Project Inception Document
Plan Finland
Evaluation of Plan Finland's Early Childhood Care and Development Projects
within the MFA Programme Framework 2015-2017

Prepared by

International
Solutions Group

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Contents

Abbreviations

ARO	Asia Regional Office
CO	Country Office
DAC	Development Assistance Committee
DR	Document Review
ECCD	Early Child Care and Development
FGD	Focus Group Discussion
FLNO	Plan Finland National Organisation
HQ	Headquarters
ISG	International Solutions Group
ITC4D	Information and Communication Technologies for Development
KAP	Knowledge, Attitudes, Practices
KII	Key Informant Interviews
MEL	Monitoring, Evaluation and Learning
MFA	(Finland) Ministry of Foreign Affairs
MTR	Mid-Term Review
NGO	Non-Governmental Organisation
OECD/DAC	Organisation for Economic Cooperation and Development/Development Assistance Committee
PU	Programme Unit
RESA	Region of East and Southern Africa
RO	Regional Office
ROA	Region of the Americas
TOR	Terms of Reference
WARO	West Africa Regional Office
WASH	Water, Sanitation and Hygiene

Background and Introduction

International Solutions Group (ISG) will undertake a final evaluation of Plan International Finland's (Plan Finland hereafter) Early Childhood Care and Development (ECCD) projects within the Finland Government Ministry of Foreign Affairs (MFA) Programme Framework 2015-2017. Specifically, ISG shall evaluate three Plan Finland ECCD projects in Uganda, Ethiopia and Mozambique, as well as an overall assessment of the ECCD working models covering six ECCD projects in Bolivia, Ethiopia, Mozambique, Uganda, Pakistan and Timor Leste.

The purpose of the ECCD evaluation is to contribute to Plan's final reporting of MFA Programme Framework 2015-2017, covering its ECCD component and also to support Plan International to identify replicable ECCD working approaches and models that have the possibility of scaling up at the global level.

The evaluation will include a focus on improving aid and development programming, as well as organisational performance.

Purpose and Objectives

Plan Finland, funded by the Government of Finland under its MFA Programme Framework (2015-2017) implements projects in 11 countries in Africa, Asia and Latin America, focused on child protection, ECCD, primary education, youth economic empowerment and global citizenship education with strong emphasis on gender equality, inclusion of the most marginalised and ICT4D.

ECCD is currently Plan Finland's largest thematic priority in terms of funding and number of projects with an approach that holistically addresses early stimulation, education, nutrition, health, and participation and child protection. Currently Plan Finland supports six ECCD-focused projects (Bolivia, Ethiopia, Mozambique, Uganda, Pakistan and Timor-Leste) and, as of 2017, most are focused on exit plans and sustainability. As noted above, the findings from this evaluation (specifically those from component 2), will support Plan International to identify replicable ECCD working approaches and models, with the intent that these can be supported and scaled up at the global level (in line with the 2016 global strategy). The evaluation consists of primary and secondary research among Plan Country Offices (COs) and their ECCD projects in six countries. Three of these (Ethiopia, Mozambique and Uganda) will be visited directly by the evaluation team, while another three (Bolivia, Timor-Leste and Pakistan) will provide information to the evaluation team without direct field visits.

Specifically, through this evaluation, ISG intends to:
1. Provide evidence-based findings/observations on the performance of the projects and results achieved;
2. Identify general challenges faced and key learnings;
3. Identify any specific findings with regard to gender transformation and sustainability
4. Provide concrete recommendations for further refinement and development of the ECCD working models.

Scope

The **priority objectives** of the evaluation include:

Component 1: To evaluate the progress and final achievements of the three selected ECCD projects in relation to their objectives and with a specific focus on 1) the sustainability of the result and 2) the degree to which programming has been gender transformative

The first component will systematically assess and substantiate how and to what extent the three selected ECCD projects (Mozambique, Uganda and Ethiopia) have fulfilled their objectives. The methodology and approach will address standard OECD-DAC evaluation criteria (relevance, effectiveness, efficiency, impact, sustainability). This component includes primary data collection through field visits to each country as well as review of project specific reporting and other relevant documents and models. In addition to conducting research question-oriented interviews and discussions with a range of stakeholders, ISG will provide guidance for Country Offices to organise 'learning or reflection meetings' to identify key lessons learned.

Component 2: To evaluate the ECCD working models from the gender transformative perspective (e.g. parenting education and men's engagement) and in different implementation contexts, in order to provide recommendations and lessons learned on scaling-up the successful ECCD working models in Plan International

The second component complements the first and will provide an overall thematic evaluation of the applied ECCD working models in Bolivia, Pakistan and Timor Leste (including the countries involved in component 1, Ethiopia, Mozambique, Uganda), and related analysis from the perspective of the new Global strategy (100 Million reasons). Component two consists of
  a. Document analysis and (as with the first component),
  b. The holding of half-to one-day 'reflection events' for core staff, partners facilitated by a national expert by each country office, to reflect on the projects and identify lessons learned. .
  c. KIIs (via Skype) with a core ECCD staff member from Bolivia, Pakistan and Timor-Leste (to be identified by Plan Finland)
  d. Additional key informant interviews or virtual meetings (for example with Plan Finland staff) may take place to further develop or test key findings, as relevant.

Both components shall be preceded by a key document review to ascertain how ECCD programming has been carried out in the different contexts.

Definitions

Early childhood encompasses the period of human development from prenatal through the transition from home, or early childhood care centre into the early primary grades (prenatal – 8 years of age). Early childhood care and development (ECCD) is a field of endeavour that focuses on supporting young children's development. ECCD links the young child's cognitive, social, emotional, and physical processes with the care (by families, communities, and the nation) required to support their development. Framed by the UN Convention on the Rights of the Child, the ECCD field is interdisciplinary in its focus. It includes health, nutrition, education, social science, economics, child protection, and social welfare. The ECCD field strives to ensure young children's overall well-being during the early years, thereby providing the foundation for the development of adults who are healthy, socially and environmentally responsible, intellectually competent, and economically productive[1]. The evaluation team will use this working definition as the basis for its initial work.

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[1]Definition from the Consultative Group on Early Child Care and Development (www.ecdgroup.org), of which Plan International is a member.

