide detailed technical guidance on program design for each of the four program areas, as well as program-specific information related to the subsequent steps in the program cycle (see Figure A, next page). This Design, Monitoring and Evaluation (DM&E) module provides additional information on the design process and leads you through the remainder of the program cycle in detail. The Common Approach core program module(s) should be read alongside this DM&E module.

Program Design, Monitoring, and Evaluation

The Common Approach to Sponsorship-funded Programming provides:

- a standard for a systematic, program cycle approach to the design, monitoring and evaluation of sponsorship-funded programs that is consistent with Save the Children's overall approach to DM&E
- standard tools developed and tested in the field to assist in DM&E
- technical support to COs to enable them to reach the standard
- a system through which information and experience can be shared and lead to program improvements

The main elements of the Common Approach DM&E include:

Common Program Cycle

The implementation of core programs is based on a common program cycle to promote a continuous improvement approach to programming (see Figure A).

This approach emphasizes that program activities must be planned, monitored, and evaluated using a standard process, and that the program information collected should be used to modify and improve future program implementation. Common tools to plan, organize, and report program information have been developed and are presented in this module.

Common Results

The Common Approach core program modules focus on the program areas that cover the "lifecycle" of sponsored children (0-18 years) and in which Save the Children (SC) has significant experience and expertise. The core program modules identify the specific program results that you will work towards achieving with sponsorship-funded programming.

Common Measures

Each sponsorship-funded core program has a set of common indicators associated with the program results. These common indicators are listed in the Common Approach Indicator Reference Sheets appended to the core program modules, and are the universal points of measurement for assessing sponsorship-funded program outcomes.

Common Language

In an effort to facilitate communication, the Common Approach simplifies and clearly defines terms related to program design, monitoring, and evaluation. This promotes the exchange of program experiences and information, and allows for the organization to identify best practices and the most effective programs for children.

How to Use this Module

This module is intended to provide you with **step-by-step guidance** in designing, monitoring, and evaluating sponsorship-funded core programs. Process tools have been created for each step in this module, and are included in Appendix A. The tools are intended to assist you in completing the necessary steps to implement the Common Approach DM&E system, and to establish a common process for DM&E that will meet the needs of CO's in sharing program planning and results information and data.

This module is intended to serve as a reference and guide for CO program technical staff and is to be supplemented by technical assistance (TA) from the CO's Sponsorship Technical Working Group (STWG) TA providers.

The design, monitoring, and evaluation of sponsorship-funded core programs is structured around the program cycle. The program cycle is similar to many organizational program design and learning models. It shows the process of identifying objectives, gathering information, and applying lessons learned.

While implementing programs and monitoring their progress will be on-going, other steps, such as conducting a situational analysis and developing a results framework will only be repeated as needed, as new programs begin and after a program has been fully implemented.

The structure of this module follows the program cycle. The structure is described below and summarized in the Table of Contents (page 3):

- **Introduction:** This section describes the Common Approach process and explains the steps in the program cycle. It should be read along with the *Introduction* section of the appropriate core program module(s), which provides background information about each program area.

- **Step 1: Situational Analysis:** The program cycle begins with a situational analysis. In this step, you will gather information about needs, resources, and conditions in your impact area. You will analyze and write-up your findings in a *Situational Analysis Report. The Situational Analysis Summary Tool*, included in this module, should be used to prioritize the most important findings that should be taken into account in the program design.
- **Steps 2-4: Program Design:** The core program modules and the findings from the situational analysis are the foundation for designing a quality program that is tailored to the needs of your impact area and takes into account established good practices from Save the Children's work around the world. A model *Results Framework* is provided in each core program module, to help you select key results and strategies to achieve desired results.

  The *Target Population Tool* will help you estimate the specific populations that you intend to reach. This process is essential for planning program implementation and for understanding the amount of resources required to reach program results.

  Next, you will select program strategies from the *Key Strategies Matrix* found in each core program module. You will summarize the specific details of program design and implementation in the *Summary Implementation Plan* (SIP). The SIP reports the key strategies and activities you will use to achieve desired program results. It is updated and submitted on an annual basis.
- **Steps 5-6: Monitoring and Evaluation (M&E) Plan Design:** After the program is designed, you will need to establish a system for monitoring and evaluating its progress. This involves selecting results indicators from the *Common Approach Indicator Reference Sheets*, found in the appendix of the core program modules, and planning the frequency and data collection methods needed for each indicator. You will also select process indicators to track implementation progress.

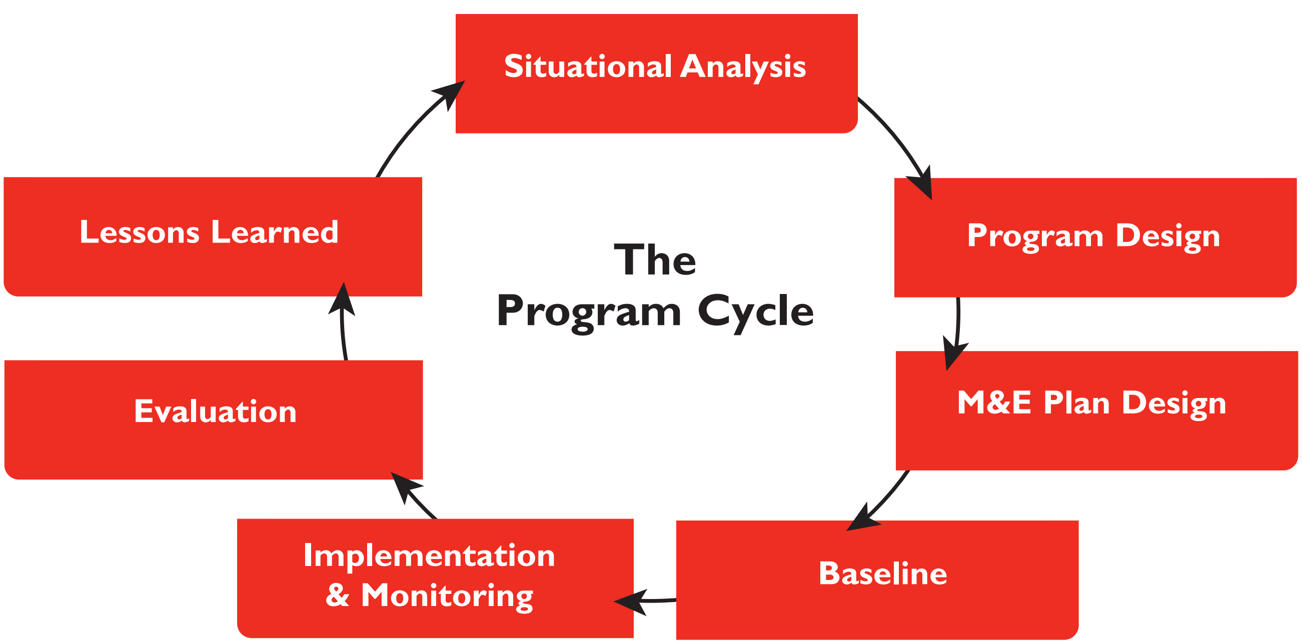


Figure A: *This module takes you through all seven steps of the Program Cycle.*

- **Step 7: Impact Area Presence Plan:** Using the outputs of the previous steps in this module, you will write an Impact Area Presence Plan to document your long-term plan for sponsorship-funded programs in the designated impact area.

- **Step 8: Baseline:** Baseline, or first-time values, for the selected results indicators should be collected after the situational analysis and program design (prior to program implementation) through appropriate data collection methods. These may include service delivery use and quality assessments, surveys, or other methods designed for the specific program. You will document baseline findings in a Baseline Report, and the initial data will be recorded in the first column of the *Results & Process Indicator Report* (RPIR).
- **Steps 9-10: Implementation & Monitoring:** Once implementation begins, you will need to regularly collect and review results and process indicators. You will use this data to periodically review and assess the effectiveness of your program implementation and design, and to examine how well core programs are progressing towards reaching desired results. COs should conduct a *Results Review* twice a year to examine current values and trends in both process and results indicators, identify key findings, and make program decisions based on them. The *Results & Process Indicator Report* (RPIR) will be used to report indicator data on an annual basis. The RPIR contains the baseline value and all annual values to-date for results indicators, and compares process indicator values to the targets set at the beginning of the year. An accompanying *Progress Narrative* will explain the conditions and circumstances around program implementation progress: the "story behind the numbers."
- **Step 11: Evaluation:** Evaluation helps us identify whether change happened in program sites over the course of implementation, and in some cases to assess the degree to which these changes resulted from Save the Children's programming. The minimum expectation for sponsorship-funded programs is that baseline to endline data will be collected on key indicators. This module gives a brief overview of some additional approaches to evaluation design. It does not, however, provide specific guidance on how to conduct these evaluations. You will need to consult with your STWG TA providers before conducting these types of evaluations.
- **Step 12: Lessons Learned:** As you review evaluation results, you will learn important lessons about what strategies were most effective. Establishing a formal process of identifying, documenting, and sharing lessons learned after evaluations will help you and other Save the Children staff to further improve the effectiveness of programs.

Step 1: Conduct a Situational Analysis

Note: Seek input from your STWG TA providers and share the report with them.

Goal of this step:

Identify needs and resources in your impact area and report findings.

What you will need:

- This module
- The core program modules
- *Existing information:* Government or other reports with data related to your impact area and the country as a whole
- *New information:* Talk with key people in the impact area, local experts, parents/caregivers, children, and CO staff.

Tool to complete:

Situational Analysis Summary Tool (Appendix A)

The purpose of a situational analysis

A situational analysis is a process that includes the gathering, review, and analysis of information that is used to identify and define the problem(s) that will be addressed by your Common Approach program. Conducting a situational analysis helps you examine and document the needs and contexts of the communities in your impact area, and identify partner capacity to implement programs. You will use the results of your situational analysis as the basis for program design. Based on the needs and existing capacity identified in this step, your team will define program results and identify strategies to reach those results.

SC believes no single model is effective everywhere, since values, expectations, needs, and realities vary considerably in different locations. For example, understanding the child rearing beliefs, practices, and concerns of a community is critical to designing programs that are useful to them. Likewise, identifying gaps in existing services will help identify and prioritize particular aspects of the program. The situational analysis can also be a chance for you to build a relationship of trust and mutual understanding and to promote partner, community, parent, and child involvement in your program.

You should conduct a situational analysis prior to designing any program. When entering a new impact area, it may be best to collect data for all core program areas simultaneously and select interventions based on these findings. In some cases, it may be necessary to start with fewer areas of programming and collect information on additional core program areas as they are integrated into the program. You should conduct your situational analysis by gathering relevant information from primary and secondary sources, writing up the findings in a *Situational Analysis Report*, and completing the *Situational Analysis Summary Tool* (see Appendix A).

How to do a situational analysis

1. Review the core program modules

Begin the situational analysis by reviewing the Common Approach core program modules for the program areas that you plan to implement. Each of the core program modules contains specific guiding questions for gathering the most pertinent information for that program area.

2. Gather information

To conduct a situational analysis, you will need to gather both primary data (directly from communities, schools, etc.) and secondary data (from existing reports and studies). Since primary data collection is expensive, teams should maximize their use of secondary data. Secondary data may be available from the education or health information system, national surveys that can be broken down by region, or from studies previously done by SC or other organizations.

Collection of primary data may be needed to get a good sense of the community beliefs, attitudes, and understanding of health and education opportunities and challenges, and the quality of health and education services. Primary data should be collected in a participatory manner, involving community members, children, and existing service providers in documenting the current state of their community and existing services. These data sources can be supplemented by common knowledge among SC field staff.

All of this information should be summarized in the *Situational Analysis Report*. This report is used as the rationale for our programming, and is the basis for selecting specific program strategies and interventions.

Possible sources of information for the situational analysis may include:

Sources of Secondary Data:

- Previous research or evaluations conducted in the impact area by SC or other agencies.
- Country or regional information from population-based surveys (e.g., Demographic and Health Surveys, or DHS), as well as inter-governmental agencies such as UNICEF, WHO, UNDP, USAID, World Bank, etc. These types of reports can often be found on the internet or through direct contact with these organizations in the country.
- Country, regional, or district-level information, or documents from governmental agencies (e.g., Ministry of Health, Ministry of Education). Be sure you have documented key health and education statistics for the impact area and the nation as a whole.

Sources of Primary Data:

- Experienced staff, service providers, community leaders, teachers, parents, and children themselves. Conduct in-depth interviews and focus group discussions with members of these groups to find out information relevant to the program area.
- Services and community mapping. This participatory learning action technique works with community members to identify local service delivery points, local resources, and assets. It can validate government information about service availability.
- Facility Assessment. Visit a few service delivery points (e.g., schools, health clinics, community centers) to get a sense for the quality of the services. Talk with service providers (such as teachers) about their experiences and needs, and assess the safety, quality, and adequacy of infrastructure and services using an assessment tool or checklist. You may also want to talk to children about their experiences, and observe the quality of their interaction with teachers or other service providers.

Each Common Approach core program module contains a list of guiding questions for the situational analysis. You are not limited to these questions. If you are unable to obtain key information, make note of it in your report.

3. Process the information

Each core program module has a set of questions that should help you think through the findings of your situational analysis.

4. Write a report

After collecting information related to a core program area, organize the information into a report of the findings. Note in particular the findings which are most critical to achieving results for children in core program areas.

5. Prioritize Important Findings with Summary Tool

What findings will have the biggest impact on results?

