

## **Monitoring and Evaluation guidelines for the Children’s Resilience programme**

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## 1 Introduction

These are guidelines for how to monitor and evaluate the Children's Resilience Programme. They are designed for Project/Programme Managers and other involved and interested staff. To ensure appropriate delivery and quality of the Children's Resilience Programme the Monitoring & Evaluation (M&E) System has two functions: 1) to monitor the progress and 2) to monitor and evaluate the outcome of the programme. For both functions, these guidelines offer and explain appropriate tools:

M&E function	Tool
1. Progress monitoring	<ul style="list-style-type: none"> <li>• Attendance sheets</li> <li>• Individual workshop evaluation</li> <li>• Parents' meeting evaluation</li> <li>• Field coordinator visits report</li> </ul>
2. Outcome monitoring and evaluation	<ul style="list-style-type: none"> <li>• Participatory photo monitoring</li> <li>• Focus group discussions</li> <li>• Pre and post questionnaire</li> </ul>

Standard tools for the collection of data are provided (see annexes) and standard templates for the electronic recording of data are included in annex 1 and 2 accompanied by instructions on how to fill out the templates and which analyses to do. The progress monitoring data should be collected throughout the implementation cycle and should inform discussions for improvement of implementation at e.g. programme/project meetings.

In addition to traditional M&E tools, the Children's Resilience programme uses creative participatory photo monitoring for data collection. Creative M&E is understood as a participatory approach which combines traditional, standardized M&E tools with alternative, innovative M&E tools. Such innovative instruments are not intended to substitute traditional M&E tools, but rather should complement them.

## 2 General considerations when monitoring and evaluating

**Ethical reflections on selection of participants:** Respondents for the various data collection processes (FGDs, questionnaires etc.) should be selected randomly and to the extent possible be a representative sample in terms of gender, ethnicity and religious affiliation at the selected location. However, it is important to be aware that each programme might have particular specifications (e.g. returnee children) which must be taken into consideration when selecting a representative sample. As participants must never be selected in a manner that can harm or create problems for her/him it is important that the data collection is introduced to head of households, teachers or caretakers as data collection on children's wellbeing. At the same time, the participating children must be fully informed about the nature of the questions, the purpose of the study and how the information will be used. Once a girl or boy is selected for the interview, she/he should initially be reassured that:

- they are chosen by chance, not because they have done something wrong but because the programme aims to learn from them;
- participation is entirely voluntary and no sanction will apply if a participant declines to participate or withdraw at any stage of the process.

**Feedback processes:** It is good practice and an important part of Child Rights Programming to feedback any results of data collection and reviews to the participants of the programme. In this case the children, parents and facilitators as well as any authorities, partners and programme staff. This also offers an opportunity to solicit feedback from these groups on the results and further validate the findings.

**Informed consent, privacy and confidentiality:** It is important to get informed and written consent from the parents or caretakers when you conduct research with children. It is important for all respondents that you get verbal or written consent and that you make sure they are participating voluntarily. The consent form will inform that the identity of the participant will not be disclosed, that names will not be used in any quotation or documentation. The name of the participant should not be written on any of the forms. And since there is no personal identifier, participants cannot be linked to the data.

**Limitation to data and triangulation:** The various M&E tools together serve the purpose of triangulating of data that is, looking at things from different angles in order to validate collected data<sup>1</sup>. The various M&E tools are as such chosen with the purpose of complementing each other and both qualitative and quantitative tools are used. Although not exhaustive, a few specific considerations should be noted on some of the tools:

- FGDs are conducted with both children, parents and facilitators and may convey qualitative information on possible changes that the children have experienced themselves and the possible changes that parents and facilitators have experienced with the children since the workshops started. It is important to underline that no quantitative conclusions can be drawn from FGDs.
- As the FGDs are conducted with children, parents and teachers and the questionnaires are only conducted with children, it will be likely that some differences will appear in the analysis of the two tools (in the compiled FGD analysis across all three groups).
- The smiley evaluation of each workshop and the photo monitoring only provide snapshots of each child's workshop experience and cannot say anything about possible changes in the psychosocial wellbeing of the children (unless they specifically mention this in the photo monitoring interviews). However, the smiley evaluations can provide us with quantitative data on how the children felt about each workshop.
- Any particular biases which might be relevant to each group, context or data collection process should be considered e.g. if the parents cannot read at the parents' meeting evaluations their answers might be influenced by the fact that they are talking to the facilitator.

**Validation and storage of data:** It is very important to validate the quality of data and store data properly. This is done partly through the triangulation mentioned above, as well as in the analysis of e.g. FGDs (when the notes are expanded) but also when data is entered electronically. As an example, attendance records should be double checked and random checks of questionnaire data should be done after inputting it electronically (this is done by checking random hard copy versions with the electronic file). Most data collection will be done in hard copy and should continuously throughout the project cycle be recorded electronically (use annex 1 and 2) so as to allow for continuous analysis (e.g. attendance) and discussion at project/programme meetings. All data (hard copy as well as electronically recorded data) should be stored securely to ensure that the data is only accessible to programme staff.

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<sup>1</sup> Mikkelsen, Britha: *Methods for Development Work and Research. A New Guide for Practitioners (Second Edition)*, London: Sage Publications 2005.

### 3 How to monitor progress

#### 3.1 Attendance sheets

Attendance sheets should be kept for all children participating in the workshops. These records should include disaggregated information on male/female as well as other relevant criteria particular to each context e.g. if returnee children are especially targeted it should be clear from the records how many children are returnee children. Attendance sheets should be filled out using the standard tool (annex 3) and the records should be compiled electronically (see annex 1 which also contains instructions for the recording and analysis) at least once during the project cycle (e.g. half-way through the workshops) to check the attendance (if certain children are not coming etc.) to allow for the possibility to do follow up. Finally, all attendance data should be compiled electronically at the end of the project cycles.

**What can the attendance sheets tell us?** The attendance sheets provide information on which children and how many children attend the individual workshops as well as the retention of children in the programme. If a child stops coming to the workshops, this will be evident from the attendance records and follow up can be initiated. The attendance sheets also keep track of any replacement of children during the programme cycle.

#### 3.2 Individual workshop evaluations (smileys)

Children's individual workshop evaluation should be recorded for each workshop using the "smiley faces" tool and should be compiled electronically in the template in annex 1 which also contains instructions on how to interpret the children's responses.

**What can the smiley evaluations tell us?** The smiley evaluation of each workshop provides "snapshots" of whether or not the children liked the workshop and when analyzed the evaluations can help establish whether some workshops worked better than others according to the children.

#### 3.3 Parents' attendance records

Parents' attendance records should be kept at all parents meetings to keep track of the involvement of parents in the programme. These records should include disaggregated information on male/female and other information relevant to the particular context. Attendance sheets should be filled in using the appropriate tool (annex 4) and should be compiled electronically in the standard template in annex 1 at least once during the project cycle (half-way through the meetings) to check the attendance (if certain parents are not coming etc.) to allow for the possibility to do follow up. Finally, all attendance data should be compiled electronically at the end of the project cycles.

**What can the parents' attendance records tell us?** Parents' attendance records provide us with information about how many parents come to the parents' meetings which may indicate the level of parents' engagement in and satisfaction with the programme.