Plan is committed to gender transformative programming, which Plan's Gender Strategy defines as follows: *''There is an explicit intention to transform unequal gender power relations. The focus goes beyond improving the condition of women and girls and seeks to improve their social position (how they are valued in society) as well as the full realisation of their rights.''*[2]

Assessment Approach, Analytical Framework and Methodology

The evaluation consists of two components. The evaluation is organised in such a way that the two components support each other. Component 1 covers three final project evaluations of the ECCD Projects, specifically in Ethiopia, Mozambique and Uganda including field visits to these three countries and project specific reporting. Component 2 includes an overall thematic evaluation of the applied ECCD working models in the six ECCD projects funded by Plan Finland in Bolivia, Ethiopia, Mozambique, Uganda, Pakistan and Timor Leste. For the three non-visited COs the assessment will rely on secondary data review, results of the end of ECCD project evaluations that Pakistan, T-L and Bolivia are conducting in September/October 2017, outputs from lessons learned event, KII with ECCD staff and related analysis from the perspective of the new Global strategy of Plan International.

Plan International Global Evaluation Standards define the principles to be used in the evaluation. The three COs selected for in-country visits will work closely with Plan Finland and ISG to organise and manage the data collection phase.

Key Evaluation Questions

The evaluation will respond to key research questions in each component. Both components focus on a) how far the work has been gender transformative and, b) how far the base for sustainability and scaling up has been established. Each key research question is further developed to provide sub-questions the evaluation team shall seek to analyse and provide detail on.

Component 1

    1.1 What is the progress and achievements of the ECCD projects in relation to their objectives?

        1.1.1   What parts of the implementation went well?

        1.1.2   What challenges were faced during project implementation and what could be done to manage these more effectively during future ECCD programming?

        1.1.3   To what extent have the project interventions reflected a gender – transformative approach and what can we learn from this for future programming?

        1.1.4   How successful have measures been to ensure sustainability of ECCD, and which actors have been important in this respect?

Component 2

    2.1 What lessons can we learn from the implementation of the ECCD model or models in different contexts that are of relevance for a. the sustainability, b. the upscaling of ECCD work in the future?

        2.1.1   What are the critical pre conditions for success?

        2.1.2   What are the core (non-negotiable) aspects of ECCD models that need to be maintained in different contexts?

        2.1.3   What are the aspects of the model(s) that will usually need to be adapted if it is to be replicated in a new context?

    2.2 To what extent have the models and interventions – in particular the parent's and men's engagement interventions (and the broader support for gender social norms underpinning these) – reflected in a gender transformative and inclusive approach?

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[2] Gender in ECCD Synthesis Report, Kilsby, D for Plan 2014

2.2.1   What can we learn from these projects to strengthen Plan's gender transformative, inclusive ECCD programming in the future?

Analytical Framework:

Key Evaluation Questions	Identify results that are available and explore causes & consequences: (*a number of cause/consequence questions are relevant to more than one key evaluation questions – we place them against the most relevant question)	Principal Data Collection Tools
1. What is the progress and achievements of the ECCD projects in relation to objectives?	**Reported Results:** Assess reported results against the agreed project log frame indicators – consider completeness, disaggregation, methodology - and where these are available – against the baseline values. What is the perspective of participants, stakeholders within and beyond Plan – on the achievements? **Achievement Gaps:** Has the CO already identified any gaps between what has been achieved and what was intended OR what is best practice? **Is there a clear M&E framework and is it utilised?** Was baseline data collected and has it been used – is it still relevant? Are the indicators strong and relevant to the context – do they focus on outcomes/results or inputs/activities? If outcome data is available – what does it suggest about progress towards the status objectives/impact? Is routine data collected as planned – how is it used and by whom? Are target groups involved in M&E beyond that of respondents – if so how? Is M&E information fed back into programming? To what extent was field-level results data utilised in influencing strategies? – if Plan's own data less utilised – what evidence was used to influence/advocate for more ECCD?	Desk Review KIIs – Internal/ External including with Gov); FGD with parents/ caregivers/ Lessons Learned Workshop
	Programme Support: Is ECCD programming a priority for the CO. Has relative prioritisation changed – if so – how and why? Does ECCD staff feel well supported and recognised? Does Plan Finland/IH/RO effectively support in-country ECCD efforts? Is other technical support available/used in-country? Did staff have sufficient prof. dev training/role of RESA and FLNO/ANO joint support? What partnerships are in place for ECCD and what is the main purpose of the partnership? How effective have these various partnerships been to 'deliver' what was expected of them?	CSP, KIIs with staff
	Resources: Did Plan COs have sufficient quality and quantity of human, financial and supply resources to realise ECCD aims and performance goals? Have these resources been used effectively? Does the CO benchmark its ECCD costs vs. other providers (Save, WV, AKF, UNICEF) in country and consider it when looking at effectiveness? Has the notion of 'a good return on investment' been explored? Does the CO track and manage costs as part of any sustainability or scaling up strategies? Was the CO able to leverage additional resources towards ECCD (maybe progs of GOV or CSOs) in any way?	All of the above
2. What are the challenges faced during implementation?	**Reporting and Lessons Learned:** Are routine reports of good quality? Are they produced in time? Are both good and bad results reported and discussed? Did the CO identify weaknesses (and if so how) and address them (if yes - how)? Did the CO hold regular reflection sessions (who was present, were they documented). What is the experience of FLNO/ANO joint TA and of RESA shared learning opportunities?	Desk Review KIIs – Internal/ External LL Workshop All tools
3. How can these be managed more effectively in future ECCD	What changes would stakeholders make in future programming – and why?	