Once the *Situational Analysis Report* is complete, use the *Situational Analysis Summary Tool* (Appendix A) to highlight and prioritize the main findings into categories that correspond with your results framework (see Results Framework in this module and in core program modules). Depending on how the Situational Analysis was organized, the categories in the left-hand column of the Situational Analysis Summary Tool (currently called "Results") may be changed (e.g. the ECCD module recommends organizing by specific topics related to different aspects of children's wellbeing and development, rather than by results in the results framework, so these topics would be substituted for the results in that column). In this case, make sure to indicate to which IR(s) the strategies identified in the final column of the Tool contribute. Review the Situational Analysis Report, and identify findings that should be considered as you choose strategies to reach each result. Some findings may fit under several results. If so, enter them under the result they match best.

Also be sure to note any gaps in the available information. For example, if the prevalence of parasitic infection among the children enrolled in the target area schools is not currently available, make a note of this on the Summary Tool. If this information is critical and relevant to the program, you may decide to collect it as a part of the baseline data collection and monitoring and evaluation process.

6. Begin to identify program strategies

What kinds of solutions are cost-effective and likely to work?

The final column of the *Situational Analysis Summary Tool* asks you to tentatively identify program strategies that address and respond to the findings. The *Key Strategies Matrix* in each of the core program modules should be used as a resource in identifying strategies. Select strategies that relate directly to the priority issues identified in the situational analysis. Ultimately, the program needs to address priority issues that affect the well-being of children and the effectiveness of services for children, while building on the strengths of SC and potential partners. The *Situational Analysis Summary Tool* is only an initial step towards identifying strategies; they will be considered further and finalized in the *Summary Implementation Plan* (Step 4).

Key Points for Conducting a Situational Analysis:

- A situational analysis helps to identify priority needs and problems in your impact area. The situational analysis findings are the basis for designing effective programs; they direct your choice of strategies and activities.
- Use readily available secondary information such as existing reports or government or facility statistics.
- In addition, collect primary data through interviews, focus group discussions, etc.
- Prioritize your findings in the *Situational Analysis Summary Tool* (see Appendix A).
- Use the *Key Strategies Matrix* in the core program modules to begin to identify strategies to respond to the priority findings, and note these in the final column of the *Situational Analysis Summary Tool.*

Community Mobilization Action!

Community mobilization is integral to program success. Throughout this DM&E module, a summary of each phase of the Community Action Cycle will be presented alongside the corresponding step in the program cycle, beginning here with the Situational Analysis.

Remember that during the time of the Situational Analysis there is work to be done within your own team, and partners, to prepare the way for mobilizing communities around the sponsorship-funded core program. In particular you will need to develop a community mobilization (CM) team composed of key staff and partners and ensure they are prepared with the skills and abilities to mobilize communities using empowering community approaches. This is also the time to pave the way for greater understanding of the communities you will be working with. It will be important to gather key information about how communities are organized, existing social networks and groups with which we might work, key leaders and stakeholders, and how community decisions are made. The *Sponsorship Community Mobilization Compendium* offers a set of easy to use questions to compliment the Situational Analysis in order to learn more about communities.

Detail on the key CM steps to be undertaken during this time can be found in the *Prepare to Mobilize* phase of the Community Action Cycle, including:

Step 1: Put together a community mobilization (CM) team.
Step 2: Develop your CM team.
Step 3: Gather information about community resources and constraints.

Step 2: Create a Results Framework

Note: This should be submitted with your Impact Area Presence Plan (Step 7)

Goal of this step:

Map the findings of your situational analysis to a diagram of goals, objectives, and intermediate results. Understand and document the cause and effect relationships between intermediate results and strategic objectives.

What you will need:

- This module
- The core program modules, including the model results framework
- Completed *Situational Analysis Summary Tool*

Tool to complete:

Results Framework Tool (Appendix A)

What is a results framework?

A results framework (RF) is a diagram that shows how your program will produce positive change for children. It shows the links between a goal, a strategic objective, and the desired results needed to achieve that strategic objective for each core program area. Identifying these results, and monitoring progress towards them, will help you assess whether your programs are having a positive effect on the children and communities they reach. COs will have a RF for each of their core sponsorship-funded programs. In some cases, a CO may wish to develop a unifying framework that is applied across all core program areas, and helps articulate how the programs are linked to achieve results for children.

There are four major pieces in a results framework, from top to bottom:

1. **The goal:** At the top of the RF; the "big picture" positive change you want, to which the entire program contributes. The goal may be hard to measure.
2. **Strategic Objective** (SO): The measurable behavior change that is needed to reach your goal. It is the most ambitious result that Save the Children, along with its partners, can materially affect, and for which we are willing to be held accountable.
3. **Intermediate Results** (IRs): A significant, intended, and measurable change that is essential to achieve the Strategic Objective. Together, the intermediate results are "necessary and sufficient" to achieve the SO. Each IR may be supported by several strategies, or kinds of activities. Achieving all four of these lower-level results will allow you to achieve your strategic objective.

   SC does not have to accomplish all of these results on its own, but we need to consider how they will be accomplished. If other partners or programs will address an IR (as identified in the situational analysis), sponsorship-funded programs should complement their efforts, addressing the areas of greatest need. You will work towards each IR through delivery strategies and activities.
4. **Indicators** (found in the core program module) are used to measure progress towards the results.

A results framework is a very important tool for designing your program and for monitoring it. In the program design process, the RF can help your team build consensus around shared objectives and strategies, and communicate those ideas to partners. As you implement your program, the RF will help you gauge your progress and adjust activities that are not producing the results you hoped for.

Constructing your results framework

The model results framework template that should be used by each CO to create the CO core program RF can be found in each core program module. These frameworks have been established by program technical staff to represent the state-of-the-art for each core program area. In each core program module, the results framework template is followed by a detailed description of the strategic objective and each intermediate result.

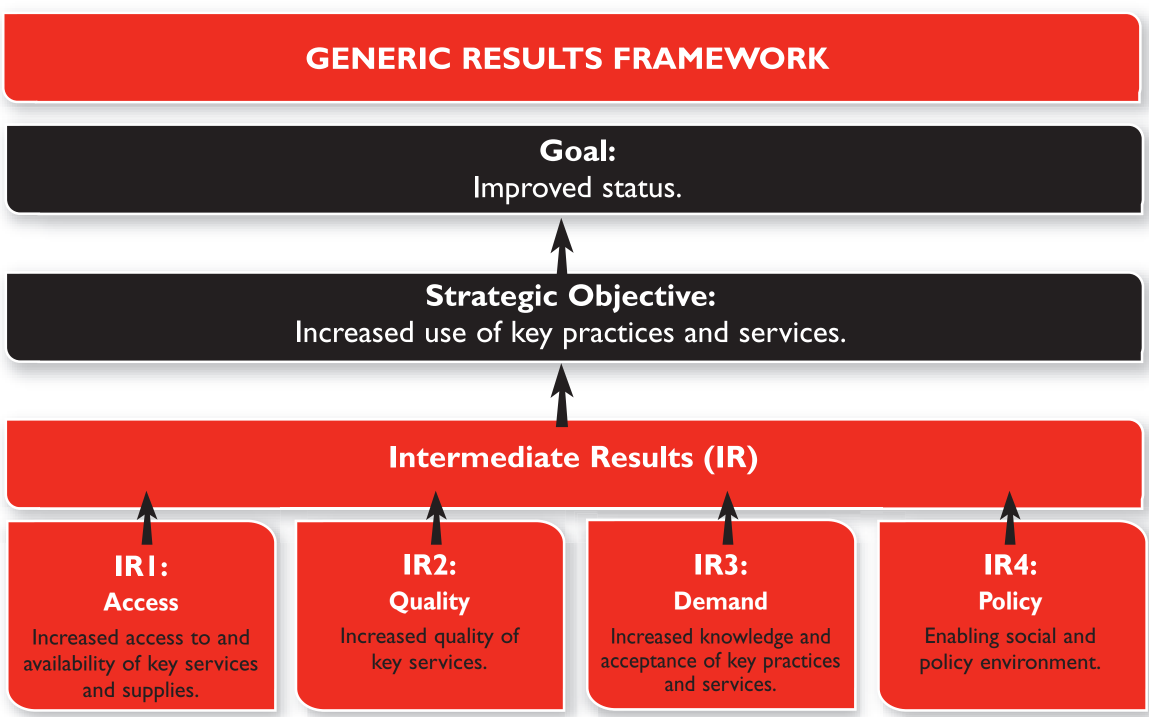
The RFs in each core program module should be used as a model for your program framework, although you can make minor adjustments based on the local context and content of your work. While you will select strategies and indicators that address the unique contexts, issues, and needs of your impact area, you should try to follow the goal, strategic objective, and IRs included in the core program model results framework.

After the results framework is established, you will select implementation strategies for each result, based on guidance and key strategies in the core program modules, the information in the *Situational Analysis Summary Tool*, and your own experience and expertise (see Step 4: Choosing Strategies, Planning, and Summarizing Implementation Plans).

Below is a generic results framework. It is also the basis for the Common Approach core program RFs.

Key Points for Creating a Results Framework:

- Results frameworks are the foundation of the Common Approach program design, because they state explicitly what we are trying to accomplish for children.
- The results frameworks in the core program modules should be used as models for your results framework.
- The results framework is the basis for program design and the selection of key strategies. Furthermore, the monitoring and evaluation system is designed to assess progress toward the results in the framework.



Community Mobilization Action!

Program Design

During the time of program design a community mobilization plan for SC staff and partners will provide a needed roadmap for beginning work with selected communities, and a vision for coming to scale with much needed core program interventions. The community mobilization plan is a description of how your CM team intends to mobilize communities around the core program goal in the designated area you will be working. As such, the community mobilization plan should serve as a detailed roadmap for you and your team. Note: this is not a community action plan. This will be developed by communities themselves later in the process.

Your team's mobilization plan should focus on the overall core program goal and objectives and identify a process that will help interested communities achieve them. As you create this plan, you should always keep the two overriding goals of community mobilization in your mind:

1. **To achieve the core program goal of the community, and including those *most affected* by the issue.**
2. **To improve the community's capacity to address the issues and sustain their effort over time.**

Developing a community mobilization plan provides an opportunity to harmonize efforts between sponsorship operations and program staff so that communities are not bombarded by multiple meetings for similar purposes. The mobilization plan should be widely shared to see if community based efforts might be integrated. For example, if other core programs are being newly initiated, coordinating community orientation meetings could be time-saving (and appreciated by communities.)

Detail on this important step may be found in the *Sponsorship CM Compendium: Prepare to Mobilize* Step 4: Develop a CM Plan.

Step 3: Estimate Your Target Population

Note: This step is not included in the core program modules.

Goal of this step:

Estimate the number of children targeted by each core program, and document this information.

What you will need:

- This module
- Demographic/population data in local, district, or national census information
- Boundaries of sponsorship impact area

Tool to complete:

Target Population Tool (Appendix A)

What is the core program target population?

The target population is the total number of children your program ultimately aims to reach through each core program. Children and adolescents are always the primary target populations for sponsorship-funded programs and the target population is specific to a core program area (although there is some overlap between programs, such as between ECCD and BE, and BE and SHN). Estimating the target populations for each of your core programs is an essential part of the Common Approach DM&E system. It allows you to gain a sense of scale: the number of children sponsorship-funded programs intend to reach. Knowing the target populations is also necessary to plan program implementation, and to estimate the amount of resources and investment required to produce the results described in the RFs.

You will estimate the size of your core program target populations by using readily available information such as recent census data, existing studies, and/or data available at the district, regional, or national level. You will also complete the *Target Population Tool*.

How to estimate target populations

The *Target Population Tool* assists COs in estimating the specific populations targeted by sponsorship-funded programs. Population data that are readily available should be used to determine target populations. COs are not expected to collect primary data (e.g., conduct a census) as this exercise is an estimate only. If existing data are not disaggregated by the exact regions or age-ranges needed, then CO knowledge of the area should be used to make a reasonable estimate of the size of the target populations. If COs have easy access to detailed population information, simply fill in the tool with the appropriate numbers.

- **Region:** *What is the general location in which the CO operates sponsorship programs?* Enter the name of the general location in which the sponsorship-funded programs will operate (e.g., district, region, province, department or governate).
- **Estimated Total Population of Site/Location:** *What is the estimated total population of this region?* Estimate the total number of people living in this site or location based on data sources available. This number should include both children and adults and be inclusive of all social and cultural groups. Also, indicate in this column the source of the population data used to estimate these numbers.

- **Estimated Total Population of Sponsorship Impact Area:** *What is the estimated total population of the sponsorship impact area within the general site/location?* Estimate the total number of people living within the area designated by the CO as the sponsorship impact area. This will take into account the total number of communities (or some other unit) that comprise the sponsorship impact area in that location.
- **Core Program:** *What core sponsorship-funded programs will be implemented in this impact area?* Indicate each of the sponsorship core programs that will be implemented in this impact area.
- **Age Group Targeted:** *What age group is targeted by the core program?* Indicate the age range of the children targeted by the core program identified in the previous column.
- **Estimated Number of Targeted Children:** *What is the estimated population of children targeted by the core program area?* Estimate the number of children or adolescents within the sponsorship impact area that will be targeted by each core program. For example, to estimate the ECCD target population, estimate how many zero to eight year-olds live in the sponsorship impact area, and enter this estimated number in the final column of the tool.

Key Points for Estimating Target Populations:

- Identifying the target population for each core program is essential for program planning and estimating the amount of resources necessary for implementation.
- Use existing population and/or census information.
- Note the sources of the information used.
- Target populations only include the age-range of children intended to be reached by the core program.
- This is only an estimate. Exact numbers are not needed.