#### 3.4 Parents' meetings evaluations

All parents' meetings should be followed by a mini evaluation questionnaire (annex 5) filled out by the parents (if the parents are not able to read, the questions should be read aloud and the answer categories explained, so the parents can still cross the appropriate category). The data should be recorded electronically in the standard template in annex 1.

**What can the parents' meetings evaluations tell us?** The parents' meetings evaluations serve to assess the parents' satisfaction with the parents' meetings e.g. do they find the information they receive useful, are the parents' meetings a meaningful way to engage them in the programme etc.

### 3.5 The field coordinator visit report

When field coordinators visit the workshop sessions a "visit report" including an interview with the facilitator should be completed. Ideally this should be done every time a field coordinator visits a workshop. The report should be filled in using the appropriate tool (annex 6) and the data from the reports should be compiled electronically in the standard template in annex 1 and should be discussed at programme meetings in order to identify follow up/lessons learned and the information recorded in the reports should be used for continuous follow-up to adjust and improve programme implementation. It is important to obtain reports from workshops with a broad spectrum of the facilitators and across the various workshops.

#### **When to complete a field coordinator visit report**

- The field coordinator visit report must be filled out every time a field coordinator visits the workshop sessions.
- Each time a field coordinator visit report is completed, the report should be discussed with programme staff in order to identify lessons learned and steps for improvement of implementation during the programme cycle.

#### **How to fill out the field coordinator visit report**

- The field coordinator observes the workshop sessions and answer the questions in the first part of the report as detailed as possible.
- The field coordinator discusses the questions in the second part of the report with the facilitator trying to get as many details as possible.
- Make sure to include the photos selected by the two children together with the matching interviews.
- Be sure to fill out field coordinator visit reports for workshop sessions with different facilitators in order to produce data that are representative of the programme as a whole.

**What can the field coordinator visit report tell us?** The data recorded in the field coordinator report must be related to findings recorded through the other M&E tools in order to triangulate the data. The field coordinator reports provide qualitative data on:

- The reports can be used as an ongoing tool to track facilitator performance, needs for refresher trainings etc.
- Possible challenges faced in the workshop sessions
- Children's participation in the activities
- Possible change for children to some extent

## 4 How to monitor and evaluate the outcome of the programme

### 4.1 The participatory photo monitoring

Photo monitoring encourages the participants (in this case the children) to be involved in a creative way in the monitoring process and to create visible reflections and information about the programme based on the pictures and the small interviews done with the children. Each time the field coordinator visits a workshop two randomly selected children should be equipped with a photo camera and assigned the task of taking photos of the workshop sessions. The photo documenters should rotate as much as possible in each visit of the field coordinator and no child should become photo documenter twice before everyone has had the chance to become photo documenter once. The field coordinators will be responsible for collecting the photo monitoring data (photo and belonging interview). At the end of the programme cycle the photo material should be analysed and evaluated jointly with the project team, field coordinators and facilitators if possible.

#### When to implement participatory photo monitoring

- Each time the field coordinator visits a workshop.

#### How to implement participatory photo monitoring

##### *Before the workshop*

1. The field coordinator randomly picks (e.g. by drawing straws) two children at the workshop who will be provided with a photo camera each.
2. Ask the children to take as many pictures as they like of the workshop sessions based on:
  - a. What they like in the workshop and/or
  - b. What they think is important in the workshop

##### *After the workshop*

1. The field coordinator sits down with the two children to look at the photographs.
2. Ask each child to pick the two photos they think are the most important ones.
3. These two photos picked by each child will form the basis for a short interview: *Interview questions for each photo:*
  - a. Can you describe the photo for me?
  - b. Who/what is on the photo?
  - c. What is going on?
  - d. What do you think about the photo?
  - e. Why did you choose this photo?
4. Make sure to record the photos and matching interviews in the field coordinator report and enter the data electronically in the standard template in annex 1. Provide each photo with a number to identify the chosen photos or print a copy of each for the field coordinator report and the electronic template.

##### *Analysis*

1. Look through the photos with the matching interviews.
2. Try to identify common themes in the interviews if possible. As examples, such themes might be friendship, play, learning new skills etc. Themes should be derived from the interviews and *not*

determined beforehand. Common themes may tell us something about what the workshops mean to the children. For example, if many interviews focus on friendships with other children, this may be interpreted to constitute an important part of participating in the workshops for the children.

3. Try to identify common themes in the photos if possible. For example, do many of the photos depict certain activities, people, groups of children, facilitators, motives etc.? Do the photos add new themes to the interviews or is there a general correspondence between the photos and the interviews?
4. Are there any differences in the themes according to age, gender or social background?
5. Group the themes and write a description of each theme based on the children's photos and comments. For example, if friendship has been identified as a common theme, elaborate on what the children have said about friendship and include some central excerpts from the interviews illustrating this. Make sure to record the descriptions in the excel file using the photo monitoring template in annex 1.

**What can photo monitoring tell us?** The findings from the photo monitoring must be compared to findings recorded through the other monitoring and evaluation tools. The findings from the photo monitoring may support findings derived from these other M&E tools or they may add new aspects to existing findings. In this way, photo monitoring can complement other findings relating to:

1. What does it mean to the children to participate in the children's resilience programme.
2. Which activities did the children like/which activities worked well.

It is important to keep in mind that the data from the photo monitoring only provide a snapshot of each workshop and not a generalised picture. In this way, the data cannot as such tell us something on the "change" for children unless the children specifically mention this in the interview.

#### 4.2 The focus group discussions for children, parents and facilitators

For the purpose of further triangulating the data collected with more "traditional" qualitative data, focus group discussions (FGDs) with children, parents and facilitators will be conducted. Focus rests on the possible changes the children have experienced themselves and the possible changes that parents and facilitators have experienced with the children since the workshop started. It is important to remember that FGDs are a way of generating qualitative data. FGDs can say something about respondents' subjective perceptions of the social reality, in this case, children's, parents' and facilitators' perceptions of possible changes in the children. Data from FGDs can never be quantified. The FGDs should be conducted based on a list of questions (see the appropriate tool) but should be contextualized to the extent necessary. The data from the FGDs must be recorded electronically in the standard template in annex 1.

##### **When to conduct focus group discussions**

- FGDs with children, parents and facilitators should be conducted in the beginning of the programme period as well as at the end in order to discuss and document any changes.
- FGDs with children should be conducted after the PIA-questionnaires are analysed in order to be able to pursue any questions arising from these.

##### **Where to conduct focus group discussions**

A safe and quiet place should be selected where participants feel comfortable and are not disturbed by outsiders.

## How to conduct focus group discussions

### *The composition of team*

The moderator of the focus group should be trained in conducting qualitative research. There should be a note taker to take comprehensive notes of the discussion and if possible the FGD should be recorded.

### *The respondents*

A minimum of 2 *focus group interviews* should be completed for each target group (children, parents, facilitators). Each focus group should have a maximum of eight participants. A list of questions for each group is included in annex 7, 8 and 9. However, these should be adapted to each programme setting. Also see annex 10 on how to talk to children specifically.