programing? 4. **Can we identify critical pre conditions for success?**	Which elements of the total approach have been most successful and why? How did external and internal context influence how the project was implemented and/or influence results. What were the main bottlenecks and/or enablers – are these all context specific/unique or can we discern trends/patterns?	
5. To what extent have project interventions reflected a gender – transformative approach **6. What can we learn about gender transformation for future programing?**	**To what extent (and which aspects) of the ECCD program is/have been gender transformative?** - Progress since 2013-14 reviews (summarised by Kilsby?) – or since BL - Via parenting education approach/process; - Degree of fathers'/men's engagement and reported KAP changes? -Addressing gender with the target children (awareness of gender by caregivers/teachers, how this manifests in the classroom in terms of value, expectations, roles of girls and boys.) –has this 'carried over' beyond the project? -Women's role in managing/influencing within the project – and to what extent have there been any spillover (+ve or -ve) beyond this project (couple relationships, material well-being, changes in control over financial or other resources, changes in how HH decisions are made etc).	Desk Review KIIs – Internal/External Lessons Learned Workshop All tools DR and all tools
7. In addition to tackling gender barriers, to what extent has the project been 'inclusive' and addressed other barriers?	Have there been on-going efforts to increased access to ECCD for all? Who was identified as excluded (in situation assessments, CSP) and how far has the project addressed barriers to improve their inclusion in this project. Is the project tracking inclusion on an on-going basis? To what extent has the project addressed discrimination/stereotypes that might be the basis for exclusion? Who benefits from the project, who doesn't and why? –who has been left out?	
8. How successful have measures been to ensure sustainability of ECCD, and which actors have been important in this respect?	**To what extent has each CO planned towards sustainability – and what has been achieved vs. these plans?** -Financial sustainability; Institutional sustainability (including Gov policy/standard setting/resource allocations/expenditures); Changing KAP around ECCD (influencing demand) What were the challenges to **community management and community/parent resourcing of the project?** To what extent could these be resolved during implementation? were there and unintended consequences of the emphasis on community ownership/contribution (in terms of quality, attendance, inclusion of all Children) **Networking and Partnerships:** Did country or regional level partnerships with other entities (donors, governments, ECCD groups, NGOs) optimally support the attainment of the CO ECCD performance goals and the wider influencing goals (policy, resources into ECCD nationally etc)? Did they optimally support sustainability and/or scaling? To what extent is Plan perceived as integrating its ECCD work well with that of others? Are there areas for improvement around this point?	Desk Review KIIs (internal) Lessons Learned Workshop External KIIs,Partner KIIs, FGDs
9. What are the aspects of the	**How has each CO conceived of scaling up; to what extent have processes for influencing/scaling up been implemented – and to what level of success?**	

| model(s) that will usually need to be adapted if it is to be replicated in a new context? | Extending Plan's own coverage/investment; Influencing other stakeholders (other NGOs, private sector providers, local authorities, national government, private sector – i.e any changes in environment for policy, practice, human and financial resourcing for ECCD?); Costing and packaging the model (knowledge products, rolling out training/materials); Do decision-makers/external stakeholders perceive any aspect of Plan's ECCD work to be unique? What? And how well is this 'uniqueness' incorporated into the stakeholders own scaling up plans? Any spontaneous spill overs or replications? Testing the approach under different conditions/contexts. | |

Methodology

ISG will utilise participatory methodologies for engaging stakeholders from different levels, including children and their families, Plan staff and other stakeholders. The evaluation team will use qualitative approaches for collecting information and evidence at the field level and will triangulate this against the quantitative and qualitative data available in the secondary data (i.e. Plan CO monitoring, reporting and any assessment or other evaluation data).

ISG encourages the Plan COs to facilitate the field work so that any marginalised groups within their broad target groups have an opportunity to participate.

The primary research tools are designed to:

1. Gather answers to the sub-question in the analytical matrix above from a number of perspectives and to identify any significant patterns for drawing out findings and conclusions;
2. Explore and prepare comparisons across the three country programmes (performance, experiences, issues, gaps, and lessons learned); and
3. Collect information and analyse the experience of the three specific countries that represent different contexts and to identify examples of good or promising practices.

Overview of Tools

The data collection methods the evaluation team will use are:
1. Desk Review of the main secondary documents
2. Key Informant Interviews (KII): KIIs, of a range of stakeholders, will be conducted within Plan and implementing partners and with a limited number of external informants (as relevant to the programme strategy) and including different levels of government, local leaders and relevant service providers (child nutrition/health and/or disability services and primary schools involved with transitions components.)
3. Focus Group Discussion (FGD): FGDs will be conducted with the field level stakeholders most relevant to the ECCD project (parents - male and female separately - and ECCD centre caregivers/staff (male and female); parenting group facilitators (male and female), Centre management Committee members (male and female) note: the lessons learned meeting is also a lessons focused discussion for the implementing staff and partners.
4. Direct Observation/Site Visits: to ECCD delivery sites to observe the implementation of activities and/or to conduct FGDs with ECCD centre staff/volunteers, parents, community etc.
5. Lessons Learned (LL) reflection meetings: ISG evaluation team will provide basic guidelines for half-day (4-5 hour) meetings and observe the events (see details in annex below). If the Cos should wish to adapt the guidelines they are free to do so. The suggested participants are selected staff – from different levels i.e. technical design/ planning to field implementation of Plan and implementing partner organisations (approximately 10-12 persons in total of mixed gender). The Plan CO will take full responsibility for setting up and facilitating these sessions and for capturing and sharing outputs (ISG will provide a format for reporting back important outputs.

6. <u>Validation and debriefing meeting</u> with the staff and project stakeholders at the end of in-country data field visits, to debrief and to provide feedback and receive input regarding the initial findings. The arrangements will require CO support and the debriefing will allow the evaluation team members to present what was accomplished during the data collection in-country.

The proposed data collection methods have been designed to complement each other, build upon, and cross-check data collected on sub-questions. For example the Learning reflections s (during the CO visits, and the additional three study countries) will challenge or validate findings on specific issues and topics. Further, because evaluation team members will be visiting Country Offices at different times, we will be sharing information constantly regarding what works and what may need refinement in specific lines of questioning, or even in ways of asking questions.

Desk Review and Analysis

The purpose of the desk review is to provide a greater insight regarding how ECCD programming has been carried out in the different contexts. The desk review enables the evaluation team to learn how, when and in what manner ECCD programmes are planned/implemented in a given setting and summarise comparable qualitative and quantitative data on each of the projects. Specifically, the team shall review and implement a light touch review of each of the six country programmes involved in this assignment. For the desk review, ISG studied the following set of key documents as provided by Plan in a shared cloud based folder.

- *Project Documents for each ECCD project*
- *MFA Programme Framework 2015-2017*
- *Strategy/guidance documents*
- *MEL Frameworks for the projects*
- *MEL Guidance documents*
- *Logframes*
- *Plan International's 2016 Global Strategy*
- *Training materials and manuals*
- *MoUs with local partners*
- *Government policies and laws*
- *Annual Work Plans and Annual Work Plans*
- *Technical reports, manuals, handbooks*
- *Advocacy materials*
- *Secondary data from country level*
- *Monitoring data collected (where available)*
- *Any reports/documents from other actors*

Key Informant Interviews

KIIs will be held with the most relevant CO staff, implementing or collaborating partner staff (as identified by the CO teams but likely to include Heads of Programs, ECCD Focal Point and responsible partner staff). KIIs with relevant Plan Finland staff will be undertaken via Skype. CO interviews will be scheduled by the CO within the overall CO visit schedule so as to optimise use of time. In specific circumstances, some interviews may take place remotely (i.e. Skype) prior to or after the field visits. As noted above, key external informants (as relevant to the programme strategy) include different levels of government, local leaders and relevant service providers (child nutrition/health and/or disability services and primary schools involved with transitions components.)