Step 4: Choose Strategies, Plan & Summarize Implementation Plans

Note: Seek input from your STWG TA providers.

Goal of this step:

Summarize annual core program implementation plans and report them through the CAP.

What you will need:

- This module
- The core program modules, especially the Key Strategies Matrix
- The *Situational Analysis Report* and *Summary Tool* you completed in Step 1
- The results framework you completed in Step 2
- The *Target Population Tool* you completed in Step 3
- Sponsorship budget information
- Calendar

Tool to complete:

Summary Implementation Plan (Appendix A)

What is the Summary Implementation Plan?

The Summary Implementation Plan (SIP) is a tool to plan program strategies and activities that will help achieve each of the identified intermediate results in the results framework. The SIP will assist you in summarizing and reporting Common Approach program implementation progress for core programs on an annual basis. The SIP is submitted through the Country Annual Plan (CAP). If a CO uses another, or more detailed, format to document its annual program plans, this may be submitted instead of the SIP, *as long as all of the information contained in the SIP is included.*

How to use the SIP

A SIP will be completed annually for each core sponsorship-funded program that COs plan to implement. Strategies should be drawn from the *Key Strategies Matrix* in the core program modules, and supporting activities should be identified.

- **Key Strategies (the word "intervention" can also be used):** *What key strategies/interventions will be employed to achieve the intermediate result?* Use this column under the intermediate result to identify each of the strategies/interventions the CO plans to implement. *The Key Strategies Matrix* in each of the core program modules should be used as a resource in identifying strategies/interventions. Strategies should address the issues identified in the Situational Analysis, building on strengths in the impact area and addressing any barriers to achieving results. Keep in mind the target population and the resources available to implement your plans when selecting strategies/interventions. See the core program modules for more information on how to select strategies.

- **Activities:** *What is involved in implementing the CO's key strategies?* Identify the most important activities that will be undertaken to carry out the strategies identified in the first column and add these to the matrix. Remember that activities should be specific enough so that team members know the "what, when, where, who and how" of each activity.
- **Time Frame:** *When will the CO implement the activities?* Indicate in the next column the timeframe (within the fiscal year) during which the CO plans to implement the activities. Note that activities may occur throughout the entire year (e.g., teacher supervision and mentoring) or once a year (e.g., a specific training).
- **Funding:** *What resources are available to implement the key activities?* Complete the last column of the SIP by entering both the amount of sponsorship funds and the amount of non-sponsorship funds (e.g. grants), if applicable, that will be available during the program year to implement the activities. If there are no costs associated with the activity place a "N/A" in the appropriate space.

Key Points for Summarizing Program Implementation:

- Use the completed *Situational Analysis Report and Summary Tool*, results framework, and the *Key Strategies Matrix* (in the core program modules) to identify the strategies that will enable you to achieve each intermediate result.
- Several strategies (or interventions) and associated activities will be necessary to achieve each result.
- If implementing more than one core program, look for synergies in implementation strategies and activities, and plan activities in a way that ensures efficiency and team work.

Step 5: Select Results Indicators

Note: Seek input from your STWG TA Providers prior to completion. The RIPT should be submitted as part of the Impact Area Presence Plan (Step 7).

Goal of this step:

Select a limited number of indicators to measure and report progress.

What you will need:

- This module
- The *Indicator Reference Sheets* from the core program modules
- The results framework you completed in Step 2

Tool to complete:

Results Indicator Planning Tool (Appendix A)

What is a results indicator?

Results indicators measure and document change in the intermediate results (IR) and the strategic objective (SO). They measure use of key services and behaviors, and how we are doing in terms of improving the access, quality, demand, and social/policy support of services for children. Use the following guidance and the Common Approach *Indicator Reference Sheets* in the core program modules to complete the *Results Indicator Planning Tool*. Be sure to carefully review the *Indicator Reference Sheets* before selecting your results indicators.

Most program indicators will be collected and reviewed on an annual basis, so they should be easy to collect and calculate. Concentrate on monitoring indicators that can regularly assess the amount of service delivery utilization (at the SO level) and key outputs for the four intermediate results. In programs where there is a large emphasis on improving knowledge and changing personal behaviors (such as adolescent health programming), a survey tool may be required to measure knowledge and behaviors.

How to select results indicators

In order to monitor results, you should select two to three indicators for the strategic objective and one to three for each intermediate result. Select results indicators from the menu of indicators in the *Indicator Reference Sheets* after thoroughly reviewing the menu. The *Indicator Reference Sheets* detail the data needed to measure and calculate each indicator. They also include guidance regarding the definition, frequency, and sources. Note that ECCD, BE and SHN have several global indicators that are required across all programs. The other indicators should be selected from the *Reference Sheets*, based on their applicability to your program.

Use the *Result Indicator Planning Tool* to clearly define each SO and IR indicator that will be tracked during the life of the program. Enter the name of the indicators selected under each result in the first column of the *Results Indicator Planning Tool*, and fill out each column as described below, using the *Indicator Reference Sheets* as your guide. It is important that the *Results Indicator Planning Tool* contain all details necessary for accurate and consistent data collection from one year to the next, and so that a new program staff member could use it as a guide.

Indicator: *Select indicators from Indicator Reference Sheets*

After reviewing the *Indicator Reference Sheets,* choose indicators for the strategic objective and intermediate results that are the best option for measuring progress and are related to the strategies that you have selected to achieve your results. When selecting an indicator, consider:

- *Will these data be available to the CO?* Review the requirements for each indicator to ensure that you will be able to collect the data needed. In some cases, you may already collect the data needed, or data may be collected by service providers at schools or other sites. If you must collect new data, consider the time and skills needed to collect and process it.
- *Is this indicator relevant to the program design?* Ensure that the indicator is a good match with the program design: do you expect effective implementation of the program to lead to changes in the indicator?
- *Is this indicator useful for communicating program results to others?*
- *Will this indicator help you make decisions to improve the program? Will the data that is used to calculate the result be easy to analyze? What would you decide to do based on changes in the indicator?*

Definition: *How is the indicator defined?*

The definition of the indicator includes the:

- **Description:** *What does the indicator measure?*
- **Calculation of Indicator:** *What is the exact data needed and how is it calculated?* Notice that some indicators are simple counts of service delivery statistics available at schools or health facilities. Others are a percent or ratio and require two sets of data – the numerator and the denominator. Copy the calculation method (numerator and denominator) for the selected indicators from the *Indicator Reference Sheet* to the *Results Indicator Planning Tool.*

Means of Verification:

- **Source:** *Where can the CO find or collect these data?* Use this column to identify the specific sources from which you expect to collect the needed data. Some examples of sources of data are school records, attendance sheets, health service records, and sample surveys.
- **Tool:** *How will these data be collected from the specific data sources?* Enter into this column the tools you will use to collect data from each source. You may need to create a specific data collection form to help service providers track key information and/or SC staff to gather information from each site. For example, for ECCD and BE programs, a center/school profile form may be created to collect key indicators from program sites annually. List the name of the data collection instrument or tool that will be developed and used.
- **Frequency:** *When and how often will the CO collect data for this indicator?* Use the Reference Sheets as a guide to specify how often the data

Key Points for Selecting Results Indicators:

- Choose the results indicators that will best measure what your programs aim to accomplish, as identified in the Results Framework.
- Limit the number of results indicators to 2-3 for strategic objectives, and 1-3 indicators for intermediate results.
- Establish a target for each indicator for the end of the program period.
- Most indicators should be easily gathered on an annual basis. Knowledge and behavioral change indicators are harder to measure and often require survey data collection and thus should be selected judiciously.
- Make sure the *Results Indicator Planning Tool* contains enough detail to ensure consistent data collection from one year to the next, even if there are changes in staffing.

collection will take place in the CO. It is important also to specify the time of the year when data will be collected (for example, at the beginning or end of the school year), to ensure consistency from year to year. Sponsorship requires that most indicators be collected and reported on an annual basis.

Set a Target

Since these indicators will be used to measure change over time, each indicator should have at least an end-of-program target. This target will be confirmed once the baseline results are available.

Step 6: Establish Process Indicators

Goal of this step:

To identify process indicators for each core program and set targets for activities.

What you will need:

- This module
- The *Summary Implementation Plan* you completed in Step 4

Tool to complete:

Process Indicator Tool (Appendix A)

What are Process Indicators?

Process indicators are used to help a program manager track how a program is progressing; they track progress in the implementation of key interventions and associated activities.

COs will use the completed *Summary Implementation Plan* (see Step 4) to identify interventions and activities to achieve results. At the beginning of the program year, COs will plan what they expect to accomplish with each activity. (For example, administer Vitamin A supplements to 1,000 primary school children.) This will be reflected in the *Process Indicator Tool* (PIT). The PIT is submitted with the Country Annual Plan each year. At the end of the year, COs will measure the process indicators to compare the planned performance with the actual performance.

How to Identify Process Indicators

Process Indicator–Planned: *Set a performance level for activities.* Review the completed Summary Implementation Plan (SIP) and identify the interventions and associated activities that are the most significant in accomplishing each intermediate result. Document these in the first two columns of the PIT, under a heading for the result to which they contribute.

No more than two to three activity targets with a corresponding process indicator should be selected for each intermediate result strategy. When selecting process indicators, consider what information will be the most useful and feasible to collect.

Look for those activities that have a simple and straight-forward method to quantify their accomplishment. Process indicators typically include the outputs of program activities, for example, a simple number or record of program activities. Some generic examples include:

- number of materials created or distributed (e.g., pamphlets, posters, etc.)
- number of people trained (e.g., teachers, parents, healthcare providers, peer educators)
- number of trainings/conferences held (e.g., teacher training, school committee training, borehole maintenance training)
- number of facilities established/repaired (e.g., schools, wells, boreholes, clinics)

The most important point to remember in choosing the process indicators is to frame them in a specific and concrete way so it will be obvious when the activity is accomplished. See the chart at the top of the next page for examples.

Activity	Process Indicator	# Planned (target)
Distribute Pupil Treatment Kits (PTKs) to target schools	# PTKs distributed to mountain region schools by August	10
Build latrines at local area schools	# of latrines constructed	5
Train community-based peer educators	# of peer educators trained	20

Write the identified process indicators in the third column of the tool, and the number you plan to accomplish in the fiscal year in the column labeled "# Planned". Ensure that each indicator is placed under the appropriate intermediate result. Check the SIP to ensure that the process indicators planned are appropriate to the budget resources available.

Community Mobilization Action!

M&E Plan Design

During or around the time the M & E plan is being developed your team can formally approach the community and invite their participation in the core program(s). If the steps in this phase of the Community Action Cycle are undertaken prior to the baseline, community members can be involved and assist in data collection efforts, analysis and dissemination of results. Remember - sharing the outcomes of the situational analysis with communities will help build interest and participation in the core program.

Key to communities getting organized around the core program is ensuring that communities are fully oriented to Save the Children and our partners and understand the core program issue. Inviting those most affected and interested in the core program to participate, and ensuring they will have a central role, voice, and will benefit is also critical.

Detail on this Phase may be found in the *Sponsorship CM Compendium: Organize the Community for Action*

Step 1: Orient the community.
Step 2: Build relationships, trust, credibility and a sense of ownership with the community.
Step 3: Invite community participation.
Step 4: Develop a 'core group' from the community.

Key Points for Identifying Process Indicators:

- Process indicators help measure outputs leading to IR achievement.
- Select no more than 2-3 activities with related process indicators for each strategy.
- Process indicators and the activities they reflect should be realistic for the amount of resources and time available.
- Managers should review this information regularly, using program documentation, to know if activity plans are being accomplished.
- Annually set a target for performance on these indicators, and check progress mid-year, at a minimum.

Step 7: Write an Impact Area Presence Plan

Goal of this step:

*To document the long-term objectives and plan for **all** sponsorship-funded programs.*

What you will need:

- This module
- Your Step 2 Phase-Over Plan (for existing sponsorship COs)
- The *Situational Analysis Report* you completed in Step 1
- The results framework you completed in Step 2
- *The Target Population Tool* you completed in Step 3
- *The Summary Implementation Plan* you completed in Step 4
- *The Results Indicator Planning and Process Indicator Tools* you completed in Steps 5 and 6

Tool to complete:

A 10-15 page description of your long-term program plans

What is the Impact Area Presence Plan?

The *Impact Area Presence Plan* clearly describes the *long-term* plan for sponsorship-funded programs in the designated impact area. It builds on the CO's sponsorship Step 2 Phase-Over Plan (for existing sponsorship COs), as well as Steps 1-6 in this Module. The outputs of these steps should be drawn on and/or compiled in this Impact Area Presence Plan, and supplemented with a narrative description. The plan should be reviewed annually, and updated to reflect any significant modifications in the results framework and/or how the program is implemented. It should be between 10-15 pages long.

How to Write the Impact Area Presence Plan

Below is a suggested outline of the Impact Area Presence Plan document. One plan should be written that includes all of the sponsorship-funded programs that will be implemented by the CO (plans should not be written separately for each core program).

Rationale: *Why is the CO implementing each program?* Use the completed situational analysis to identify specific needs of children and their communities and explain why the CO is implementing the program with sponsorship funds (e.g. low learning achievement, low levels of parent involvement, health workers not trained to work with adolescents, etc.). Ensure that key quantitative information is included (e.g., "Only 43% of the school-aged children in our target area are enrolled in a primary school" or "only 15% of clinics have clinicians who are trained on youth friendly services").