### *At the beginning of the interview*

1. Be aware that the moderator and participants are seated at the same level so that no one is seated on a chair while others are sitting on the floor in order to encourage an equal rapport between the moderator and the participants.
2. Welcome the participants.
3. Introduce yourself and the aim of the focus group – why are we here today.
4. Present the participants to each other or let them present themselves.
5. Clearly explain the aim and structure of the focus group e.g. the theme, that there are no right or wrong answers, that everyone is entitled to his or her own opinion.
6. Explain that the FGD will take 1-1,5 hours.

### *During the interview: General tips for conducting focus group discussions*

- Go from general to more specific questions.
- More sensitive questions should be asked towards the end of the FGD or interview, to allow facilitators or parents to become comfortable speaking with the interviewer.
- Encourage discussion between respondents.
- Understand and be curious about what meanings and interpretations the participants give to behaviour, events or objects – what is their *experience*.
- Seek a variety of views and experiences.
- Listen carefully and try to remember what the person says.
- Don't impose your own opinion.
- Be patient, give time to the speaker.
- Don't personalise the questions but have the participants speak about difficult issues in a general way.
- Ask open questions that cannot be answered yes or no.
- Ask only one question at a time.
- Ask the same question in different ways in order to check for consistency.
- Repeat answers to make sure you understand correctly.
- Keep the FGD within the time frame.
- **Probe!** Understand more about the underlying thinking and get more full descriptions of the answer by asking deepening questions.

### *Closing the interview*

1. When time is up, find an appropriate time to pose the closing questions included in the FGD tools.
2. Thank the respondents for their time and willingness to participate.
3. Repeat the purpose of the FGD and explain how the data will be used.



4. Inform the participants about who will get the final results and about whether the participants will be informed about the results.

#### *After the interview*

1. Immediately after the interview the moderator and note taker sit down and expand the notes from the individual FGD.
2. The day after the interview the moderator and the note taker further expand the notes in order to add important points that may have come to mind after the first expansion.

#### **How to analyse data from focus group discussions<sup>2</sup>**

Analysing FGDs is about searching for meanings and understandings. This process starts at the time the FGD begins. During these discussions the moderator engages in interpretation of what is being said, and ideas about the meanings of what is being said emerge at this early point in the data collection. It is important to be aware of this process of interpretation in order to remain open to new ideas and interpretations.<sup>3</sup>

#### *The analysis of FGDs comprises two steps:*

1. Analysing the data from each individual FGD.
2. Compiling and analysing the data from all FGDs.

To pave the way for your analysis, ask yourself the following:

- What are respondents saying?
- What did you learn?
- What's new?
- What's surprising?
- What's confirmed?

The following guidelines for analysing data from FGDs are applicable to both steps of the analysis.

1. *Collection of data*

Collect the data gathered from the focus groups (observers' notes, transcripts etc.)

2. *Making the text manageable*

After you collect your data and start reading it, you will find yourself in a sea of information. At this stage, you are working on the level of the text itself; it is the filtration process in which you choose what parts of the data are relevant for your analysis. The purpose of the FGDs should guide this process. That is, information on possible changes that children have experienced themselves and the possible changes that parents and facilitators have experienced with the children since the workshop started remains the primary focus of the analysis. At the same time, it is important to relate information to the five PIA indicators, but also allow for unexpected conclusions to emerge.

3. *Organising data into themes*

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<sup>2</sup> This section is, unless otherwise noted, adapted from *How to Engage Your Stakeholders in Designing, Monitoring and Evaluating Your Programs. A Step-by-Step Guide to Focus Group Research for Non-Governmental Organizations*, Jordan Civil Society Program 2012.

<sup>3</sup> This paragraph is based on Mikkelsen, Britha: *Methods for Development Work and Research. A New Guide for Practitioners (Second Edition)*, London: Sage Publications 2005, p. 181.

- **Repeating ideas:** When reading the data of the relevant parts of the FGDs, you may notice that different participants express similar ideas. You will start by looking for repeating ideas and or words and expressions in the same group and then you combine them from all other groups.
- **Themes:** Based on the repeating ideas you will be able to identify common themes and organise the data according to these. It is important that these themes are derived from the data and not defined beforehand. However, it is useful to keep in mind the five PIA indicators in order to retrieve any information relating to these.

#### 4. *Narrative presentation of themes*

The next step is to present your findings with people's own words. It uses your themes to organise people's subjective experiences into a coherent story. It consists of using people's own stories to make your findings vivid and real. This is where you start writing the findings organised by themes, where you present the findings in response to the purpose of the focus groups. This is done in the electronic template in annex 1.

**What can focus group discussions tell us?** As with all the data the findings from the FGDs must be related to findings identified through the other monitoring and evaluation tools. The findings from the focus groups may also support findings derived from the other M&E tools or they may add new aspects to existing findings. In this way, FGDs complement other tools aimed at uncovering:

- Children's, parents' and facilitators' subjective perceptions of possible changes in the children's psychosocial wellbeing during the programme period.
- Strengths and weaknesses of the programme and consequently needs for improvements.

#### **Specific tips for talking with children<sup>4</sup>**

Do	Do not
Mark clearly when you start and end.	Do not be too focused on facts – it is the experience and the feelings of the children that are important.
Make the child visible (identity markers). "Oh you are smiling today, I see you have a new pencil etc...)"	Do not be too vague.
Structure (create common focus). "Today I would like to hear your opinions about..."	
Inform about plans and purpose	
Acknowledge that he/she speaks about something difficult.	
Take the child's perspective seriously.	Do not promise more than you can keep.
Be sensitive to any feelings of guilt or conflict of loyalty in the children.	Do not speak in a devaluating way of parents.
Reduce any emotional chaos by containing, accepting and identifying feelings. "I think that may have made you feel proud, Oh perhaps you are angry about that..." Highlight coping. "so when you were scared, you ran to the neighbour's house, well done, then	

<sup>4</sup> Taken from Dybdal, Anne-Sophie: *Guide to Focus Groups with Children* (Publication in press.)

what?"	
Explore the child's experience/be curious.	Do not give direct advice.
Mirror "I see that this makes you upset..."	Do not pressure the child to talk about personal issues that the child is not comfortable with sharing.
Respect the child's physical and emotional boundaries.	Avoid creating a situation where the child thinks that he/she has to please you by saying something specific.
Give concrete examples.	Do not talk too much about yourself or your own experiences.
Sum up periodically.	
You can ask the same question in many different ways.	
Parallel stories "I know another boy who experienced the same thing..."	
Generalise "many children have experiences-normalise the childrens' reactions.	
I-statements "I think that this must have made you confused..."	
Use child-friendly language.	Be careful with irony.

See annex 10 for a more comprehensive guide to conducting FGDs with children.

### 4.3 The Pre- and Post Interview-based Analysis (PIA)

How children cope in difficult circumstances and how their wellbeing is affected depends on a wide range of factors. These include a.o. their family and life circumstances, their sense of belonging and acceptance, as well as their age and gender. The Children's Resilience Programme is designed to strengthen positive factors contributing to the ability of the child to resume everyday activities, and to enhance positive coping and psychosocial wellbeing, which can help prevent negative long-term psychosocial consequences<sup>5</sup>. Monitoring psychosocial wellbeing allows to judge if and to what extent this has been achieved. It also contributes to critically reflect what has worked and what has not, and what outcomes (positive or negative) were generated. An appropriate M&E system ensures quality in delivery, evidence-based reporting to donors and partners and feedback of lessons-learned and best practices into the project cycle.