Topics covered during KIIs reflect the analytical FW above and include (but are not limited to):
1. Examine the ECCD project's policies, practices, support and outcomes (i.e. strengths, limitations, support received, outputs and their significance towards outcomes);
2. Capture respondents' views from within regarding what did/didn't work and why related to the ECCD project;
3. Capture respondents' views and experiences related to the ECCD project;
4. Encourage respondents to highlight the crucial gaps in the ECCD programming and means to address these in the future;
5. What is their understanding about gender focused elements of the ECCD programmes, how were these intended to be gender transformative and to what extent did they succeed;
6. Explore aspects of sustainability specifically, what factors enhanced or inhibited sustainability, the maintenance of benefit, ownership and participation of stakeholders during implementation and the establishment of strong, structures and systems as a result.

Copies of the KII schedules are provided in Annex 1 and Annex 2.

Site Visits

When possible, the evaluation team will directly observe ECCD programme activities in the CO/PU/field location being visited. Direct observation provides the opportunity to document activities/mechanisms, behaviour and physical aspects without having to depend upon stakeholders' willingness and ability to respond to questions. The main added value of the site visits and observations will be to review first-hand how the projects were/are implemented, validating other data sources, notably data reported in interviews or group discussions. During the field visit, the evaluation team will take notes and incorporate their direct observations into the three project evaluation reports and overall synthesis report.

Focus Group Discussions (FGDs)

In line with good practice, and in order to maximise the levels of participation and as far as possible creating an environment where all participants feel encouraged and able to speak out[3], FGDs will be set up that do we do not mix different actors (e.g. mothers separate from fathers and centre caregivers separate from parents/centre management committee members).

a) FGDS with parents:
ISG proposes to conduct FGDs (of approx. 45-60 minutes) with parents of children involved in the various ECCD activities/interventions. The evaluation team will conduct a minimum of two FGDS per PU (one with male parents and one with female parents) but ideally **will aim for a total of four FGDs in each PU to be conducted at two separate ECCD facilities/villages and to be held separately for male/female respondents.** For example, in PU1 we would hold optimally two, but a minimum of one FGD with men/fathers and similarly for women/mothers. The same process will be repeated in PU2.

Ideally each FGD should have 7-10 participants (although the evaluation team note frequent challenges around recruitment of male FGD participants in research of this nature). Face-to-face facilitated discussions with small groups of project beneficiaries and stakeholders will allow our evaluation team to engage in meaningful enquiry with an array of stakeholders. The wider goal of focus groups is to promote self-disclosure among attendees, foster dialogue, and allow the conversation to 'take on a life of its own', thereby adding a richness to the discussion that could not be achieved through a one-on-one interview. It also often allows for sensitive topics to be addressed in order to ensure these topics are addressed properly during the assignment. It is our experience that individuals are more likely to share their perceptions/opinions in a group setting with others of a similar background/experience.

b) ISG also proposes to conduct at least one FGD per PU with ECCD centre staff - male and female if the *ECCD centre has both). For efficient time utilisation this will probably be at the same location as the FGD with parents. Other FGDs will be with the key groups already noted above, (i.e. CMC members, Parenting group facilitators and local leaders).*

The focus group, facilitated by the ISG evaluation team member, via an interpreter, will ask a set of questions with respect to project experience, benefit and challenges. It will seek to not just explore participants' understanding and beliefs regarding benefits from the ECCD programme they are involved with, but also review the project management and implementation of the ECCD project as relevant, local context-specific factors influencing ECCD programming rollout, the role of the ECCD project in terms of the partner government policies and ECCD programming, sustainability, etc.

FGDs will be conducted, to the extent possible, in an informal setting. Focus group participants will be gathered and organised dependent on their age, location, gender, and other characteristics as appropriate. Copies of the FGD guides are provided in Annex 3.1 to 3.5.

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[3] Cognizant of the experience shared by Plan of when they did earlier gender and ECCD self-assessments

Lessons Learned Reflections

ISG proposes that each CO visited (and separately, each CO involved in this evaluation, including Bolivia, Pakistan and Timor Leste) arrange and implement an internal workshop/discussion and sharing of key lessons learned and recommendations for the future with Plan staff and relevant implementing partner with respect to the Plan-supported ECCD programmes. The lessons learning (LL) workshops/meetings will be organised by each Plan CO and facilitated by staff members/or an external facilitator (to be decided by the CO). Evaluation team members will participate, observe and note key findings in the workshops in Ethiopia, Mozambique and Uganda. The COs in Bolivia, Pakistan and Timor Leste are requested to send the evaluation team written notes in English and, if possible, an audio or video recording of the reflections using for example the following free software allowing recording and communication of audio and video during and after meetings.

The LL meeting held in each country, shall cover key topics developed by the evaluation team and may be held in the CO head office or other field site. Please see **Annex 4** for a brief workshop outline. The rationale for the LL event is that that it may raise additional topics and issues that may not have surfaced in the desk review or the KIIs/FGDs, may validate or refute/challenge some of the initial findings, and provide more in-depth information on aspects of the programme from participants who may not have involved in other sessions with the evaluation team.

The lessons meetings shall be held to:
1) Collectively identify lessons learned during the previous phase or project;
2) Enable future projects to benefit from; and
3) Usefully apply insights gained on past efforts.

The learning reflection shall allow for the recognition and documentation of insights - future project can incorporate more of the successful and less of the unsuccessful things and offer reflections on events and activities during the project and helps bring closure to the project.

We invite Plan Finland and COs to input to the final form and issues covered in the LL meetings but anticipate that they will address:
1) People – Project and organisational staffing (e.g., loading, availability, skill mix) and training (e.g., available, required, provided, needed, etc.) – how far did these support meeting the goals?
2) Process – Plan's organisational standard processes (i.e. processes, procedures, standards, methodologies, templates, and guidelines – how far were these adequate/optimal to achieve the intended results/changes?   Were any of them counter=-productive (i.e. did any create a bottleneck/obstacle?);
3) Tools/Technology – Organisational tools (Plan/partner systems);
4) Partnerships and External factors that influenced (Government role/attitude, community challenges.);
4) Sustainability; and
5) Consider whether the lesson was:
a.   Beneficial – Lesson learned with advantageous outcome;
b.   Detrimental – Lesson learned with adverse consequences;
c.   Promising – Practice promoting or resulting in a positive outcome.