Definition of the Sponsorship Impact Area and Target Population: *Where will the sponsorship-funded programs be implemented and for how long? Who will be the target population?* Provide a clear description of the sponsorship impact area, including the communities where programs will be implemented during sponsorship's presence there. For existing sponsorship CO's, this may be pulled from your Step 2 Phase-Over Plan. This section should also clearly state the length of time that sponsorship intends to stay in the impact area. *Please note that CO's should plan to stay in a given impact area, on average, no more than <u>ten years</u>.*

In addition, this section should include a description of the group of children or adolescents that each core program targets and estimate the numbers of children that we will seek to reach. Include in the narrative the defining characteristics of this specific population (e.g., distribution of age, gender, residence, etc). This should be drawn from Step 3 in this module.

Results Framework: *What results will the program accomplish?* Include the results framework(s) – completed in Step 2 of this module – which identifies the goal, strategic objective, and intermediate results that each program is designed to achieve. In narrative form, describe the key results, as well as the external factors that may influence the implementation of the program.

Program Strategies: *How do you plan to achieve the desired results?* Identify the main strategies that will be used to achieve the desired results, drawing on the Summary Implementation Plan completed in Step 4 of this module. This section should not be too long. Only include the detail necessary to understand how program results will be achieved.

Monitoring and Evaluation Plan: *How will we measure the results we are seeking to achieve?* Provide the monitoring and evaluation plan (called the Results Indicator Planning Tool in the Common Approach) for the core programs developed in Step 5 of this module, as well as key process indicators (Step 6). This section should also describe the plans for the baseline, for evaluation (e.g. mid-term and endline), as well as for the systems that will be put into place to ensure sound management and regular analysis of the data collected.

Community Mobilization Plan: *What plans will we put into place to ensure successful community mobilization?* Using the community mobilization plan created during the program design phase (see Step 2), describe how community-level strategies and activities will be undertaken. Describe *how* each phase and step of the Community Action Cycle will be undertaken; who will need to be involved at the community level; and by whom on the SC Community Mobilization Team (including partners) will these steps be accomplished.

Exit Strategy: *What plans will be put into place to ensure a successful exit from the impact area?* Lay out the plans that will be put into place from the outset to ensure that we are preparing communities, local organizations, and government for our eventual withdrawal, including building their capacity to sustain key strategies and outcomes.

Budget: *What resources are available to implement each sponsorship-funded program?* Provide the estimated amount of sponsorship funds that will be allocated annually for each of the core programs during the impact area presence. This total should be based on the CO's initial annual sponsorship budget, and should be assumed to remain relatively constant during the time in the impact area (note: for a new sponsorship CO, the budget will likely increase initially before stabilizing). If grant funding is also being used to implement the programs, the amount of this funding and its duration should be indicated in this section.

Key Points for Writing an Impact Area Presence Plan:

- Use previously documented information (e.g. situational analysis; Step 2 Phase-Over Plan) as well as the tools completed in this module when writing the plan.
- Prioritize the program information before writing. Do not try to include all of the program detail.
- Each section should include a written description in narrative format.

Step 8: Collect & Report Baseline Data

Note: Seek input on the baseline design from your STWG TA providers prior to implementation. Also share the report with them.

Goal of this step:

Determine the pre-program baseline levels of the results indicator measures.

What you will need:

- This module
- The *Results Indicator Planning Tool* you completed in Step 5
- The *Target Population Tool* you completed in Step 3

What you will produce:

A report presenting the findings of your baseline data collection

What is a Baseline?

A baseline is the first time measure of the status of your indicators, gathered prior to the implementation of the program. Baseline data will be used as a regular point of comparison, to help you examine the effect of the program over time. Because of this, it is very important that the baseline data collection be done carefully, and that all methods and data collection tools are well documented, so that the exact same methods and tools can be used for future data collection.

In Common Approach programs, baseline data collection will focus on the initial values for the indicators identified in the *Results Indicator Planning Tool*, complemented by qualitative information that may help explain those values. In most cases, these indicators will then be collected and reviewed on an annual basis, in order to assess progress against the SO and key outputs for the four intermediate results. In programs where there is a large emphasis on improving knowledge and changing personal behaviors (such as adolescent health programming), a survey tool may be required to measure initial knowledge and behaviors and will need to be repeated every few years to capture changes.

In addition to this, a more comprehensive community baseline survey may be done prior to entering a new impact area. This would contain measures related to the capacity of communities and local institutions, attitudes and behaviors around child care and child rights, and other areas not covered by program results indicators. This baseline may be done in a comparison group as well, and would be repeated after several years to measure changes. If done, this survey should be developed in close collaboration with STWG TA providers (see Step 11).

How to Collect Baseline Data

Use the completed *Results Indicator Planning Tool* to identify the sources and tool used to collect each indicator. Most indicators will be gathered on an annual basis or more frequently. In this case, you will need to design data collection forms that summarize data from schools and clinics. These tools should be used both for baseline data collection and for all future data collection, in order to calculate the indicator consistently, and they should be identified in the *Results Indicator Planning Tool*. You will gather annual indicators from all program sites when possible. If many of the selected indicators require a periodic survey of the population, a survey tool must be designed (or adapted) and the team needs to determine a method of randomly sampling the population that will be interviewed.

Many methods for selecting a sample population exist. To determine the best option, seek advice from your STWG TA provider(s) and/or M&E specialists. The determination of sample size depends on the sampling strategy and the desired confidence level for conclusions regarding the program. In general, there is a sample size below which data are not sufficient to draw any conclusions and one where the additional confidence gained is negligible. Technical assistance will determine the appropriate sample size somewhere between those two points and the sampling strategy. The same sampling method will be used when collecting data for these indicators at any subsequent time.

How to Report Baseline Data

A brief *Baseline Report* should present the findings of the baseline data collection. The report should be approximately 15-20 pages and only include the information/indicators relevant to the CO's results framework. The baseline report should include:

- Brief introduction of population and program (this can come from the Impact Area Presence Plan)
- Methodology (describe how baseline data was collected from the impact area; if a sample was drawn, describe how it was identified)
- *Results Indicator Planning Tool* (to demonstrate data sources and how indicators were calculated; be sure to adjust end-of-program targets for each indicator, as needed, based on the results of the baseline)
- Baseline data results (present findings in narrative and in tables; report separately according to gender and age – over or under 18 years; consider reporting separately by site/community etc.).
- The "story behind the numbers": a qualitative explanation of the baseline results
- Recommendations for programming based on baseline results

Key Points for Collecting and Reporting Baseline Data:

- Complete baseline data collection after the sponsorship-funded program(s) is designed, and the *Results Indicator Planning Tool* is completed.
- Most indicators should be gathered through readily available service statistics and regular program data collection. Seek technical assistance before determining sampling methodology for collecting any population-based results indicators or indicators drawn from a sample of sites.
- Limit the number of indicators to those identified in the *Results Indicator Planning Tool*. Use the tool and your report to clearly document how the baseline was conducted and how indicators were calculated, so that the methodology can be replicated in the future. Adjust targets for each indicator, as needed.
- Measure the same indicators as a part of the ongoing M&E system.

Ethical Standards in data collection

All data collection processes must adhere to the following internationally recognized and agreed ethical standards when undertaking any data collection activity:

- Adopt appropriate confidentiality procedures which respect the right of individuals and institutions to provide information in confidence
- Ensure informed consent procedures are in place and are sensitive to children's needs
- Provide due regard for the welfare, beliefs, and customs of those involved or affected, avoiding conflict of interest
- Make sure the information gathering activity is necessary and justified
- Ensure that the costs to children of participating in the information gathering activity do not outweigh the benefits
- Ensure children's safety at all times
- Ensure you have consulted with community stakeholders
- Anticipate and budget for follow up activities
- Remain open to the findings and do not allow vested interests to interfere
- Adhere to the International Accountability Charter
- Adhere to the Save the Children Child Safeguarding Policy

Community Mobilization Action!

Baseline

Around the time of the baseline activities, the *Explore and Set Priorities* phase of the Community Action Cycle is undertaken by community members. The *Explore Phase* aims to help community members, explore *their own* knowledge, beliefs, and practices related to the core program issue(s) and the perspectives of the broader community. The community *core group*, which was formed earlier, learns how to carry out participatory activities that will better inform them and the community about the core program issue(s) in order to help them set their priorities. The *Explore Phase* can be easily integrated into the baseline study, especially if qualitative data is being collected.

Helping communities analyze the underlying issues affecting change, local barriers and strengths, and set their own priorities is key to engaging communities in actions that are relevant to their reality. What should you do if communities do not prioritize issues that might in be in the core program design (for example, development of curriculum in local language for a Basic Education program)? Remember – core programs will have some overall strategies that are best addressed at the national/district levels and others that are best addressed at community level. Therefore, aspects of each core program may *not always* be community-based and might be achieved through work with partners at different levels

Detail on this Phase may be found in the *Sponsorship CM Compendium: Explore and Set Priorities*

Step 1: Explore the Core Program Issue with Community Core Group.
Step 2: With the Community Core Group explore the core program issue with the broader community.
Step 3: Analyze the information.
Step 4: Set priorities.

Step 9: Report Core Program Status

Goal of this step:

To collect, analyze and report core program data.

What you will need:

- This module
- The *Process Indicator Tool* you completed in Step 6.
- The Results Indicator Planning Tool you completed in Step 5
- Identified sample population (if relevant)
- Other related evaluation reports or special studies

Tool to complete:

Results and Process Indicator Report (Appendix A)

What else you will produce:

A Progress Narrative explaining key results achieved, as well as challenges faced.

How are Sponsorship-funded Programs Reported On?

Sponsorship-funded programs are reported on through the Country Annual Report (CAR). You will assess and report on program status by compiling and reporting available data about process and results indicators. You will also write a brief narrative description that explains the key data points, as well as related successes and challenges. This is the "story behind the numbers."

How to Collect Program Data

Process Data: You will collect process data as a regular part of program activity monitoring. These data will document what your program has accomplished and are an important aspect of managing outputs that we believe will contribute to results. Process data should be collected and analyzed at least every six months. You will compile and analyze planned versus actual performance to determine remedial action, etc. Process data will be reported *annually* by completing the column labeled "Actual" in the *Results & Process Indicator Report* (Appendix A).

Most process indicators require routine program activity tracking. Your team should devise instruments for data collection/activity tracking and reporting prior to the implementation of activities. It is often difficult or impossible to gather this information after the activity has occurred.

Results Data: Collecting and reviewing results data should also be part of a regular monitoring and evaluation process. The sources, methods, schedules and persons responsible are identified in the *Results Indicator Planning Tool* (see Step 5). The same methods used for identifying populations or sites and collecting results indicators in your baseline should be used for the annual results data. Program managers should be involved in the data collection process to ensure consistency and quality. They should gather program staff to review the results and make decisions about strategies and activities based on the data collected, conducting a Results Review (see Step 10). You will report results data annually.

Because you will collect results data regularly, it is important to maintain administrative notes regarding the process of data collection, sampling, and reporting. Notes you make about any problems or considerations in gathering data will greatly facilitate the process in the following years, especially if there is a strong likelihood that different staff will be involved.

How to Report Program Data

Process Data: You will report process data once a year through the CAR using the *Results & Process Indicator Report* (RPIR) at fiscal year-end. Please note that you already completed the first three columns of the process portion of the tool in Step 6 when you completed the *Process Indicator Tool* (which will have been submitted with your CO's annual plan).

To complete the process portion of the report, enter the number that represents the total achievement from all program sites and schools for that indicator in the fourth column labeled "# Actual." If this number does not meet or exceed the number planned, an explanation should be provided in the fifth column.

Although process data will only be reported on once year, COs and program managers should plan to collect and analyze process data at least twice a year in order to assess program progress and adjust implementation, if needed.

Results Data: Results data will also be reported annually in the CAR using the *Results & Process Indicator Report* (although please note that results level data for ECCD, BE and SHN is submitted as per the global reporting mechanism). Looking at the frequency of reporting the specific results indicators, CO teams should collect and report appropriate data. Remember to use the definitions/calculations in the *Results Indicator Planning Tool* to calculate the indicators. Check the collected data to ensure that it meets the description and criteria in the planning tool.

The *Results & Process Indicator Report* is a summary of results on key indicators from all program sites/schools. To complete the report, write the results indicators measured under the appropriate result. Next, enter the baseline data collected and note the date when they were collected. Finally, enter the results data for each program year to-date for all of the indicators measured. If the data show a worsening since the baseline, an explanation should be provided. For indicators for which no data was collected, a planned date for data collection should be included in the final column based on the frequency noted in the *Results Indicator Planning Tool.*

Progress Narrative: The *Results & Process Indicator Report* should be accompanied by a *Progress Narrative* that explains the key results achieved, as well as successes, and challenges of the past year. This description will be your specific "story behind the numbers" and provides a general self-analysis regarding program performance.

The *Progress Narrative* should highlight specific areas where the planned activities were not accomplished or where progress towards results is not as expected. Specific guiding questions will be issued as part of the *RPIR Progress Narrative* guidelines issued each year, however they will generally address the following:

- Any issues with the implementation of program activities that may have affected performance and/or results (e.g. parents were not supportive of children participating in the program activities; a teacher strike prevented the planned trainings from taking place).
- Unexpected external factors that may have affected performance and/or results (e.g. natural and/or political disasters/occurrences; change in partner status; traditional practices that prevented children from participating etc.).

- Unexpected or unintended effects observed from providing program services (e.g. either a positive or negative related outcome – parents organized their own peer education strategy after participating in an adolescent reproductive and sexual health committee training where they learned the importance of parent-child communication on reproductive and sexual health issues).
- What your team will do differently (more of, less of, more formative research) based on your collective analysis of the results and data. What have you decided to do (continue or change) based on the data?