The questionnaire complements the other M&E tools with a quantitative comparison of indicators directly before and after the intervention. The PIA-test consists of one questionnaire and analytical tools focusing on changes in psychosocial wellbeing. The PIA-test aims to track dynamics in children's wellbeing in a simple and feasible way without data overload. The questionnaire consists of 15 questions administered to a sample group before and after they participated in the Children's Resilience Programme (usually 2-4 months). The questionnaire used in the pre- and post-test is the same.

#### 4.3.1 Practical and ethical guidelines for administering the PIA-test for children

##### Composition of the team

<sup>5</sup> See also *Understand children's wellbeing*, p. 6.

The field research team should preferably consist of 2 – 4 persons, including a programme manager and field staff who have in-depth knowledge on the local context and are trusted by the community. It is however, important that none of the field team members have any direct daily or regular contact to or authority over the respondents (for example teachers, care givers, etc.) to ensure that the children can talk freely and that no member of the team is a potential violator of the child's right to protection. It is moreover important that the field team is composed by both male and female members to make sure that interviews are conducted by one of the same sex as the child being interviewed.

### **Respondents**

Respondents are girls and boys participating in the Children's Resilience Programme. It can be logistically too elaborate to have the PIA questionnaires answered by all children participating in the programme. If that is the case, the field coordinator should pick a group of children randomly once which will then be valid for both the pre and post test, and then run the questionnaires by all children in that group before and after their participation. To ensure that the children are picked randomly, it might be useful to write the children's names on slips of paper and draw the sample group. Pick about as many children as can be logistically handled but not less than 20% of all children in the programme. The sample group stay the same for the pre- and the post-questionnaire.

### **The interview**

It can be an idea to cluster the children so that 4-6 children answer the questionnaire in the same setting but still individually. This can make a stiff and artificial situation more comfortable for the children. The participants should preferable be interviewed by an interviewer of the same sex and interviews should always take place someplace safe and quiet enough for a normal conversation. If a relaxed atmosphere and a normal conversation cannot be ensured the interviewer should reschedule the interview for another time (and/or place). The interview will take app. 15 minutes. Participants must be informed that they are free to answer anything they want or to skip a question if they are uncomfortable with it or to stop the interview at any time. Also, the interview is not a school test and there is absolutely no "right" or "wrong" in the answers. The children should be given a questionnaire each and when verbal consent is obtained from a participant the interviewer can start reading the questions loud and ask the participant to supply verbal responses (only use verbal response if the child sits alone and the child is not able to cross the answer categories) OR the children crosses relevant answer categories individually. The interviewer must never pressure any participant into revealing personal or traumatic information that she/he is not ready to share.

### **Administer the questionnaire in a child-friendly manner**

The field coordinator together with the facilitator should explain to the group calmly and friendly what this questionnaire is about and most of all, that the questionnaire is not a personal test by any means. Explain the questions, repeat as often as necessary and explain the possible answer categories. Do not worry, if a child refuses to answer a certain question or ceases his/her participation in the questionnaire altogether. You should explain that personal names do not need to be noted on the questionnaire and will not be recorded anywhere. You should, however, record the name of the group on the questionnaires to allow for pre- and post comparison of that group (e.g. school, location etc.).

A pilot test of the questionnaire for each programme is recommended. This will not just familiarise the staff with the PIA-questionnaire but also test for cultural relevance and understanding. It is possible that questions or indicators need to be adapted to the context e.g. the indicator "School environment" may not be relevant in context where the intervention is not school based but instead community based e.g. in Child

Friendly Spaces or family centers. In this case the indicator could be changed to for example “Community environment” or “Environment in the Child friendly space”<sup>6</sup>.

#### 4.3.2 The PIA-Indicators

The possible change of psychosocial wellbeing is measured by five indicators. These standardised indicators are based on the findings and recommendations of the CPC psychosocial task force<sup>7</sup>. For the monitoring of the outcomes of the Children’s Resilience Programme the five most relevant indicators were selected:

1. Troubling thoughts and feelings (Relates to levels of anxiety, calmness and sense of security)
2. Home environment (Relates to improved relationship with parents, contribution to household responsibilities)
3. School environment (Relates to positive learning attitudes and strategies, improved relationship with teachers)
4. Social relations (Relates to pro-social values and behaviours with peers and non-family adults, reciprocated social and community support, increased self expression)
5. Problem solving (Relates to increased problem solving skills, risk reduction behaviours, age appropriate autonomy, initiative, curiosity, exploration and self regulation)

Each of the five indicators is measured through a set of three questions<sup>8</sup>. It should be noted that the three questions are not able to illuminate all aspects of the respective indicator, but focus on the aspects that are considered most relevant in the sense of the Children’s Resilience Programme and that a child can answer to and understand in order to make the PIA-questionnaire as child-friendly as possible. Thus, the questionnaire seeks to strike the balance between applicability, manageability and resolution of results. It is important to keep in mind that the questionnaire is not meant to be a stand-alone M&E tool, it needs to be combined with others as mentioned above e.g. qualitative tools like FGDs to triangulate data, to get a more complete picture of the outcome.

#### 4.3.3 PIA-indicators and questions in detail

The PIA-test asks questions about personal wellbeing referring to the last two weeks. Two weeks have proven to be a time that children of the target age are able to oversee. Each question has four possible answers: Always, Usually, Rarely, or Never. The five indicators and related questions are:

Thinking about the last 2 weeks....
<b>1) Troubling thoughts and feelings (Level of anxiety, calmness and sense of security)</b>
• Have you felt sad?
• Have you had bad dreams?
• Have you been worried?
<b>2) Home environment (Improved relationship with parents, contribution to household responsibilities)</b>
• Have you been able to do the things you wanted to do in your free time?

<sup>6</sup> Please see “Entering the data”