Suggested Participants:
- Heads of Programs;
- ECCD Focal Point (if applicable);
- Representatives from ECCD staff (Plan and/or implementing partners staff);
- Sectoral technical specialists;
- M&E and Gender specialists.

Each workshop will require approximately 4 to 5 hours. The CO will be in charge of facilitating and implementing the workshop. The agenda shall be finalised in dialogue with Plan Finland and the COS by 27 September 2017 and the ISG evaluation team will remain in dialogue with the CO teams to ensure they receive the support they require with respect to the content of the workshop.

Data Collection Logistics and Schedules

Sample eight-day schedule

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
Morning	CP/Security Briefings; intro with Plan/ partner staff, overview of tools (check translations, materials etc); review logistics	Travel to PU site	Field visits at PU 1, observation and FGD or KIIs with partners/staff/parents and other stakeholders	Travel to PU Site	Field visits – PU 2, observation and KIIs with partners/staff/parents and other stakeholders	Travel to Head Office	Lessons Learned workshop - Plan CO organises - can be in capital city or at project site	Wrap Up Meetings
Afternoon	Plan staff/ partner/external (e.g. Government/UN) KIIs	Field visits – observation and FGD or KIIs with partners/staff/parents and other stakeholders	Field visits – observation and FGD or KIIs with partners/staff/parents and other stakeholders	Field visits – observation and FGD or KIIs with partners/staff/parents and other stakeholders	Field visits – observation and FGD or KIIs with partners/staff/parents and other stakeholders	Final KIIs/meetings	Final KIIs/FGDs	ISG team travel out of country

Scope of Work for Country Offices

In the Country Offices, the evaluation team will coordinate the introduction to, and scheduling of, KIIs and FGDs with the designated review focal point in each office. For greater efficiency, scheduling of KIIs and FGDs must be completed prior to each CO visit as well as the organisation of the Lessons Learned workshops and site visits. Typically KIIs will be with a single respondent, but in some cases - especially with government officials - the respondent will likely invite two or three other people. The evaluation team will record responses by detailed note taking and, if appropriate, a digital recording device.

Tasks and responsibilities of Plan Country Teams

For the successful implementation of the in-country visits the full support from the Country Offices is fundamental. This includes the following tasks:

- Appointment of a contact person for the whole duration of the evaluation process (preparation, implementation and follow-up/conclusion) who coordinates the visit process with the FLNO representative and the Evaluation team;
- Organise all local travel and accommodation of the evaluation team and for those attending the LL workshop;
- Support with entry immigration procedures for the team if required;
- Facilitate the *identification* of appropriate participants for FGDs or KIIs, contacting them and organizing their participation, identify and schedule meetings with appropriate parents;
- Observation of daily activities at centres;
- Organise the participation of the different stakeholder groups (e.g. female and male parents, Centre caregivers, local authorities, community members, feeder schools etc.) local travel, meals, and secure venues for such meetings/interviews) taking into account logistics/traffic, usual working hours and/or appropriate and responsive meeting times and places for different categories of participants;
- Ensure that children/parents and other stakeholders receive age-appropriate explanation regarding the reasons for the evaluation and the subsequent use of information;

- Where applicable/necessary ensure that parents/caregivers give their written consent to have their children observed in the centres visited. Note: the evaluators will not be having any direct sessions with children;
- Ensure that participants give their written assent prior to any data collection;
- **Identify, hire and orient a suitably-skilled interpreter to work with the evaluator for the duration of the country visit** with fluent translation and interpretation capacity from local languages to English and vice versa, and arrange for their payment;
- Please note that is not a requirement that senior staff accompany the evaluator on the community visits and in fact we would recommend that the number of people that are involved in the facility/community/parent visits is minimised as far as possible (evaluator interpreter and local staff familiar with project participants for introductions etc.);
- (If necessary) Identification/hire of document translation services and arrange for their payment;
- Identify and book venues for meetings with stakeholders and arrange payment of these;
- Ensure that child protection requirements are met at all times during the evaluation process (i.e. ensure that Plan staff and all other persons possibly involved are cleared); and
- Sharing/discussing the results of the evaluation to the community and groups involved.

Indicative budget/ resources required from the Country Office/Plan Finland

Each CO should discuss/agree with Plan Finland the local costs noting that ISG shall cover airfare to the CO and accommodation in country for the ISG evaluation consultant. Therefore costs involved for each CO participating in the evaluative field visits may include:

- Rent for meeting/workshop venues;
- Transportation and refreshments/meals for participants; this will include transportation and refreshments for those participating in the LL workshop and those involved in FGDs/KIIs at each programme unit or interview site as relevant;
- Costs related to translation;
- Costs related to (preferably professional) interpretation support for the ISG evaluator, during the field visits and as relevant other meetings;
- Travel arrangements and costs related to transportation for the evaluation team to and from interview sites. This may include flights to and from programme unit sites, or ground transportation to and from meetings held at each area/location;
- Costs related to (if considered necessary by the CO), external facilitator for the LL workshop;
- Any incidental costs related to Plan staff participation during the country visits.

The evaluation team shall make direct contact with each CO to organise and plan the field work and discuss any questions and issues with the timeframe.

Data Coding, Analysis and Report Preparation

The evaluation team will establish a common procedure for the coding of the qualitative data into meaningful categories prior to the implementation of field work. Coding will enable the organisation of notes and determine themes or patterns common to KIIs. This will include identifying key words and terms from each interview and categorisation of responses from each interview/FGD. Respondent information will be confidential, particularly that of children and names and personal information shall not be recorded nor collected. The evaluation team will finalise the analysis of the qualitative data by extracting the meaning and significance of the coded key words/themes and integrating these with the themes, findings and lessons obtained through the other data collection methods discussed below.

Report Preparation

Step 1: Development and Submission of Country Reports

The evaluation team will develop three country visit reports that will include the findings from the desk review and the initial findings from the field visits presented and discussed at each of the country debrief sessions. The report will provide findings related to the progress and final achievements of the three selected ECCD projects in relation to their objectives and with a specific focus on 1) the sustainability of the result and 2) the degree to which programming has been gender transformative. Once developed, the three country reports will be submitted to Plan Finland for review and/or feedback. Feedback from Plan Finland shall be integrated into final project evaluation reports.