The *Progress Narrative* is also an opportunity for you to present the results of any related evaluations or special studies conducted (e.g., external grants, NGO partner evaluations, government reports, etc.) on core program areas. Findings from these efforts may be used in the *Progress Narrative* to provide additional insight, evidence, and analysis for sponsorship-funded program progress and data.

If your program is in the process of documenting an innovation (a new approach, intervention, or strategy), more rigorous evaluation of the program may be required, *possibly with an independent researcher.* You may need to track similar indicators in a comparison (non-intervention) population. If you will be implementing a major innovation through sponsorship-funded programs, you should engage technical expertise from the beginning to establish what data collection and monitoring methods will be required, in order to provide the evidence base for the intervention.

Limit the progress narrative to approximately two to three pages of commentary on what the data suggest to program management. Include significant issues in the CO or impact area that may have influenced either your program implementation or results.

Key Points for Reporting on Core Programs

- Provide a consistent format to record program data from all program sites/schools.
- Periodically collect data from sites/schools/ partners to monitor program activities.
- Record data electronically when possible.
- Use the calculations on the *Results Indicator Planning Tool* to calculate indicators consistently.
- Complete the *Results and Process Indicator Report* (RPIR) annually, and submit it through the CAR along with the *Progress Narrative*.

Community Mobilization Action!

Implementation

Communities take part in the implementation of core programs in many ways based on the overall core program design. One important way communities participate is through the development of their own action plan, implementing their planned strategies and activities, and monitoring their own success. The *Plan Together* phase of the Community Action Cycle helps the community *core group* develop their community action plan to address the core program issue(s). It is important to ensure that those most affected by the core program issue(s) have a central role and voice in developing the community action plan.

Detail on this Phase may be found in the *Sponsorship CM Compendium: Plan Together*

Step 1: Determine who will be involved in planning and their roles and responsibilities.
Step 2: Design the planning session.
Step 3: Facilitate the planning session to create a Community Action Plan.

The *Act Together* phase of the Community Action Cycle helps communities implement their community action plans. The role of the sponsorship CM team is now to strengthen community capacity in areas necessary to effectively carry out the strategies and activities the community core group defined in their action plans. This may include skills in leadership, planning, conflict resolution/decision-making, and resource mobilization and management. At this point, there are often volunteers and community groups working together to carry out activities. Helping communities monitor their own progress, and using data for decision-making is essential in motivating ongoing collective action.

Detail on this Phase may be found in the *Sponsorship CM Compendium: Act Together*

Step 1: Define the CM team's role in accompanying community action.
Step 2: Strengthen the community's capacity to carryout its action plan.
Step 3: Monitor community progress.
Step 4: Problem-solve, troubleshoot, advise, and mediate conflicts.

Step 10: Use Results Reviews to Improve Program Plans

Note: Seek support from your STWG TA providers, and share the action plan with them.

Goal of this step:

Take time to reflect on program information.

What you will need:

- The Results Review guidance in Annex B.
- Recent results and/or process level data.

How do we improve programs?

The ultimate goal of the Common Approach DM&E system is to assist you with strengthening your programs. This system does this by learning from program experiences and using this learning to discover and create effective ways of addressing issues in the communities where we work, as well as the issues that Save the Children and implementing partners face.

Completing steps 1–9 in this module will provide you with a great deal of program data and information about sponsorship-funded programs. It is vital that you and your staff regularly review and analyze this data and information. One essential mechanism for doing this is a Results Review. The objective of the Results Review is to compare planned versus actual performance and results in order to strengthen and/or improve the program through corrective or additional action. This is **the most critical step** in program DM&E; it enables Save the Children to continuously improve its programs in order to make positive, lasting change for the children and communities with whom we work.

Results Reviews should be conducted at least two times per year for all sponsorship-funded core programs. One of the Results Reviews should be conducted soon after results-level data has been collected and prior to submission of the RPIR and Progress Narrative, and the other should take place halfway through the year and focus on process-level indicators.

The output of each Results Review is an action plan that clearly lays out the key findings from the Results Review, the action plan step(s) that will be taken to address them, and details about who will take them, and when. This step is critical because if indicators are not moving in the right direction your team needs to discuss what is happening and make adjustments either to the program design and/or the implementation plan.

Guidance on how to prepare for a Results Review, as well as an illustrative agenda and template action plan is available in Annex B of this module.

Key Points for Using Results Reviews to Improve Program Plans

- Set aside time to complete a *Results Review* of your M&E data at least twice a year.
- Involve staff and key stakeholders.
- Revise program designs and plans as appropriate and record new plans.
- Do not change the indicators or means of calculation, as these should remain stable to enable a comparison over time.

Step 11: Evaluation

Note: Seek technical assistance with evaluation design and implementation.

Goal of this step:

Evaluate the effectiveness and impact of sponsorship-funded programming.

What you will need:

- This module
- Guidance from STWG TA providers and DM&E specialists

What is evaluation?

Evaluation helps us identify if changes occurred in program sites over the course of implementation, and assess the degree to which these changes resulted from Save the Children's programming. Rather than a static activity, evaluation should be a dynamic and useful process that helps sponsorship teams and their partners learn from past experiences to inform future program activities. Evaluation results serve many purposes: they might be used, for example, for future program planning, for advocacy and policy change, for testing an innovation, or to develop better practices and evidence-based solutions.

This section of the module gives a brief overview of some approaches to evaluation design: the minimum requirement for evaluation in sponsorship, as well as other possible approaches that program teams can consider in light of their evaluation capacity, available resources, and evaluation objectives.

This section does not provide guidance on the specifics of a particular evaluation approach. This is because your evaluation design and methods should be defined by how you wish to use the results; different types of evaluation provide different levels of evidence that may be most effective for particular purposes. Since this is best defined at the CO and/or program level, if you are planning an evaluation that goes beyond the "baseline to endline" approach discussed below, it ***must be designed in collaboration with the program's Sponsorship Technical Working Group TA providers and M&E specialists.***

Minimum requirement for evaluation of sponsorship-funded programs: baseline to endline

This DM&E Module has focused on better collection and use of process and results data to monitor program progress. The indicators selected and the frequency at which these indicators are collected allow teams to regularly review results data and any other relevant information that indicate whether they are moving toward the desired results. Some of the same indicators can be used for evaluating program effectiveness between the baseline, the mid-term and the endline (or the current data point). Other indicators, which cannot be collected on a routine basis (health status and behavioral indicators) will need to be collected by conducting a survey at specific times over the course of the program. Generally if the results indicators are moving in the desired direction, one would conclude that a program is effective. You cannot conclude with certainty from baseline-endline data, however, whether the changes observed are a result of SC's work. The collection of baseline, mid-term and endline data, with regular monitoring of key indicators, must be implemented by all sponsorship-funded programs. We highly recommend that you collect this data in an integrated manner across the programs.

Other possible evaluation approaches

Evaluating particular interventions

In addition to baseline to endline data and regular monitoring, you may wish to evaluate the impact of particular interventions, in particular as you design and test new and innovative approaches. This may be done at a different interval from the impact area evaluation cycle. In this case, we again recommend working closely with a researcher and/or your STWG TA provider to come up with the best evaluation design possible. The evaluation design should be tailored to help you answer specific questions and to generate the evidence needed for advocacy and replication of the approach.

Comprehensive evaluation: intervention and comparison groups

To reach a higher level of confidence that your programs are having the desired impact, you can consider gathering comparison data. This means collecting data from the communities where programs are being implemented, as well as from comparable communities where the programs are not being implemented. You would use the same indicators collected in the baseline to endline approach and the same methods, but collect them from both areas. We recommend that for this evaluation you utilize a phased design in which the initial comparison communities (where no programs are being implemented) eventually become intervention communities (i.e. programs are implemented in them after a few years). In some cases, you can also compare program indicators to trends in national or regional data. This allows us to begin to understand whether the indicators are changing only in the areas where Save the Children works, or if the changes we observe are part of broader trends affecting even those communities where we do not work. Through this approach we can demonstrate with more confidence that our programs "caused" the observed changes; it also lets us identify the preventative role that our programs play, if, for example, an indicator remains constant in our program area while declining in the comparison group. This is a far more complex and costly approach, which must be planned for very carefully. Given this, STWG TA provider and DM&E support is critical to the success of designing this type of evaluation.

Longitudinal study

Sponsorship-funded programs provide an almost unique opportunity to track children over an extended period of time (from early childhood to adolescence). One of the most effective ways to do this is a through a cohort study which follows a cohort(s) of children of a particular age (or ages) over time, and regularly tracks and seeks input from them. The use of qualitative data methods in the longitudinal study provides us with opportunities to collect rich, in-depth, descriptive data that can contribute to our comprehension of complex issues. For example, an intensive, longitudinal study can provide valuable insight into "the push and pull" factors in schools, communities and households which all factor into enrollment, drop out and retention, and which most importantly, have a direct impact both in the short and long term in children's lives. Longitudinal studies require a long-term commitment on the part of the program team, as well as on the STWG TA providers. It also requires the support of an external research organization to collect and analyze the data. As such, a longitudinal study must be planned and designed in close collaboration with the CO's STWG TA providers.

Key Points for Evaluation:

- Your approach to evaluation will depend on many factors, and should be agreed in consultation with your STWG TA providers.
- The minimum requirement for the evaluation of sponsorship-funded programs is baseline to endline, including a mid-term.
- Evaluation is important for understanding whether change happened in program sites over the course of implementation.
- Different types of evaluation provide different levels of convincing evidence that the changes measured are due to Save the Children's programming.

Community Mobilization Action!

Evaluation

The evaluation of core program(s) provides a unique opportunity for communities to learn about the success of their collective action, and what work remains to be undertaken. The Evaluate Together phase provides an opportunity for community members to participate in the evaluation process, learn how to evaluate, analyze results, share results with the community, and apply lessons learned to future program efforts.

Detail on this Phase may be found in the *Sponsorship CM Compendium: Evaluate Together*

Step 1: Form a representative evaluation team with community members and other interested parties.
Step 2: Determine what participants want to learn from the evaluation.
Step 3: Develop and evaluation plan and evaluation instruments.
Step 4: Conduct the participatory evaluation.
Step 5: Analyze the results with the evaluation team members.
Step 6: Document Lessons Learned and provide feedback to the community.

Step 12: Lessons Learned

Note: Share Lessons Learned with your STWG TA provider and other CO's.

Goal of this step:

To reflect and learn from program implementation and evaluation, in order to inform future programming and improve effectiveness.

What you will need:

- The Lessons Learned guidance in Annex C.
- Evaluation report
- Participation of key staff and stakeholders involved in implementing field level

What are lessons learned?

The identification of problems and/or successes and the documentation of recommendations to avoid these problems and ensure success in the future, based on our experience, is what we call "Lessons Learned." As described in this module, you and your team should review process and results indicators throughout the life of the program, including through Results Reviews. As you do this, you will learn important lessons related to the most effective strategies to implement a particular type of program or reach a particular target population, or about helpful approaches to working with partners. In addition to these regular reviews, it is critical for teams to take time after each evaluation (e.g. midterm, endline) to take stock of these lessons learned, and extract additional ones based on the findings of the evaluation.

The Lessons Learned Process

Undertaking a formal Lessons Learned process ensures that managers, field staff and other key stakeholders take the time to reflect on and take stock of the program's successes and challenges as a group. Utilizing lessons learned is particularly critical for sponsorship since funding is on-going and programs will, in most cases, continue to be implemented in the same or a different impact area.

Reflecting and documenting Lessons Learned enables staff both within and outside the country office, and in other sponsorship-funded country offices, to apply these lessons, as well as helps ensure that knowledge is not lost when there is staff transition or turnover. Without such a process, we are not learning from our own experience, which means that opportunities for improvement are lost, and it is likely that the same problems we faced in one program will occur again.

Ensuring that key stakeholders outside of the program team(s) participate in the Lessons Learned process is particularly important: it guarantees a richer discussion and ensures that all experiences and points of view are considered.

Sponsorship-funded programs constantly generate learning that is relevant to future implementation and to other, non-sponsorship programs. Understanding and documenting evaluation results and the lessons we learn along the way are the key means by which we can leverage program models and innovative practices to achieve impact at scale.

Guidance for conducting a Lessons Learned process – including a proposed agenda, and Lessons Learned template – is provided in Annex C of this Module.

Community Mobilization Action!

Lessons Learned

Communities have a unique role to play in sharing lessons learned. In particular, community-to-community sharing of promising practices (and lessons learned) provides important learning between and amongst communities themselves. The ability for communities to share and see each others work, innovation and success generates rapid uptake of approaches and strategies. Analyzing and documenting lessons learned also provide important guidance on how best to scale-up approaches.

Detail on this Phase may be found in the *Sponsorship CM Compendium: Prepare to Scale-up*

Step 1: Identify communities of promising practice.
Step 2: Provide opportunities for community-to-community exchange and learning.
Step 3: Utilize lessons learned to consolidate and refine approach to prepare for scale-up.
Step 4: Develop a scale up plan including roles and responsibilities of implementing partners.

Key Points for Lessons Learned:

- Lessons learned should be identified through discussion with staff and key stakeholders and will inform future program efforts.
- Documenting and sharing lessons learned are key steps in our efforts to use sponsorship programming as a means of leveraging program models and innovative practices to achieve impact at scale.

Appendix A
Situational Analysis Summary Tool

Depending on how the SA was organized, the categories in the left-hand column (currently "Results") may be changed. In this case, make sure to indicate to which IR(s) the strategies identified contribute, in the third column.