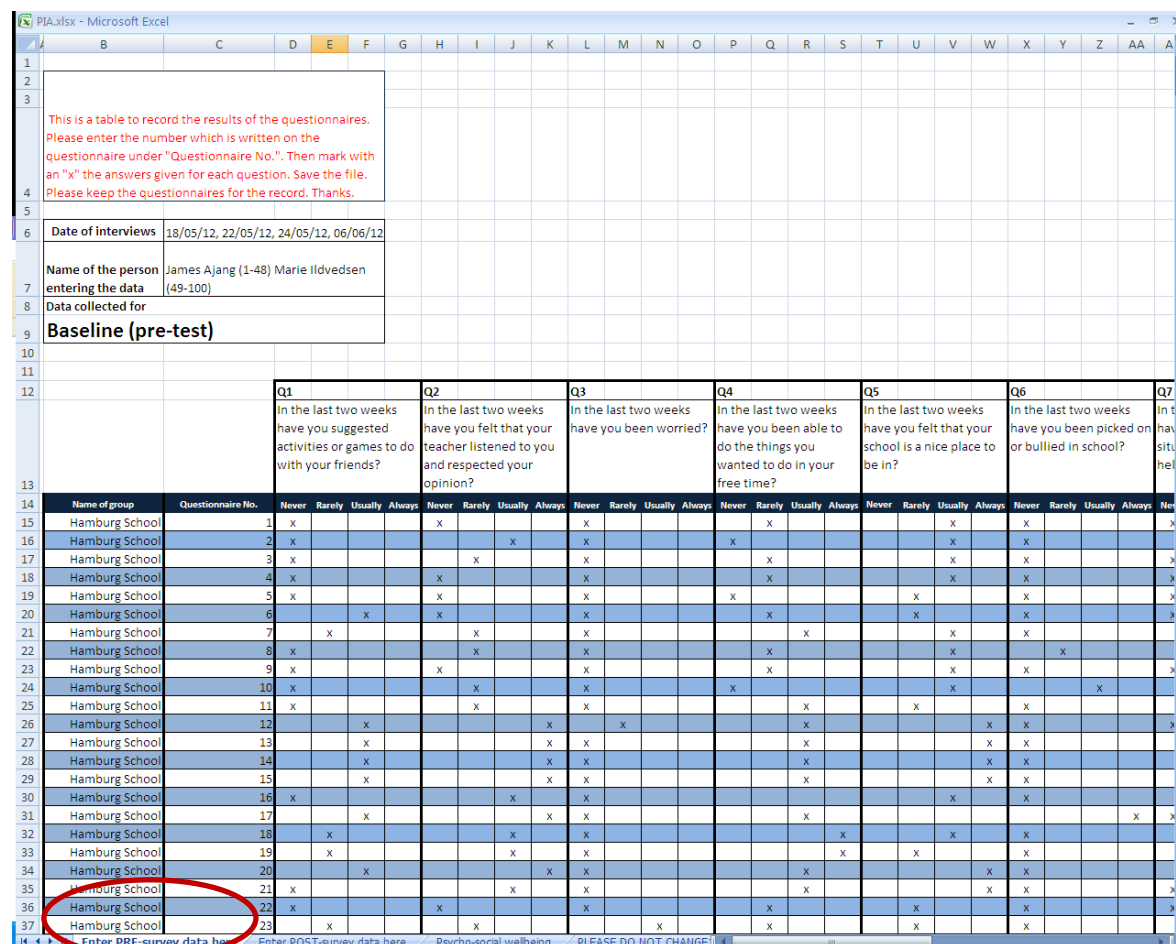
<sup>7</sup> <http://www.cpcnetwork.org/task-forces.php> (report in press)

<sup>8</sup> The 15 questions of the PIA are based on questionnaires such as: “Strengths and difficulties questionnaire” (<http://www.sdqinfo.com/>), “Psychosocial programs (oPt) Interagency evaluation project questionnaire for children” and “mental health questionnaire” (Børnerådet, 2009). The questions were reviewed against the requirements and adapted to the purpose of the Children’s Resilience Programme.

• Have you felt that your parents/caregivers listened to you and respected your opinion?
• Have you felt that your parents/caregivers were able to help you to solve difficult problems?
<b>3) School environment (Positive learning attitudes and strategies, improved relationship with teachers)</b>
• Have you been able to concentrate/pay attention in the classroom?
• Have you felt that your school is a nice place to be in?
• Have you felt that your teacher listened to you and respected your opinion?
<b>4) Social relations (Pro-social values and behaviors with peers and non-family adults, reciprocated social and community support, increased self expression)</b>
• Have you been picked on or bullied?
• Have you felt you have someone you trust to help you when you need to?
• Have you engaged with your friends (games, activities, talks)?
<b>5) Problem solving (Increased problem solving skills, risk reduction behaviors, age appropriate autonomy, initiative, curiosity, exploration and self regulation)</b>
• Did you know what to do in difficult or dangerous situations?
• Have you initiated games or activities with friends?
• Have you gotten angry and lost your temper?

#### 4.3.4 How to use the PIA Excel tool

Once you have the filled questionnaires from the children, you want to turn to the data entry sheet. Have a look at the PIA M&E excel sheet. Use one excel sheet per one group.



This is a table to record the results of the questionnaires. Please enter the number which is written on the questionnaire under "Questionnaire No.". Then mark with an "x" the answers given for each question. Save the file. Please keep the questionnaires for the record. Thanks.

Date of interviews: 18/05/12, 22/05/12, 24/05/12, 06/06/12

Name of the person entering the data: James Ajang (1-48) Marie Ildvedsen (49-100)

Data collected for: Baseline (pre-test)

Questionnaire No.	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always
1	x				x				x				x				x				x				x			
2	x						x		x				x						x		x				x			
3	x						x		x				x						x		x				x			
4	x						x		x				x						x		x				x			
5	x						x		x				x						x		x				x			
6			x			x			x				x						x		x				x			
7		x					x		x				x						x		x				x			
8	x						x		x				x						x		x				x			
9	x						x		x				x						x		x				x			
10	x						x		x				x						x		x				x			
11	x						x		x				x						x		x				x			
12			x						x				x						x		x				x			
13			x						x				x						x		x				x			
14			x						x				x						x		x				x			
15			x						x				x						x		x				x			
16	x								x				x						x		x				x			
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18			x						x				x						x		x				x			
19			x						x				x						x		x				x			
20			x						x				x						x		x				x			
21	x								x				x						x		x				x			
22	x								x				x						x		x				x			
23		x							x				x						x		x				x			

Enter PRE-survey data here | Enter POST-survey data here | Psycho-social wellbeing | PLEASE DO NOT CHANGE!

In the tabs at the bottom you find “Enter PRE-survey data here”:

PIA.xlsx - Microsoft Excel

This is a table to record the results of the questionnaires. Please enter the number which is written on the questionnaire under "Questionnaire No.". Then mark with an "x" the answers given for each question. Save the file. Please keep the questionnaires for the record. Thanks.

Date of interviews 18/05/12, 22/05/12, 24/05/12, 06/06/12

Name of the person entering the data James Ajang (1-48) Marie Ildvedsen (49-100)

Data collected for Baseline (pre-test)

Name of group	Questionnaire No.	Q1 In the last two weeks have you suggested activities or games to do with your friends?				Q2 In the last two weeks have you felt that your teacher listened to you and respected your opinion?				Q3 In the last two weeks have you been worried?				Q4 In the last two weeks have you been able to do the things you wanted to do in your free time?				Q5 In the last two weeks have you felt that your school is a nice place to be in?				Q6 In the last two weeks have you been picked on or bullied in school?				Q7 In the last two weeks have you been helped by someone?
		Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	
Hamburg School	1	x				x				x				x				x				x				
Hamburg School	2	x						x		x				x						x		x				
Hamburg School	3	x						x		x				x						x		x				
Hamburg School	4	x						x		x				x						x		x				
Hamburg School	5	x						x		x				x						x		x				
Hamburg School	6			x				x		x				x						x		x				
Hamburg School	7		x					x		x				x						x		x				
Hamburg School	8	x						x		x				x						x		x				
Hamburg School	9	x						x		x				x						x		x				
Hamburg School	10	x						x		x				x						x				x		
Hamburg School	11	x						x		x				x						x		x				
Hamburg School	12			x						x				x						x		x				
Hamburg School	13			x						x				x						x		x				
Hamburg School	14			x						x				x						x		x				
Hamburg School	15			x						x				x						x		x				
Hamburg School	16	x								x										x		x				
Hamburg School	17			x						x				x										x		
Hamburg School	18		x							x				x						x		x				
Hamburg School	19		x							x										x		x				
Hamburg School	20			x						x				x								x				
Hamburg School	21	x								x				x						x		x				
Hamburg School	22	x								x				x						x		x				
Hamburg School	23		x							x				x						x		x				

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There is a place to fill in information for general orientation such as the name of person entering the data, the date etc.