Step 2: Review of Three Evaluation Reports from countries not visited

Prior to developing the draft synthesis report, the evaluation team will review the three external country evaluation reports (due in October 2017), from the three countries not visited, and the outputs from the Lessons Learned reflection held in each country- focusing on the findings and data needed to address Component 2 in the Synthesis Report.

Step 3: Development and Submission of Draft Synthesis Report

The ISG evaluation team will develop a draft synthesis report (30 pages excluding Annexes) that will include the findings from the desk review, field visit country reports, and the evaluation reports as available and produced from the evaluations in the three countries not visited. The synthesis report structure will be decided with Plan during Phase I, and will include findings related to all six countries and addressing Component 2 of the TOR. This will include findings related to the performance of the ECCD working models from the gender transformative perspective (i.e. in relation to all the various aspects of gender transformative work described above – with women and men and with young boys and girls - and the many questions included in the tools) - and in different implementation contexts, and recommendations and lessons learned on scaling-up the successful ECCD working models in Plan International. The Draft Synthesis Report will be submitted to Plan for review and feedback.

Step 4: Finalisation of Synthesis Report

After receiving consolidated comments from the Plan regarding the Draft Synthesis Report, the evaluation team will make the necessary revisions and resubmit a second draft for Plan's review. Any feedback will be integrated into the second Draft Synthesis Report, and the final Synthesis Report will be submitted no later than 15 December 2017, unless otherwise discussed and agreed with Plan Finland. It is ISG's goal to provide Plan with a final deliverable that reflects methodological rigor, exhibits the expertise and knowledge of our evaluation team and that satisfies the requirements set out in the TOR.

Step 5: Presentation of Findings/Debriefing with Plan Finland and Country Offices

After finalising the Synthesis Evaluation Report, the evaluation team will prepare a PowerPoint presentation to present during a virtual debriefing with Plan Finland and Country Offices. The evaluation team will present the findings, recommendations and other key issues as highlighted in the final report. The timing of the presentation shall be reviewed with Plan Finland.

Deliverables

ISG will deliver the following as a part of this assignment, as described in the assignment's Terms of Reference:

1. Project Inception Document (this document), including detailed workplan and evaluation matrix. A data collection toolkit comprising specific methodologies and tools for case studies as appropriate (as part of the project inception document).
2. Final reporting consisting of:
a. Three brief country visit reports (note security concerns at the time of preparing this report in Ethiopia and thus, the cancellation of a field visit during early October);
b. Draft and Final Synthesis Report.

Work Plan

This Work Plan lays out who has responsibility for doing what and when. Specific milestones/activities are as follows:

Submission and Approval of Inception Report

The final Inception Report will be completed by end of 20 September 2017 in coordination with Plan Finland with feedback and approval sought from Plan Finland by end of month.

Desk Review

The initial draft of the desk review will be completed by the end September 2017 as part of the preparatory stages of the assignment.

Field Visit Protocols

(1) Prior to arrival

The evaluation team has prior to arrival, received detailed itinerary and schedule of field interviews, based on the above suggested agenda and communications with the COs.

(2) Arrival in country

The evaluation team's activities in-country will be agreed via the scopes of work (see above). The CO point person will have made all the logistical arrangements for the visit to maximise the efficiency of the team's visit. The table below provides an outline of the planned timing of each field visit however these dates are tentative and require confirmation from each country. Also political and security situations in each country shall govern the decisions surrounding implementation of field visits.

Visit	Tentative Dates	Evaluator
Ethiopia	8 days October/November (to be confirmed dependent on an updated, more stable situation)	Helen Gallagher
Uganda	8 days October 2-13	Helen Gallagher
Mozambique	5 days October 23-27	Amy Weiss

(3) Post-visit

Upon conclusion of the visit (time permitting), the ISG evaluation team will conduct a debrief staff of the CO with respect to their key findings over the course of the visit. These findings and any feedback from the CO staff regarding them will provide the basis of the individual country visit reports (one for each country).

Table 1 Assignment Workplan

	Phase I: Sept 2017	Phase II Oct –Nov 2017	Phase III Nov-Dec 2017
Inception Meeting with Plan	ISG / Plan Finland		
Consultations with Plan Finland, County Offices, and Plan IH	ISG / Plan Finland		
Desk Review with virtual interviews with stakeholders	ISG / Plan Finland		
Drafting of data collection tools	ISG		
Development and Submission of Inception Report	ISG ★		
Finalisation and Submission of Inception Report	ISG ★		
Translation of tools and Preparation for data collection		ISG / Plan Finland	
Data collection in Uganda, Mozambique and Ethiopia		ISG	
Initial Analysis and in-country debriefings		ISG / Plan Finland	
Cleaning and coding of data and Analysis			ISG
Development and submission of three Project Evaluation Reports			ISG ★
Finalisation and submission of Project Evaluation Reports			ISG ★
Review of Three Project Evaluation Reports from countries not visited			ISG
Development and Submission of Draft Synthesis Report			ISG ★
Two Rounds of Revisions for Synthesis Report			ISG ★
Submission of Final Report and Presentation (PowerPoint)			ISG ★ / Plan Finland

ISG
Plan Finland
★ **Deliverable**

Evaluation team

The Evaluation team is composed of a Lead Expert and Project Supervisor. Additionally, internal ISG staff will assist with the assignment as needed during the course of the evaluation.

Breakdown of Evaluation team Roles

Based on the organisational chart above, below we have provided a description of each role and their overall responsibilities for the assignment.

Brian O'Callaghan — Project Supervisor	Quality Assurance
Helen Gallagher — Lead Expert	Technical Expert
ISG Internal Staff	Support

Mr. Brian O'Callaghan, Project Supervisor

 Role: Mr. O'Callaghan, ISG's Programme Director will support the team logistically, and will

interface with the Plan at all stages of the assignment. He will lead on the coordination aspects related to the assignment and ensure that all deliverables are produced on time. Finally, Mr. O'Callaghan will provide quality assurance on all deliverables and support the Lead Expert as needed.

Contact: bocallaghan@theisg.com

Ms. Helen Gallagher, Lead Expert

Role: Ms. Gallagher, the assignment's Lead Expert will lead the development of tools, the document review, and also data collection in-country. She will also lead on the analysis component and development of all deliverables with support from the other team members.