Country Office: ______________________

Core Program: ______________________

Results:	Prioritize important findings from Situational Analysis	Strategies to address findings from Core Program Module
SO: Use of Services and Practices		
IR1: Access & Availability		
IR2: Quality of Services		
IR3: Demand (Knowledge, Acceptance, Skills)		
IR4: Social/Policy Support		
SC/Partner Capacity to Implement		

Results Framework Tool

State the exact wording of your core program goal, strategic objective, and intermediate results

Goal:

Strategic Objective:

Intermediate Results (IR):

IR One: Access & Availability	**IR Two: Quality of Services**	**IR Three: Demand** (Knowledge, Acceptance, Skills)	**IR Four: Social/Policy Support**

Target Population Tool

Country Office:

Region	Estimated total **Population of site/location**	Estimated total **Population of Sponsorship Impact Area**	**Core Program Area**	**Age group targeted**	**Estimated number of targeted children** (by core program)

Summary Implementation Plan

Country Office:

Fiscal year:

Core Program:

Strategies	Key Activities	Time Frame (quarters)				Funding	
		Q1	Q2	Q3	Q4		

Intermediate Result #1:

Intermediate Result #2:

Intermediate Result #3:

Intermediate Result #4:

Results Indicator Planning Tool

	Definition			Means of verification			
Results Indicators	Description	Calculation of	Source	Tool	Frequency	Person	Notes

Strategic Objective:

Intermediate Result #1:

Results Indicator Planning Tool, continued

	Definition			Means of verification			
Results Indicators	Description	Calculation of	Source	Tool	Frequency	Person	Notes

Intermediate Result #2:

Intermediate Result #3:

Results Indicator Planning Tool, continued

	Definition			Means of verification			
Results Indicators	Description	Calculation of	Source	Tool	Frequency	Person	Notes

Intermediate Result #4:

Process Indicator Tool

Country Office: Core program:

Strategies	Key Activities	Process Indicators	# Planned

Intermediate Result #1:

Intermediate Result #2:

Intermediate Result #3:

Intermediate Result #4:

Results and Process Indicator Report (RPIR), Results Portion

Date:	Country Office:			Core Program:		
Results Indicator	**Baseline**	**FY07**	**FY08**	**FY09**	**Explain changes in**	**If data not available, note month when collection is planned** (month/date)

S.O.

IR#1

IR#2

IR#3

IR#4

Results and Process Indicator Report (RPIR), Process Portion

ASISt Code	Process Indicator Reporting	# Planned	# Actual	If the planned # was not reached, please explain why

IR#1

IR#2

IR#3

IR#4

Appendix B:

Guidance for Conducting a Results Review for Sponsorship-funded Programs[1]

Conducting regular Results Reviews is mandatory. However, country offices (CO) should feel free to adapt the process recommended in this guidance, as needed, based on the current needs of the program.

The Common Approach to Sponsorship-funded Programming (the Common Approach) and Results Reviews: As noted in Step 10 of this Module, Results Reviews are one of the most critical steps in program DM&E because they help to ensure that we are using program data to inform decision-making.

Definition of a Results Review: The regular review and analysis of program data and information. Its objective is to compare planned versus actual performance and results in order to strengthen and/or improve the program through corrective or additional action.

Frequency: Results Reviews should be conducted at least two times per year for all sponsorship-funded core programs. One of the Results Reviews should be conducted soon after results-level data has been collected, and we suggest that the other take place halfway through the year and focus on process-level indicators.

Participation: For the Results Review that focuses on process-level indicators, core program staff and other key stakeholders, at a minimum should participate. Please see below for more specific suggestions. For the Results Review that is focused on year-end results, we suggest that CO's conduct a cross-program meeting, rather than one for each core program.

Time required: 1-2 weeks to prepare for the Results Review meeting; and approximately 1 day, including lunch and breaks, for the meeting itself. The preparation and meeting time may be less for Results Reviews where only process level data (not results level) is available. This would usually be the case for Results Reviews conducted mid-way through the program year.

Results Review Preparation: The primary task participating staff undertakes in preparation for the Results Review meeting is the compilation of key indicators and data points into graphic form so that they may be presented and discussed by the core program team. Please note that this is one of the most important parts of the Results Review process as it will provide the areas of focus for the meeting. Ensure that enough time is set aside for this exercise.

Approximately 2 weeks prior to the Results Review, the sector head/program manager/coordinator [henceforth referred to as the "program manager"], with other support as needed, compiles and reviews:

- All results indicators broken down by geographic area and sex from the past year.
- Data point for all results indicators from the past 3-5 years (time may vary) in order to see change over time.

(The two activities above will be most applicable to a Results Review which is being conducted soon after annual results-level data has been collected).

- Process indicators from the past 6-12 months organized in order of importance.
- Previous Results Review Action Plans (if applicable).
- Any other documentation from the past 6-12 months that may be helpful in informing whether any corrective or additional action is needed in terms of the program design or implementation plan. This may include: technical assistance (TA) trip reports; sponsorship self-assessment/review reports; mid-term evaluation reports; field/CO-level program reports; etc.

[1] The 2010 guidance has been adjusted slightly to include suggestions/lessons learned based on experience from 2009.

Using this data and information, the program manager should:

1. Select the most significant results indicators with data points [this will be most applicable to Results Reviews which are conducted soon after annual results-level data has been collected].
2. Select 5-10 of the key process indicators with data points.
3. Make note of any other information/issues, based on the document review, which should be considered/discussed during the Results Review meeting.
4. At this point we recommend that the program manager share these indicators/data points with the appropriate Sponsorship Technical Working Group (STWG) TA provider.
5. Then, make appropriate graphs for the key results and process level indicators identified (#1 and #2 above).
6. Put the graphs into a form that can be easily shared with others at the Results Review meeting (e.g. Microsoft PowerPoint; flip charts; hand-outs). Don't forget to include any additional information/issues identified as well (#3 above).

Meeting Logistics:

- Select a location for the meeting-ideally one that will maximize participation-and reserve a meeting room.
- Ensure that you will have access to a Microsoft PowerPoint projector (if needed), flip charts, markers and tape (for posting flip chart paper).
- Invite the meeting participants. Suggested participants include:
    - Sector head/program manager/coordinator
    - Impact area program manager/coordinator
    - Core program team, including field staff
    - CO/core program monitoring and evaluation (M&E) officer
    - Anyone else it may be useful to include (e.g. CD/DCD).
    - *For the Results Review that is focused on year-end results, consider conducting a cross-program meeting with all sponsorship-funded programs* so that the information and discussion may be shared and discussed as a group. In this case, key staff from each core program would be invited to participate in this meeting.
    - Optional: A meeting facilitator. In most cases, the sector head/program manager/coordinator should plan on acting as the facilitator.
    - Optional: The program's STWG TA provider, if he/she is in-country. It can be useful to plan a Results Review to coincide with a TA visit, if possible.

Conduct the Results Review meeting:

See the attached suggested agenda for this meeting. Please note that this agenda is illustrative. Program teams may choose to modify the sequence or content of the meeting, as needed.

Also, the Results Review meeting ***may be cut down to a half-day***, if needed. In this case, the focus should be on the "Reflect" and "Recommendations" sessions, with a brief introduction and wrap-up.

If possible, include time during the Results Review process to confirm the findings of the Results Review with key stakeholders (e.g. beneficiaries, school management, and government counterparts).

After the Results Review meeting:

1. Finalize the Action Plan created during the Results Review meeting. Ensure it clearly lays out **what** needs to be done, **who** will be accountable for doing it, and by **when**. Also, make sure to carry over any recommendations from previous Results Review Action Plans that have not yet been completed (if applicable).

2. Share a brief report and action plan with the core program team and other key CO stakeholders, as well as the STWG TA provider for the program, as agreed during the Results Review meeting. Please see below for a suggested format for this Report and Action Plan.

3. Summarize in an appropriate form key results achieved over the past 6-12 months, as well as top findings and recommendations from the Results Review, and share with partners/community stakeholders.

4. Track progress against the Action Plan in preparation for the next Results Review.

Illustrative Agenda for Conducting a Results Review

Welcome/Overview – *30 minutes*

- Welcome/icebreaker
- Explain/define a Results Review and provide the rationale.
- Provide an overview of the day's agenda and the "3 R's":
  - **Review** – Review the overall objectives of the program, key indicators, interventions, and past action plans.
  - **Reflect** – Reflect on and analyze the data presented in order to, as a group, pull meaning from the data and understand the "story behind the numbers."
  - **Recommend** – Based on this reflection make recommendations with a clear plan of action to strengthen the program.

REVIEW – *30 minutes*

Objective: Provide a starting point for the discussion by ensuring that everyone is on the same page.

Exercise:
A core program team representative reviews (a) the objectives of the program, (b) the key indicators for which data is collected, and (c) the key interventions from the past 6-12 months. [If applicable] The program manager reviews progress against the previous Results Review Action Plan, and identifies any items which will need to be carried over to the next Action Plan.

REFLECT on the data – *2 hours total (1 hour; break; 1 hour)*

Objective: Reflect on, analyze and understand the data in order to be able to explain to ourselves and others the "story behind the numbers."

Exercise:
- The program manager shares the information/presentation he/she created prior to the Results Review meeting (during "meeting preparation" above).
- The group reviews the graphs and data together and discusses the things that they notice and/or have questions about – positive or negative.
- The group should also take the opportunity to raise issues that may not have been included in the information presented.
- Ensure that key findings and questions are documented on a flip chart for use in subsequent sessions.

Prompting questions for the facilitator to ask:

- What do we see? Which indicators seem to be showing progress? Which indicators seem to not be showing progress? Are there cases where the data seem to show regression/a drop versus progression?
- What surprises us? What is exactly as we would have expected?
- Do the indicators accurately reflect what has taken place? If not, why not? Is there something that would be more accurate?
- Can these changes in the indicators be explained? To what are they attributable, to the best of our knowledge (the program? the measure? something else?)?
- Are there other program issues/indicators that have not yet been raised that the group would like to discuss?

Break

REFLECT on the data continued

Group discussion regarding the data continued (see above), as needed.

Lunch

Make RECOMMENDATIONS and create an Action Plan – *1.5 hours*

Objective: Agree on the most important findings and questions that will need to be addressed and document recommendations (if appropriate) to address these.

Exercise:

- As a group, review all findings and questions from the previous "reflect" session and pull out key/top ones.
- Agree and document recommendations to address the findings (if appropriate) in an Action Plan (on flip charts, initially), including what changes will need to be made to the program*:
    - Document agreed next steps
    - Identify who will be responsible
    - Agree on a timeframe
- For key questions, agree on who will be responsible for getting the answer, how and by when.

* *Ensure any changes in the program will be reflected in the Summary Implementation Plan (SIP).*

Prompting questions for the facilitator to ask:

- Which of these findings will be most valuable in terms of informing decision-making and future programming?
- Which questions must we answer in order to ensure we have the data we need to make decisions?
- What are realistic steps to address these findings/questions? Who will be responsible? By when?

Break

Make Recommendations and create Action Plan continued – *30 minutes*

Objective: Ensure top findings and recommendations from the Results Review are shared with key stakeholders. Please share the Action Plan with the appropriate STWG TA provider.

Exercise: As a group agree on what information should be shared, with whom, and how (e.g. meeting, PowerPoint). Document this and include in the Action Plan.

Prompting questions for the facilitator to ask:

- How will the main findings of the Results Review, including results/successes achieved to date, be shared with partners/community stakeholders?
- What should be shared with other program managers in the office? How?
- Anyone else with whom we should share this info? How?

Feedback on M&E system – *30 minutes*

Objective: Reflect on data management, availability and quality, and what changes, if any, should be made to the program's M&E system after this Results Review.

2-Part Exercise (A&B):
(A) Group reflection on the program M&E system (in general), data management, availability and quality. If not covered in general discussion, review key program decisions already agreed to (during the "Recommendations and Action Plan" session), to understand whether these have any implications for the program M&E system.

Prompting questions for the facilitator to ask:

- Do our indicators accurately reflect our strategy and approach?
- Is there any area where we are asking the wrong questions?
- Are there any indicators that we should not be collecting data on because they do not relate to our program and/or don't serve to inform decision-making?
- Why are some data missing, if any?
- Are these data verified? How?
- How were these data collected?
- Are the data collection methods the same/different in different geographic areas?
- What tools were used?
- Who uses these data?
- How are data stored?
- Are these data being used for making decisions?

Please note that indicators may be added or taken away, but the means of calculation should not be changed so as to enable an accurate comparison over time.

(B) Document any changes/improvements agreed to and ensure inclusion in the Action Plan, including person(s) responsible and timeframe.

Feedback on Results Reviews - *15 minutes*

Objective: Make improvements to the Results Review process based on the Results Review just experienced.

Exercise: Reflect, as a group on the Results Review process and make recommendations for improvement.

Prompting questions for the facilitator to ask:

- How useful was the Results Review?
- How could it be improved next time?
- Should anyone else besides us participate next time?

Thank you and close

Thank participants and schedule the next Results Review meeting.

Sponsorship Results Review Reporting & Action Plan
Suggested Format

Date of Results Review meeting:

List of participants:

1. What results data did the team review during the meeting?

____ 1.1 Global education indicators for FY______ (for ECCD, BE and SHN)
____ 1.2 RPIR results (if applicable) and process indicators for FY _________[2]
____ 1.3 Other data sources (e.g. learning outcome data for basic education; more recent monitoring data), please specify: _____________________

2. What were the top 3-5 findings or highlights from the discussions?

Global data (if applicable):

RPIR data:

Other data sources:

Related to improving the M&E system and/or future Results Review:

[2] RPIR refers to the Sponsorship Results and Process Indicator Report submitted with the Country Annual Report. ECCD, Basic Education and SHN report their results-level data through the global indicators mechanism, and their process-level data through the RPIR. Adolescent Development reports both results and process-level indicators through the RPIR.