PIA.xlsx - Microsoft Excel

This is a table to record the results of the questionnaires. Please enter the number which is written on the questionnaire under "Questionnaire No.". Then mark with an "x" the answers given for each question. Save the file. Please keep the questionnaires for the record. Thanks.

Date of interviews: 18/05/12, 22/05/12, 24/05/12, 06/06/12

Name of the person entering the data: James Ajang (1-48) Marie Ildvedsen (49-100)

Data collected for: Baseline (pre-test)

Name of group	Questionnaire No.	Q1				Q2				Q3				Q4				Q5				Q6				Q7
		Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	
Hamburg School	1																									
Hamburg School	2	x																								
Hamburg School	3	x																								
Hamburg School	4	x																								
Hamburg School	5	x																								
Hamburg School	6																									
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Hamburg School	21	x																								
Hamburg School	22	x																								
Hamburg School	23																									

Enter PRE-survey data here   Enter POST-survey data here   Psycho-social wellbeing   PLEASE DO NOT CHANGE!

Each questionnaire should state clearly what group it was administered in and should have a running number, to avoid registering a questionnaire twice and to be able to re-confirm with the paper version should there be a concern about the entry. The name of the group and the number of the respective questionnaire has to be entered in the two left columns "Name of group" and "No. of questionnaire".



PIA.xlsx - Microsoft Excel

This is a table to record the results of the questionnaires. Please enter the number which is written on the questionnaire under "Questionnaire No.". Then mark with an "x" the answers given for each question. Save the file. Please keep the questionnaires for the record. Thanks.

Date of interviews: 18/05/12, 22/05/12, 24/05/12, 06/06/12

Name of the person entering the data: James Ajang (1-48) Marie Ildvedsen (49-100)

Data collected for: Baseline (pre-test)

Name of group	Questionnaire No.	Q1 In the last two weeks have you suggested activities or games to do with your friends?				Q2 In the last two weeks have you felt that your teacher listened to you and respected your opinion?				Q3 In the last two weeks have you been worried?				Q4 In the last two weeks have you been able to do the things you wanted to do in your free time?				Q5 In the last two weeks have you felt that your school is a nice place to be in?				Q6 In the last two weeks have you been picked on or bullied in school?				Q7 In the last two weeks have you been picked on or bullied in school?
		Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always					
Hamburg School	1	x																								
Hamburg School	2	x																								
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Hamburg School	22	x																								
Hamburg School	23																									

Enter PRE-survey data here   Enter POST-survey data here   Psycho-social wellbeing   PLEASE DO NOT CHANGE!

After that you enter the answers from the paper questionnaires into the excel sheet. Mark the answer/category given under each of the 15 question with an "X". If there is an answer missing, just leave the fields for that question blank. Take yourself time to avoid mistakes in the data entry. Repeat the mentioned steps for each questionnaire until you have a complete list of all questionnaires.

PIA.xlsx - Microsoft Excel

This is a table to record the results of the questionnaires. Please enter the number which is written on the questionnaire under "Questionnaire No.". Then mark with an "x" the answers given for each question. Save the file. Please keep the questionnaires for the record. Thanks.

Date of interviews: 18/05/12, 22/05/12, 24/05/12, 06/06/12

Name of the person entering the data: James Ajang (1-48) Marie Ildvedsen (49-100)

Data collected for: Baseline (pre-test)

Name of group	Questionnaire No.	Q1				Q2				Q3				Q4				Q5				Q6				Q7
		Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	
Hamburg School	1	x				x				x				x				x				x				
Hamburg School	2	x							x				x					x				x				
Hamburg School	3	x							x				x				x				x					
Hamburg School	4	x				x				x				x				x				x				
Hamburg School	5	x				x				x				x				x				x				
Hamburg School	6			x		x				x				x				x				x				
Hamburg School	7		x						x				x				x				x					
Hamburg School	8	x							x				x				x				x					
Hamburg School	9	x				x				x				x				x				x				
Hamburg School	10	x							x				x				x									
Hamburg School	11	x							x				x				x									
Hamburg School	12			x						x			x					x				x				
Hamburg School	13			x						x			x					x				x				
Hamburg School	14			x						x			x					x				x				
Hamburg School	15			x						x			x					x				x				
Hamburg School	16	x							x			x						x				x				
Hamburg School	17			x						x							x									
Hamburg School	18		x						x			x					x				x					
Hamburg School	19		x							x			x				x									
Hamburg School	20			x						x			x					x				x				
Hamburg School	21	x							x			x						x				x				
Hamburg School	22					x				x			x					x				x				
Hamburg School	23		x						x				x					x				x				

Enter PRE-survey data here | Enter POST-survey data here | psycho-social wellbeing | PLEASE DO NOT CHANGE!

For entering the post-questionnaire data, use the tab "Enter post-survey data here" and proceed like with the pre-test data entry.

PIA.xlsx - Microsoft Excel

This is a table to record the results of the questionnaires. Please enter the number which is written on the questionnaire under "Questionnaire No.". Then mark with an "x" the answers given for each question. Save the file. Please keep the questionnaires for the record. Thanks.

Date of interviews: 18/05/12, 22/05/12, 24/05/12, 06/06/12

Name of the person entering the data: James Ajang (1-48) Marie Ildvedsen (49-100)

Data collected for: Baseline (pre-test)

Name of group	Questionnaire No.	Q1				Q2				Q3				Q4				Q5				Q6				Q7
		Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	Never	Rarely	Usually	Always	
Hamburg School	1	x				x				x				x				x				x				
Hamburg School	2	x						x		x				x					x			x				
Hamburg School	3	x						x		x				x					x			x				
Hamburg School	4	x				x				x				x					x			x				
Hamburg School	5	x				x				x				x					x			x				
Hamburg School	6			x		x				x				x					x			x				
Hamburg School	7		x					x		x					x				x			x				
Hamburg School	8	x						x		x					x				x			x				
Hamburg School	9	x				x				x				x					x			x				
Hamburg School	10	x						x		x				x					x				x			
Hamburg School	11	x						x		x					x				x				x			
Hamburg School	12			x						x					x					x		x				
Hamburg School	13			x						x					x					x		x				
Hamburg School	14			x						x					x					x		x				
Hamburg School	15			x						x					x					x		x				
Hamburg School	16	x						x		x									x			x				
Hamburg School	17			x						x					x									x		
Hamburg School	18		x							x					x				x			x				
Hamburg School	19		x							x					x				x			x				
Hamburg School	20			x						x					x					x		x				
Hamburg School	21	x								x					x					x		x				
Hamburg School	22	x				x				x					x					x		x				
Hamburg School	23		x					x											x			x				

Enter PRE-survey data here | Enter POST-survey data here | Psycho-social wellbeing | NOT CHANGE