Contact: helengallagheruk@yahoo.co.uk

ISG Internal Staff
Amy Weiss, Support Staff
Karishma Budhdev Lama, Support Staff

Role: ISG staff will assist as needed in the undertaking of the evaluation. This includes backstopping support, as well as assisting with data collection and analysis, and supporting with field work. Ms. Weiss, ISG staff and evaluation expert, shall implement the evaluative work in Mozambique.

Greetings from <u>International Solutions Group</u>!

We are currently undertaking Plan International Finland's (Plan Finland hereafter) Early Childhood Care and Development (ECCD) projects within the Finland Government Ministry of Foreign Affairs (MFA) Programme Framework 2015-2017. Specifically, ISG shall evaluate three Plan Finland ECCD projects in Uganda, Ethiopia and Mozambique, as well as an overall assessment of the ECCD working models covering six ECCD projects in Bolivia, Ethiopia, Mozambique, Uganda, Pakistan and Timor Leste.

We are gathering information about this project and its activities in _____- [Country/location]. This meeting is held in _____ (provide location) with you in order to understand the outcomes of these projects in this and other communities and through discussion, we would like to discuss a number of key areas. Our evaluation is funded by Plan International, Finland Office, and is being carried out by the International Solutions Groups. Our discussion is to take place over approximately 45-60 minutes. Any information you provide that can identify you will be kept strictly confidential by the parties conducting this study, including Plan employees, employees of the survey firm, and researchers, to the maximum extent.

Your participation is voluntary in this discussion. In other words, you have the alternative to not participate and there will be no consequences for nonparticipation.

You may contact Helen Gallagher, Lead Researcher, if you have questions, concerns or complaints about the study or your rights as a participant. If you have any questions for me, please feel free to ask at any time.

All the best,

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the parent of the potential participant, and to the best of my ability made sure that the person understands that the following will be done:

1. Questions asked about Plan's ECCD projects, practices, policies, challenges and desired changes;
2. Responses written down confidentially;
3. Responses analysed confidentially and presented in an anonymized format via study reports and presentations

I confirm that the respondent/s was/were given an opportunity to ask questions about the study, and all the questions asked by him/her have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Print Name of Researcher/person taking the consent_____

Primary Data Collection Introduction

Introduction of the project team and ISG

International Solutions Group (ISG) is a consulting firm specialising in monitoring and evaluation that has been contracted by Plan International to conduct an evaluation of its Early Childhood Care and Development (ECCD) projects within the Finland Government Ministry of Foreign Affairs (MFA) Programme Framework 2015-2017. Specifically, ISG shall evaluate three Plan Finland ECCD projects in Uganda, Ethiopia and Mozambique, as well as an overall assessment of the ECCD working models covering six ECCD projects in Bolivia, Ethiopia, Mozambique, Uganda, Pakistan and Timor Leste.

Introduction of discussion activity

During our meeting today we shall discuss a number of key areas amongst our team to arrive at a common understanding on each of the issues. The overall conclusions and analysis shall be provided to Plan, but not the individual comments and thoughts you may share as part of this discussion. The results of our discussions will be cross-examined against other findings.

You may choose not to participate in this study and your family does not have to take part in this research if he/she does not wish to do so. Choosing to participate or not will not affect either your own or your child's future treatment at the Centre here in any way. You and your child will still have all the benefits that would otherwise be available at this Centre. Your may stop participating in the discussion/interview at any time that you wish without either of you losing any of your rights here.

There will be no immediate and direct benefit to your child or to you, but your participation is likely to help us find out more about the realities in the center/village, and needs of young children and parents and we hope that these will help those who support early childhood and development to meet their needs better in the future.

Annex 1 – Internal KII Guide (Plan and Implementing Partner Staff)

Guide 1.1 Internal KII Guide   (FLNO /Global only)

Name and Gender: How involved?   Date:

1. Current ECCD programmes:
- In practice what aspects of holistic ECCD do the CO programs give most emphasis to?
- What have been your biggest results/achievements in your FLNO-supported ECCD?
- How would you describe the long term impact of the holistic ECCD model?
- In what ways did your ECCD work build on/extend any pre-existing programmes?
- In what ways does FLNO approach blend/complement other Plan work for 0-8s?
- Which aspects of the FLNO-supported programs do you find highly innovative – and in what ways?

2. Assessing progress
- How do you measure (monitor and track) and report on your progress, results and impact? (probe for indicators/indices do you use to assess progress)?
- Are you satisfied with how results were tracked and assessed/evaluated? Improvements?
- How do you identify what needs to change and/or identify lessons?
- Have there been any unanticipated (positive or negative) results?
- Any changes/results NOT captured well through existing monitoring/assessments- what?

3. Tackling Exclusion and Gender Transformative Programming: Progress since Kilsby review:-
- What have been the most challenging aspects of addressing gender issues in ECCD work and of gender-transformative approach? Explain
- Has anything worked particularly well with regard to changing gender norms and practices? Explain.
- What are the biggest 2-3 challenges now around gender in ECCD?
- What did you do to ensure that project inclusive of all young girls and boys? If you think critically about your work and the intended target groups – do you think anyone got left out? If yes – which groups/children/parents? And why?

4. Resources - technical, financial, human - for programme implementation
- Were you able to support with enough resources to meet CO ECCD goals?
- How would you rate support from FLNO – and suggestions for improving in future?
- Do you feel that the costs incurred are justified by the results? If you had to choose the most cost-effective elements of the whole model – which would those be?

5. Type of partnerships and implications on programming
- Who are Plan FNLO main collaborators/partners in ECCD globally (internal and external)?

6. Sustainability/Scaling and Influencing:
- Which aspects of the overall ECCD program do you think will be sustainable – and why? What activities might not continue and why?
- Are any aspects of your ECCD work likely to be scaled up–if yes by whom? Gov/Priv/NGOs? What responsibility will government/private sector/community take for ensuring services/support continue?
- How well did CO (and you at FLNO) integrate ECCD programming with 'influencing'? Who have you influenced and what results? What kinds of 'evidence' do you use to influence?
- Could other Plan/partner/Gov programs build on to existing ECCD structures (e.g. parenting groups) to implement other projects (economic, education or youth focused?)