3. What were the specific actions that the team planned to undertake in response to the findings?

Finding	*Action step to address finding*	*Person responsible*	*Timeline/ due date*	*Stakeholder(s) with whom to share finding/action**

**Please note that the full report/Results Review action plan should always be shared with the program's Sponsorship Technical Working Group (STWG) TA* provider.

4. When is the next Results Review meeting targeted to be held? ______________________________

Appendix C:
Guidance for Conducting a Lessons Learned Process for Sponsorship-funded Programs

Conducting a Lessons Learned process after each evaluation is mandatory, as is the completion of the Lessons Learned templates. However, country offices are not obligated to follow the exact process outlined in this guidance. While this is the process recommended by the Sponsorship Technical Working Group, country offices should feel free to adapt it as needed.

Introduction

Lessons Learned is the last step of the Common Approach to Sponsorship-funded Programming (the Common Approach) program cycle and Step 12 in this Module. Ideally, it follows the mid-term and final evaluations of all sponsorship-funded programs. These guidelines have been developed for drawing lessons learned after these evaluations, including during phase-over.

What do we mean by Lessons Learned?

The identification of problems and/or successes and the documentation of recommendations for avoiding these problems or ensuring success in the future, based on our experience, is what we call "Lessons Learned." Please see the end of this annex for two examples of Lessons Learned.

Why reflect on Lessons Learned?

Undertaking a formal Lessons Learned process ensures that managers, field staff and other key stakeholders take the time to reflect on and take stock of the program's successes and challenges as a group. The group aspect of this process is particularly important: it guarantees a richer discussion and ensures that all experiences and points of view are considered. Without such a process, we are not learning from our own experience, which means that opportunities for improvement are lost, and it is likely that the same problems we faced in one program will reoccur.

The 3 components of the Lessons Learned process

The Lessons Learned process is comprised of three major components:

1. **Core Program Lessons Learned workshops plus a sponsorship operations workshop:** Reflection on results achieved and documentation of Lessons Learned conducted separately by each core program team and sponsorship operations, with the objective of compiling Lessons Learned to be shared in a larger workshop with all program/operations teams.
2. **Cross-sectoral Lessons Learned workshop:** Sharing of results achieved and lessons learned across all sponsorship-funded programs and sponsorship operations at a larger Lessons Learned workshop.
3. **Lessons Learned documentation and dissemination:** Documentation of key Lessons Learned in template form so that they can be disseminated and used in future programming and/or by others.

Timeline for Lessons Learned process

The three components of the Lessons Learned process should be implemented in order, within a relatively short period of time. *However, the exact timeline for conducting the Lessons Learned process can be adjusted by the country office (CO) based on context and need.* For example, the CO may choose to implement the three components over the course of a two-day workshop. Or alternatively, the core program workshop(s) may be implemented one week, with the cross-sectoral workshop the following week to allow time for the teams to compile presentations to be shared with the larger group. Again, the exact timing is up to the CO.

How is the Lessons Learned step different from a Results Review?
Results Reviews (Step 10 in the Common Approach DM&E Module) should be conducted by core program teams two times per year over the course of program implementation. The objective of a Results Review is to take time to reflect on recent program data and information in order to improve programs.

Although the objective of a Lessons Learned process is similar, the scope of the Results Review is much narrower: Results Reviews focus on recent key monitoring data and immediate adjustments to current programming, while the scope for Lessons Learned is much broader - spanning several years - and addresses the management, and effectiveness of the program, in relation to results achieved, in order to influence future program design and planning. In addition, the Lessons Learned process specifically follows evaluation in the program cycle.

Core Program/Operations Lessons Learned Workshop

Organize a core program Lessons Learned workshop for each sponsorship-funded core program in order to review results achieved and document Lessons Learned in preparation for the larger, cross-sectoral workshop. Sponsorship operations should also conduct their own, separate Lesson Learned workshop to prepare for the cross-sectoral workshop.

Workshop preparation: On month prior to the core program Lessons Learned workshop, the program manager/coordinator, with other support as needed, compiles key documentation, including:

- Common Approach program tools/documentation (e.g. Results Framework; RIPT).
- Key "program cycle " documentation (e.g. mid-term and/or final evaluation report/data)
- All existing results level data that has been collected for the program (e.g. RPIRs).
- The Action Plans that have been generated from Results Reviews conducted.
- All technical assistance trip reports.
- Other relevant documentation (e.g. sponsorship self-assessment and/or review reports; internal/external evaluation).
- The Lessons Learned template – a blank one and the sample (at the end of this annex) – so that participants understand what a Lesson Learned is, and what the ultimate output will be.

Sponsorship operations: The sponsorship manager should compile all relevant documentation and key sponsorship operations metrics, including: monthly management reports and documentation on related metrics; child inventory plans; transfer and investment plans; self-assessment/review reports and action plans; termination rates; etc.

Once the documentation has been compiled, the program manager/coordinator reviews and summarizes the core program documentation into a **core program summary**. The sponsorship operations team will create an operations summary. Set aside enough time for this task as it could be time-consuming. Pull out all relevant information collected over the years and summarize it in one document to be shared and discussed with the other team members.

The core program summary should include:

(a) A summary of results achieved against objectives: for example, graphs of monitoring data by year of program; baseline/mid-term/endline results; etc.

(b) Key findings/information which may be or may help inform Lessons Learned. These could be pulled from: qualitative or other surveys conducted during the course of the program;

action plans from previous Results Reviews conducted; key issues and recommendations highlighted by sponsorship or other reviews, technical assistance (TA) providers, or consultants; etc.

The sponsorship operations team will create a summary of its performance in key areas over time. The operations summary should include: retention rate; child tracking; quality of correspondence; timeliness of correspondence; ability to meet child inventory requirements etc. In addition, the summary should gather other findings/information (e.g. from sponsorship self-assessments and/or reviews) that may help inform Lessons Learned.

We recommend that the Sponsorship Technical Working Group (STWG) TA provider for the program provide input into and/or review a draft of the core program summary before it is distributed. Similarly, we recommend that the Global Sponsorship Operations (GSO) backstop for the CO provide input into and/or review a draft of the sponsorship operations summary before it is distributed.

Share this analysis, along with any related documents, with all key core program workshop participants ahead of the workshop. Participants should review documentation and come prepared to discuss successes, challenges and lessons learned at the workshop from their point of view.

Participants:

- Core program team, including field staff for each of the core program workshops.
- For the sponsorship operations workshop: the sponsorship operations team, including field staff.
- Monitoring and evaluation (M&E) point person(s) for the program.
- Any other CO stakeholder who has been involved with the program in a significant way.
- The facilitator may be the program/operations manager/coordinator or another person identified from within the CO.
- STWG TA providers (optional).

Duration: 1 day.

Objectives:

- Ensure all participants have a shared understanding of what constitutes a Lesson Learned (the identification of problems and successes and the documentation of recommendations for avoiding these problems or ensuring success, based on our experience).
- Understand how this sponsorship-funded program/operations performed against its original goals (in terms of resources/costs, quality and management of activities, and results achieved), identify Lessons Learned and document recommendations for future programming.
- Agree on information to be shared at the cross-sectoral Lessons Learned workshop.

Outputs:

- Team's brainstorm list of successes and challenges.
- Team's list of prioritized lessons learned.
- Team's recommendations for achieving the successes and avoiding the challenges in future programs.
- Draft Lessons Learned templates for the top Lessons Learned. *The CO will need to agree on an appropriate number per program – for example, no more than 10.*

Proposed agenda for the core program/operations Lessons Learned workshop (see Table 1 for a sample of a complete agenda template). *The following is a proposed agenda. CO's should feel free to adapt the agenda so that it best fits their own needs and context.*

Session 1: Share the core program/sponsorship operations summary

Activity: Program/sponsorship manager/coordinator shares the core program/sponsorship operations summary developed during the preparation phase with the rest of the team (e.g. in a Microsoft PowerPoint presentation). The presentation should provide a brief overview of the program/operations, and highlight results achieved, as well as relevant findings and recommendations made over the course of the project (e.g. in sponsorship reviews, evaluations etc.).

Session 2: Reflection on successes and challenges

This is the most important session in this Lessons Learned exercise. It is time that allows all participants to discuss the successes achieved and challenges faced over the life of the program.

Activity: Brainstorm

- Go around the table and record a success or challenge from each person. Then, utilize the *guiding questions* in the boxed text below to generate further discussion and additional examples of successes and challenges. Successes and challenges related to each of the following areas should be addressed:
  - quality of interventions/program
  - program management /operations
  - community mobilization
  - resources/costs

Guiding questions: *These should be applicable to both program and operations. Managers should feel free to identify additional questions for the group to consider.*

- Did we meet our goal, objectives and targets? If so how? If not, why?
- What approaches helped us achieve results?
- What was successful? What were the interventions that demonstrated results and which should we continue to do?
- How/why were these successful? Could we improve on this?
- What was a challenge/what went wrong?
- How was this corrected?
- Are there any interventions we should stop doing (e.g. because they are too expensive or ineffective?)?
- What would you do differently if/when we begin the program again?
- What approaches were most cost-effective and therefore more easily replicable?
- Did we have the right human resources in place to support the program and were we structured in the right way to enable achievement of results?
- What are you proudest of from your time in this impact area?
- What are you disappointed about? What could we have done differently?
- What advice would you give to another CO that is undergoing phase-over?

- During the session, keep a running list of all successes and challenges on flipchart paper. To the extent possible, document a brief summary of the "story behind the Lesson Learned." Understanding the context of the problem/success will make the Lesson Learned and recommendation much easier to understand and apply.

- If the discussion leads to participants making recommendations about how to achieve these successes or avoid these challenges in future programs document this as well. This will feed into Session 3 below.

- Alternatively, you may choose to break up into break-out groups in order to allow smaller groups to brainstorm about successes and challenges, and then have them report back to the larger group. *Use the guiding questions* (boxed text) to facilitate this discussion.

Session 3: Identify and prioritize Lessons Learned

Activity #1: Identify key Lessons Learned

- Of the successes and challenges discussed during the brainstorm (previous session), identify those which should be considered Lessons Learned (i.e. problems/successes and related recommendations that we plan to document and share with others within the CO and/or in other CO's in order to ensure that they are considered in future program design).

Activity #2: Prioritize the Lessons Learned

- Once the Lessons Learned have been identified, prioritize them by determining:

  (a) Which challenges contributed most to shortfalls in the program? [Or for operations] Which challenges were the most difficult to overcome in sponsorship operations?

  (b) Which successes contributed most to what the program accomplished? [Or for operations] What best practices/successes have led to the strengthening of sponsorship operations?

Session 4: Create recommendations

Activity #1: Based on the Lessons Learned identified and the discussion, the group comes to consensus on how they can do things more effectively and efficiently in the new impact area or in other programs/subsequent sponsorship operations to ensure positive and lasting outcomes.

- Recommendations should be created and documented for each of the key Lessons Learned in the previous session.
- Recommendations can come from anyone in the group and warrant discussion if they are valid.

Guiding questions:

- Successes: What do we think the new program should do to achieve these successes? (Or for operations) What should we continue to do in sponsorship operations to achieve the same successes?
- Challenges: How did we resolve the issue we identified? How would we recommend others avoid this issue in the future?

Session 5: Preparation for cross-sectoral workshop

Activity #1: Agree on which key Lessons Learned and related recommendations will be presented to the rest of the staff in the cross-sectoral workshop. Agree on who will create the presentation.

We suggest that the information presented at the cross-sectoral workshop should include:

- A brief overview of the program's objectives and key interventions, so that everyone understands the program context. Or in the case of sponsorship operations, the key sponsorship processes and objectives/performance measures.
- A summary of results achieved. This is a chance to celebrate successes the program/operations has had with colleagues in other programs.
- The key Lessons Learned, including "the story behind" each key Lesson Learned, and related recommendations.

Activity #2: For the agreed Lessons Learned, draft a Lessons Learned template (see Annex 1) for each (the CO should have agreed on an appropriate number per program - for example, no more than 10). Utilize the recommendations generated during Session 4 when completing the templates. Consider breaking out groups or assigning individuals to complete this task. *We recommend that these draft Lessons Learned Templates be shared with the other program/operations teams ahead of the cross-sectoral workshop.*

We recommend that the STWG TA provider for the program have an opportunity to review the draft Lessons

Learned templates prior to the cross-sectoral Lessons Learned workshop. Similarly, we recommend that the Global Sponsorship Operations (GSO) backstop have an opportunity to review the sponsorship operations draft templates prior to the larger workshop.

Cross-Sectoral Lessons Learned Workshop

The cross-sectoral workshop is an opportunity to take information generated during the individual core program and sponsorship operations Lessons Learned workshops and to share it with colleagues. The objective is not only to share information but to generate discussion and input between the teams. The workshop should be an interactive and energizing experience for everyone involved, that promotes cross-sector sharing of results achieved, experiences and lessons learned.