That is all. The other tabs are for calculation and displaying purposes only and should NOT be changed, unless changes in indicators or analytical tools are desired. Contact with the CP team of SC Denmark is recommended, in case you would like to see some changes or would like to know more about the PIA.<sup>9</sup>

<sup>9</sup> [lv@redbarnet.dk](mailto:lv@redbarnet.dk); [kyf@redbarnet.dk](mailto:kyf@redbarnet.dk)

#### 4.3.5 The PIA-results

To see the results after the data has been entered, go to the tab “Psycho-social wellbeing”. These are example results form an evaluation in South Sudan. In your particular programme, results could be different, of course:

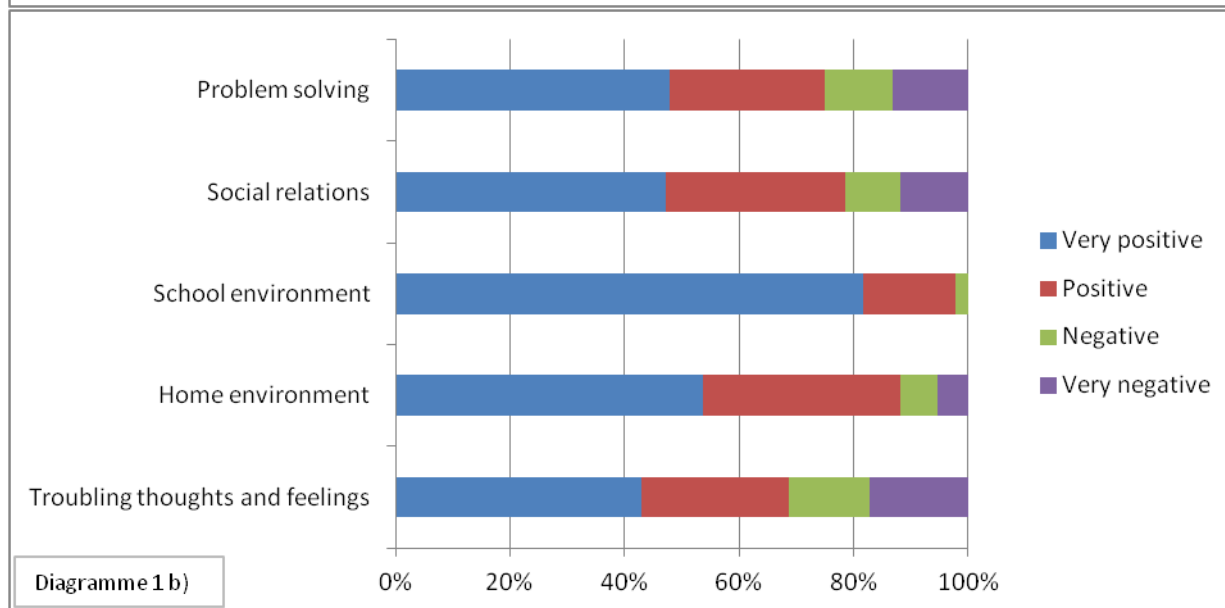
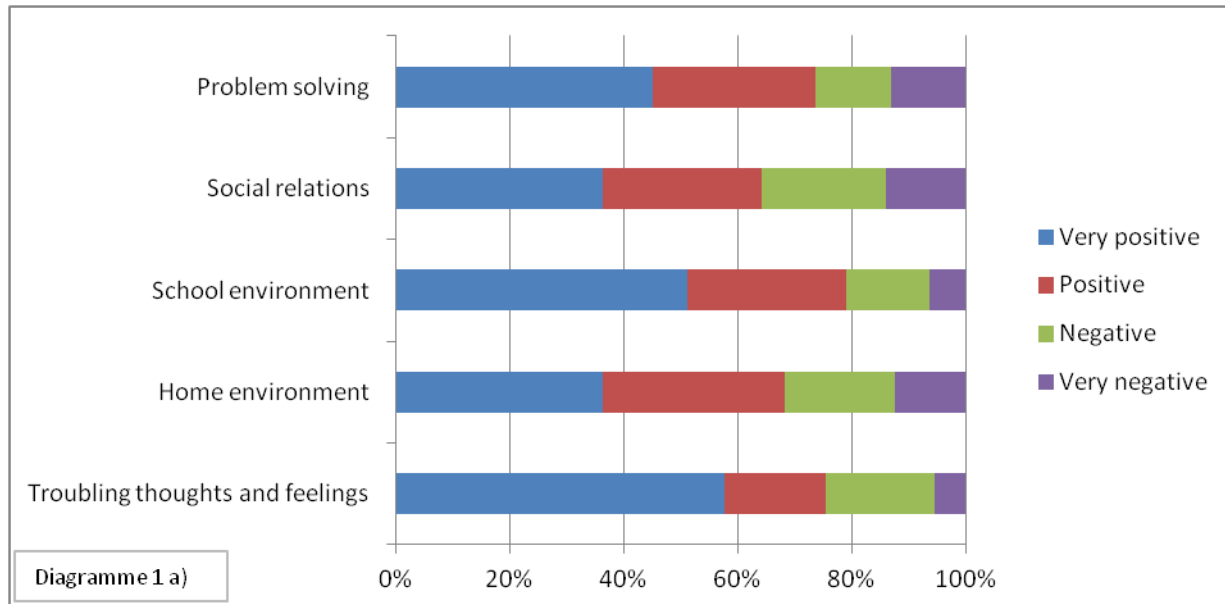
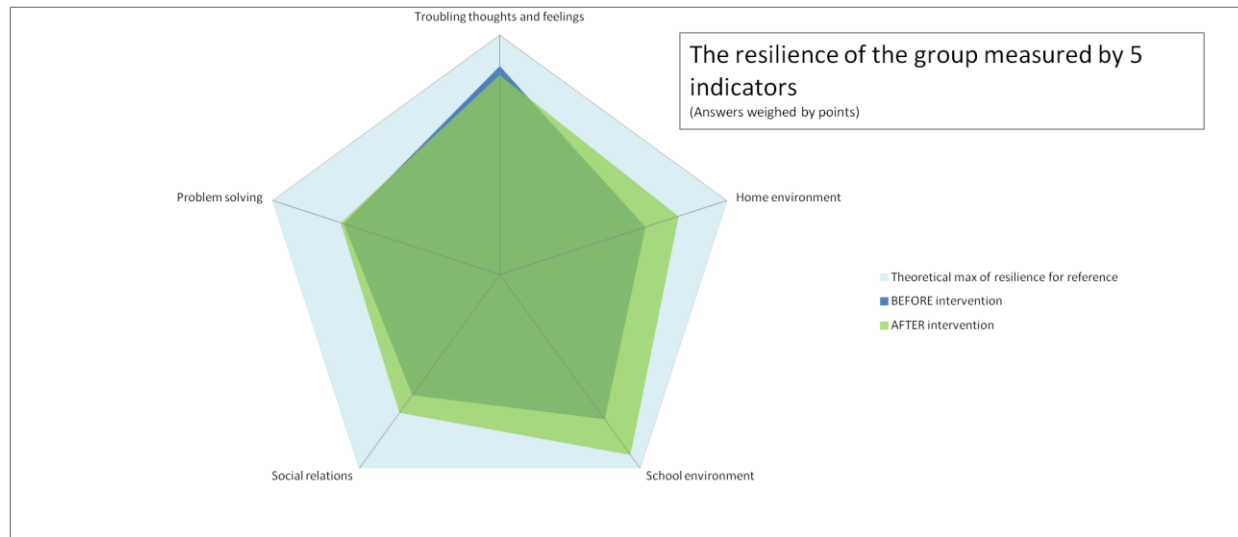


Diagramme 1a) and 1b) show the answers of the pre- and post questionnaires grouped into “very positive”, “positive”, “negative” and “very negative” in percent.