Participants:

- Workshop moderator - either internal or external to the CO
- People who oversee sponsorship-funded program(s) and operations (e.g. program manager, program coordinator, sponsorship manager)
- Program and sponsorship operations teams, including field staff (at a minimum all those who participated in the core program/operations Lessons Learned workshops)
- M&E point person(s) for the programs
- Any other CO stakeholder who has been involved with the programs in a significant way either programmatically or managerially, such as the country director and/or deputy country director
- STWG TA providers and/or GSO backstop (optional)

Duration: 1 day. Ensure you have a timekeeper. The actual length of the workshop will be partially dictated by the number of core programs being implemented in the CO. *In addition, please note that this duration is based on the assumption that each core program, and operations, has conducted a core program Lessons Learned workshop and has come prepared to share the results of this workshop with their colleagues.*

Objectives:

- Understand how each sponsorship-funded program – and sponsorship operations – performed against its original objectives, including results achieved.
- Sharing of Lessons Learned across programs and operations, and identification of cross-cutting Lessons Learned.
- Creation of a plan to document and share (internally and/or externally) Lessons Learned.

Outputs:

- List of cross-cutting Lessons Learned and related recommendations.
- Plan for completing a Lessons Learned template for each cross-cutting Lessons Learned.
- List of additional core program/operations specific Lessons Learned that may have arisen during the workshop.
- Plan for finalizing Lessons Learned templates for each core program/operations Lessons Learned, including revisions needed to existing templates and/or the addition of new templates.
- Plan for dissemination and utilization of Lessons Learned templates.

Proposed Agenda for the Cross-sectoral Lessons Learned Workshop

(See **Table 2** for a sample of a complete agenda template)

Sessions 1-5 (as applicable based on CO's sponsorship-funded programs):

Core Program plus Sponsorship Operations Presentations

The core program/operations presentations will help celebrate accomplishments, and share challenges and lessons learned.

Each core program, plus sponsorship operations, has 30 minutes: 15 minutes to present and 15 minutes for discussion. Each presentation should include:

- A brief overview of the program's (or sponsorship operations') objectives and key interventions, so that everyone understands the program context.
- A summary of results achieved.
- The list of lessons learned, including "the story behind" each key Lesson Learned and the recommendations related to the following areas: quality of interventions; program management/operations; community mobilization; resources/costs.

Each presentation should allow time for questions, reactions and discussion with the larger group. The moderator should document new Lessons Learned that may be generated from these discussions which core program teams/operations may not have thought of before, as well as any cross-cutting Lessons Learned (for the next session).

Session 6: Plenary Discussion of Cross-Cutting Lessons Learned and Related Recommendations

Activity #1: As a group discuss successes and challenges that were cross-cutting in nature. The moderator should utilize the guiding questions (below) to lead the discussion.

Guiding Questions:

- What Lessons Learned, if any, did we hear repeated across programs/operations in the previous sessions?
- How successful were we in communicating our objectives (programmatic and operational) to the communities? What could be improved?
- How successful were we in engaging the community in the planning, implementation, monitoring and evaluation of our programs? What could be improved?
- How successful were we in collaborating across our programs (e.g. to what extent did we plan, implement and engage communities together)? What could be improved?
- How successful were sponsorship operations and sponsorship-funded programs in collaborating? How successful were we in addressing both programmatic and operations needs/requirements? What could be improved?
- How successful were we in sharing information (results achieved, challenges) internally (across programs/ops) as well as with other key (external) stakeholders?
- How successful were we in enabling programs to continue once Save the Children leaves?
- What would we suggest Save the Children do differently in the new impact area/in the redesigned program?

Activity #2: Document key cross-cutting Lessons Learned and related recommendations.

Session 7: Rolling Out the Recommendations

Activity #1: Agree on who will document/finalize the draft core program/operations Lessons Learned templates (drafted as part of the core program/operations workshops) and how the Lessons Learned recommendations will be considered in/integrated into the redesign of the programs. *This activity may be completed most efficiently in break-out groups by core program plus sponsorship operations.*

- Identify and document what needs to be done, by whom, and by when.
- At a minimum, the recommendations should be shared with all parties who play a role in the design and implementation of the new programs.

Activity #2: Agree on which Lessons Learned should be shared with other CO's. Ensure these are clearly marked.

Lessons Learned Documentation and Dissemination

- Complete documentation of the core program/operations and cross-cutting Lessons Learned in the Lesson Learned template. One template should be completed for each Lesson Learned. The CO should have agreed on an appropriate number per program/operations, as well as the number of cross-cutting.
- Share the Lessons Learned templates internally with key stakeholders, as agreed at the workshop.
- Share the Lessons Learned templates with the appropriate STWG TA providers and GSO backstop.
- For the Lessons Learned that have been identified as relevant for other CO's, send these to the Chair of the STWG for dissemination to other CO's.

Table 1: Proposed Agenda for Core Program or Sponsorship Operations Lessons Learned Workshop

Agenda Items	Facilitator(s)	Suggested Time
Introduction Introductions; ice breaker; objectives and agenda review; ground rules. Ensure common understanding of what constitutes a Lesson Learned (document on flipchart for all to see throughout workshop).		30 min
Session 1: Share the Core Program/Sponsorship Operations Summary Activity: Program manager/coordinator/spon. manager shares the core program/spon. operations summary developed during the preparation phase in a presentation.	Program or spon. operations manager/ coordinator	1 hour
Break		
Session 2: Reflect on Successes and challenges • Activity : Brainstorm about successes and challenges *Consider breaking out into groups to allow smaller groups time to discuss.*	Program or spon. operations manager/ coordinator Or other facilitator	1.5 hours
Lunch		
Continuation of Session 2 (as needed): Reflect on Successes and challenges		1.5 hours
Session 3: Identify and Prioritize Lessons Learned • Activity #1: Identify key/top Lessons Learned. • Activity #2: Prioritize the Lessons Learned	Program or spon. operations manager/ coordinator Or other facilitator	30 min
Break		
Session 4: Create Lessons Learned Recommendations • Activity #1: Agree on recommendations to address the Lessons Learned	Program or spon. operations manager/ coordinator	1 hour
Session 5: Preparation for Cross-Sectoral Workshop • Activity #1: Agree on which key Lessons Learned and related recommendations will be presented in the cross-sectoral workshop. • Activity #2: For the agreed Lessons Learned, draft a Lessons Learned template for each. *Consider breaking out groups or assigning individuals to complete this task.*	Program or spon. operations manager/ coordinator Or other facilitator	1.5 hours
Wrap Up and Close		

Table 2: Suggested Agenda for the Cross-Sectoral Lessons Learned Workshop

Agenda Items	Facilitator(s)	Suggested Time
Welcome and Introductions Introductions; ice breaker; agenda review; ground rules. Ensure common understanding of what constitutes a Lesson Learned (document on flipchart for all to see throughout workshop).		30 min
Session 1: Sub-theme Presentations (as applicable) – Early Childhood Development • Brief overview of the program's objectives and key interventions. • A summary of results achieved. • The list of "the story behind" each key Lesson Learned, the Lessons Learned themselves, and the related recommendations.		30 min
Session 2: Sub-theme Presentations Continued – Basic Education		30 min
Session 3: Sub-theme Presentations Continued – School Health and Nutrition		30 min
Break		
Session 4: Sub-theme Presentations Continued – Adolescent Development **Session 5: Presentations Continued – Sponsorship Operations**		30 min 30 min
Lunch		
Session 6: Plenary Discussion of Cross-Cutting Lessons Learned and related Recommendations Activity #1: As a group discuss successes and challenges that were cross-cutting in nature. Activity #2: Document key cross-cutting Lessons Learned and related recommendations.		1.5 hours
Session 7: Rolling Out the Recommendations Activity #1: Discuss who will finalize the core program Lessons Learned using the draft Lessons Learned templates and how the Lessons Learned recommendations will be considered in/integrated into the redesign of the programs. Consider doing break-out groups by core program. Activity #2: Agree on which Lessons Learned should be shared with other CO's.		1hour
Wrap Up and Close		30 min

Lesson Learned Template

This template should be used as a tool to help disseminate the key Lessons Learned from your sponsorship-funded programs (and operations), helping you highlight the most significant challenges/ successes and related recommendations from that process. The template is recommended, however the team is welcome to modify the template, if helpful. You will find three templates below: one that is blank and ready for you to fill out; and two others that contain an example of a Lesson Learned - one for program and one for operations. These examples are drawn from a fictitious country office and are provided to give you a sense of what a completed template might look like.

Please note that some Lessons Learned will not need to be documented using this template. This template should only be completed for those Lessons Learned that your team has agreed are the "top" Lessons Learned and/or that should be shared with a wider internal and/or external audience. One Template should be completed for each Lesson Learned.

Lesson Learned Template

Program Area(s): *e.g. ECCD; cross-cutting; Sponsorship operations.*
Implementation Period: *This refers to the period of implementation during which the lesson was learned.*
Country and Impact Area Name:
Brief Description of the Project and Intervention(s): *The project description should include: target district; target population and communities/schools; program objectives and key interventions. If the Lessons Learned was tied to a particular intervention(s), additional detail should be provided about this intervention(s).*
Description of the Challenge(s) or Success(es): *Describe how the challenge/problem arose: why; what was done, if anything; and why it did not work. Or in the case of a success, describe the situation, and what led to the adoption of an improved/new intervention/strategy/approach.*
Description of the Solution: *Describe what was done to resolve/address the issue (or to attempt to resolve it) and the outcome of that resolution (i.e. how did the situation improve after the issue was resolved/addressed?). Or in the case of a success, describe what was done to improve or replicate an existing intervention/strategy/approach.*
Lesson(s) Learned *Document what you learned. What would recommend future programs do to prevent this issue from happening or to ensure the intervention/strategy/approach is a success?*
Share this Lesson Learned with other CO's? Indicate Yes or No here.

Sample Lessons Learned Templates

Sample *Program* Lesson Learned Template

Program Area(s): Adolescent Reproductive and Sexual Health
Implementation Period: FY05-08
Country and Impact Area Name: XYZ Country Office and the ABC Impact Area
Brief Description of the Project and Intervention(s): An ARSH program has been implemented in XYZ country office in the ABC sponsorship impact area (comprised of 20 communities with a population of 15, 000) since 2003 with the objective of improving reproductive health behaviors of rural adolescents. The key project interventions were HIV peer education, community based distribution of family planning, improving "youth-friendliness" of health facilities, puberty education for younger adolescents.
Description of the Challenge: One of the first activities undertaken by Save the Children (SC) was to distribute a pamphlet on ARSH that had graphic drawings. The reaction of the religious leaders and the larger community was shock and outrage. They thought the program was teaching sex to children. Because of this response, Save the Children was forced to suspend its program for six months in the impact area.
Description of the Solution: Save the Children formed a community-based advisory committee, which included the local religious leaders as experts. This committee was then used to raise the community's awareness of ARSH issues and engage key stakeholders in program design and implementation. This helped inform some of the more sensitive issues addressed by the program, in addition to helping get greater "buy in" from the community. Soon the program started up again and gained momentum and acceptance in the community. The religious leaders who were most against the ARSH program became its strongest advocates!
Lessons Learned It is critical to effectively communicate the objectives and proposed interventions to key community stakeholders - including parents, local leaders (religious and otherwise) - prior to program implementation. In addition, ARSH program must take the time to sensitize key stakeholders to the content of the interventions at the outset since many of the issues addressed by the program can be sensitive or taboo. Even better, include community stakeholders in the design of the program. This will help ensure acceptance of, support for and ultimately ownership of the program during implementation. Another recommendation in socially and religiously conservative cultures is to start interventions that target parents and community members and their ability to address ARSH issues. By taking the time to work with these community members, they are more likely to help design and support programs that meet the needs of their children.
Share this Lesson Learned with other CO's? YES

Sample *Operations* Lesson Learned Template

Operations Area(s): Quality correspondence
Implementation Period: FY05-08
Country and Impact Area Name: XYZ country office and the ABC impact area
Brief Description of the Activity(ies): One of the most important aspects of Individual Child Sponsorship is the ability of the sponsor and child to correspond. As such, correspondence between sponsor and child is an important component of sponsor retention and sponsorship operations. While having the child respond to a letter written to him/her by his/her sponsor is mandatory, this letter writing process should be an enjoyable and positive experience for sponsored children and promote an authentic experience for sponsors.
Description of the Challenge: When children responded to letters from their sponsors it was assumed that in order for it to be a quality response the child needed to respond to all of the sponsors questions. This was difficult for children to do on their own and was very time consuming to elicit a response, making it necessary for most letters to be dictated to and written by an adult. Some sponsors complained that the letters did not seem like they were from a child.
Description of the Solution: Save the Children sponsorship operations staff presented an orientation on what it means to be a sponsored child to all the eligible children in the community before the next enrollment drive. The workshop demonstrated the responsibilities of being a sponsored child in a clear manner, using pictures that were appealing to children. Writing letters or drawing pictures for their sponsors was highlighted as a "requirement" but was also presented as a fun and special activity. In addition to this orientation, a visually appealing template was created for children to use when responding to sponsor correspondence. The template gave the child a large enough space to draw or write to his/her sponsor. This made the children more apt to readily respond to letters from sponsors themselves. This approach ensured that the two aspects that make up quality correspondence are met: child friendliness and authenticity. Challenges included getting "buy in" from adult stakeholders who often believe the children are "too young" or not knowledgeable enough to respond to correspondence from the sponsor. There was also a misconception amongst some sponsorship operations field staff that it was there responsibility to get a response to all of the sponsor's questions rather than to facilitate a response by the child in an authentic way (that might have resulted in some of the questions not being answered).
Lessons Learned: It is critical to effectively communicate the purpose of ensuring child-friendly and authentic correspondence to key sponsorship operations field staff and community stakeholders – including children, parents, teachers – prior to letters arriving in the community. A child-friendly child-to-sponsor communications template should be created, with space for children to write and/or draw, a place for any assistance given to the child to be clearly noted, and the office's record keeping needs to be considered. A plan should also be developed to adhere to correspondence turnaround times.
Share this Lesson Learned with other CO's? YES