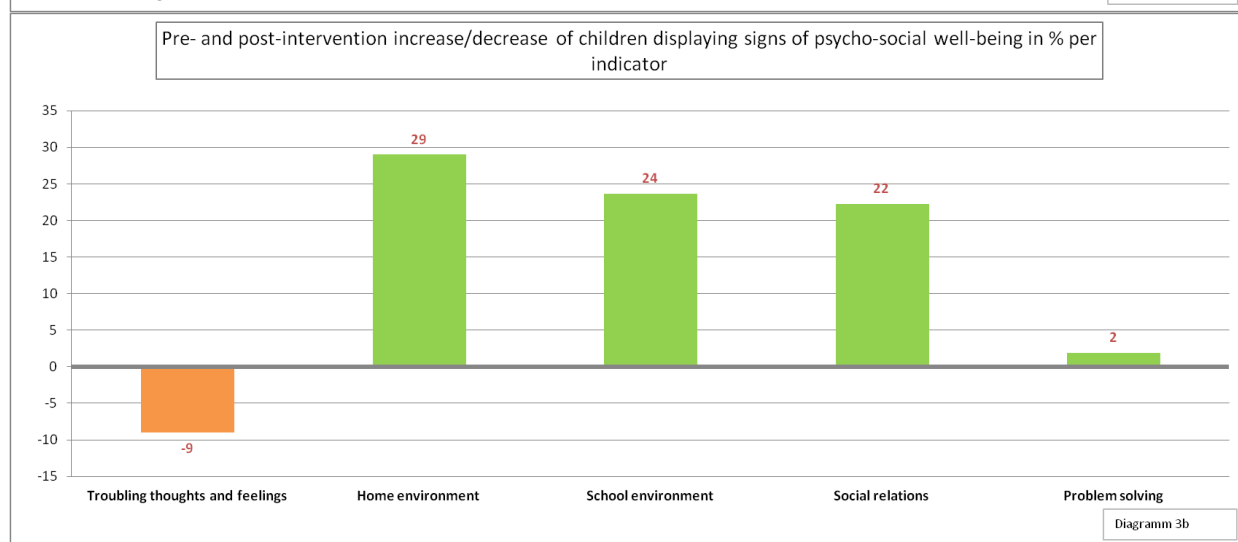
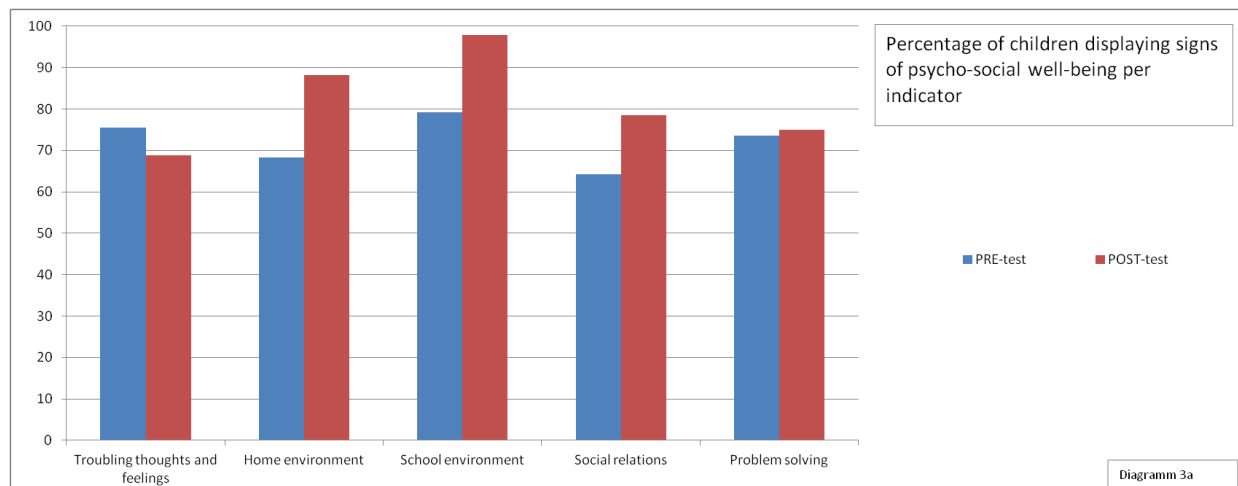
For Diagramme 2 the answers were weighed and put on an index scale. There is a table of the related index values below the diagramme in the Excel-tool:

**Table of index values to diagramme 2 (min = 0; max = 1)**

	Indicator	Baseline value	Post-test-value
1	Troubling thoughts and feelings	0,87	0,84
2	Home environment	0,64	0,79
3	School environment	0,75	0,93
4	Social relations	0,62	0,71
5	Problem solving	0,69	0,70

The closer the value of the indicator is to 1, the higher the psycho-social wellbeing in the respective indicator. Simply said, the larger the area in Diagramme 2, the stronger the indications for psycho-social wellbeing. However, it is the changes, the dynamics, the PIA focuses upon. So Diagramme 2 overlaps the pre- and post-test results for comparison.

While Diagramme 2 distinguishes between different grades of “positive” or “negative”, Diagramme 3a) cluster the answers in just two categories: “positive” or “negative”. The columns show the percentages of positive answers towards each of the five indicators.



Consequently, Diagramme 3b) then shows the changes of the positive group per indicator. For example, in this example the diagramme shows an increase of 24% of the number of children answering predominantly “positive” or “very positive” to the indicator “Engagement in School”. That would mean in this example, that if a 100 children did answer positively in the pre-test, 124 did so in the post test.

It should be noted, that the PIA-tool allows for measuring changes against five key psycho-social wellbeing indicators, which is a helpful addition to the M&E system, however, it is not a stand-alone tool by any means. There are many possible sources of error: Some children might not have understood the question, some interviewers might have been impatient, some wrong answers might have been checked, some sample groups might have got confused etc. Thus, the findings of the PIA need to be complemented with the other M&E tools to verify and contextualize the findings.

## 5 Annexes

1. (DRAFT) Excel tool for data entry and evaluation of:
  - Children's attendance
  - Smiley evaluations
  - Parents' attendance
  - Parents' evaluations
  - Field coordinator report
  - FGDs: parents, children and facilitators
  - Photo monitoring
2. Excel tool for data entry and evaluation of the PIA-questionnaire
3. Attendance sheet
4. Parents' attendance sheet
5. Parents' meeting evaluation
6. Field coordinator visit report
7. FGD questions - parents
8. FGD questions - facilitators
9. FGD questions - children
10. Talking with children techniques
11. PIA-questionnaire