Name and Gender: *Location/Date:*
Organisation/Designation and relation to the project:

Current ECCD programmes:
1. What have been your biggest results/achievements in your ECCD programming?
2. What could you do to improve your programming in ECCD?
3. How would you describe the long term impact of the holistic ECCD model?

Assessing progress
4. How do you measure (monitor and track) and report on your progress, results and impact? (probe for indicators/indices do you use to assess progress)?
5. How do you identify what needs to change in your programming and/or identify lessons?
6. Have there been any unanticipated (positive or negative) results?
7. Are there changes/results that you feel are NOT captured well through your existing monitoring/assessments – if yes – what are those?

Tackling Exclusion and Gender Transformative Programming:
8. Would you describe your EECD work as gender unaware/neutral/aware or transformative?
9. What is the most challenging aspect of addressing gender in ECCD here?
10. Does your ECCD work address any power imbalances between men and women? How so? (probe norms c. Child care, decision making, economic wellbeing of women etc.
11. Has anything worked especially well for changing gender norms and practices? Explain.
12. Does the programme address gender stereotyping among target children? If yes how?
13. What did you do to make the project more inclusive? If you think critically about your work and intended target groups – do you think anyone got left out? If yes – which groups/children/parents? And why?

Resources for programme implementation (Technical/Financial/Human)
14. Did you have enough resources to meet ECCD goals? (skilled staff, money, tools, partners?) What training needs for project staff were identified – and did they receive this training? (for instance for gender-transformative and inclusive programming)
15. Specifically from FLNO – was support adequate? Any suggestions for improving future support?

Type of partnerships and implications on programming
16. Who are Plan's main collaborators/partners in ECCD in this CO? How would you describe the quality of the partnerships?
17. To what extent did these partnerships support sustainable and/or gender transformative ECCD programmes?

Sustainability/Scaling and Influencing:
18. What did you do to promote sustainability/scaling up?
19. Did you track costs for (example cost/child)? and what do you think are the most cost-effective elements of the whole model?
20. Which aspects of your ECCD programs do you think will be sustainable – and why? What activities might not continue and why?

21. To what extent are aspects likely to be scaled up–if yes by Gov/Private Sector/NGOs? What responsibility will govt/private sector/community take for ensuring services/support continue?
22. What kinds of 'evidence' do you use in your work to influence others?

Annex 2: External Stakeholder KII Field Guide (Coll. Partners/Alliances and/or Government)

Intro: we understand that your agency/organisation and Plan have been working as partners in programmes that address young children's holistic development. We would like to understand more about what this partnership entails, listen to your opinions about the effectiveness of this partnership and any suggestions for future improvement.

Name and Gender: *Location/Date:*   *Organisation/Designation:*

1. Please explain the relationship/collaboration you and Plan have around work on child development?
2. At what level is this (local/district/national?)
3. What are the most successful aspects of this collaboration? Why do you say these are successful? What evidence do you have to be able to say these are successful aspects?
4. To what extent is anything unique or different about Plan's ECCD work compared to other organisations – if yes – what is different?
5. What are the areas where Plan needs to improve its' ECCD work? How could it improve these?
6. To what extent do you think parts of the ECCD work that Plan has supported will continue if/when Plan stops supporting? Why will these aspects continue?
7. To what extent has your own ECCD work been influenced by Plan and Plan's approach? How has your work been influenced?
8. Plan tries to work with both men & women (fathers & mothers) and to promote equal opps for care & development for boys and girls in their ECCD work –do you think this is important? If yes – why is it important?
9. To what extent is Plan successfully integrating its ECCD activities with yours (and others)? If yes – how does it do that? If no – how could Plan improve?
10. To what extent do you think Plan been successful in influencing other actors – including the government – to invest more in ECCD policy and programming in this location/country? How did they do that?

Annex 3 – Focus Group Discussion Guides

ISG proposes to hold focus group discussions with parents of children involved in the various ECCD activities/interventions. In each PU we would minimally have two FGDS (one with male parents and one with female parents) but ideally will aim for a total of FOUR FGDs in each PU to be conducted at two separate ECCD facilities/villages and to be held separately for male/female.

So for example in PU1/location 1 we would hold one FGD with men/fathers and a second FGD women/mothers. The same process will be repeated in PU2.

Ideally each FGD should have 7-10 participants (but we recognise that it may in some situations be more difficult to organise the male FGDs and that numbers may be less).

Start with standard introduction and establish that everyone present is happy to participate and answer questions.

1. FGD Guide for Parents

PU and Village Name (s):   *ECCD Centre (s):*   *Date:*

Male or Female Group?:   *Number of participants:*

1. As a (mother/father) what are the most important things you care about for your young children?

2. What are the biggest challenges (for you as a mother/father) to care for and raise young children in this area?

3. To what extent do mothers and fathers have the same responsibilities in bringing up young children? What are their (respective) responsibilities - and why?

4. Tell me about what ECCD activities your child has been part of ………………….

5. Which of these activities has been most important for your child ……………… and why?

6. Have you personally been involved in any of the activities – if yes – how?

7. As a mother/father – what have you learned from the ECCD project?

8. Was there a parenting group in your community - and did you participate? (In all or some sessions -and why?)   What was the most significant thing you learned?

9. To what extent has anything changed in the way you personally are now involved with caring and supporting your younger children? What are you doing differently now?

10. To what extent has anything changed in the way your husband/wife/partner is involved with caring for your young children? What are they doing differently now?

11. To what extent has the way you treat/the expectations you have/the value you place on your girls and boys changed - or is it the same after participation in the parenting program?   If changed at all – then why? …………if not changed , then why not?

12. If Plan is no longer able to support the ECCD programmes in your community what will happen? Will they stop? (If they will continue - then how?)

Start with standard introduction and establish that everyone present is happy to participate and answer questions.

2. FGD Guide for Caregivers (ECCD staff/volunteers)

ECCD Centre Name (s) :   *Date:*

Number of female caregivers: *Number of Male Caregivers:*

1. Can you tell me what you do in the ECCD centres?

2. What are you most proud of in your work as a caregiver in your centre?

3. To what extent has being a caregiver brought any changes to your own life? (probe for economic, status within family, own KAP, status within village, plans for own children?)

4. To what extent did you feel well supported in your role as ECCD centre caregiver? What kinds of support did you get – and from where?   (probe training on gender and what it covered/what they understood?)

5. Who do you think performs better at the centre – for instance in terms of how well they learn, listen, follow instructions or cooperate with others: boys or girls? why?

6. To what extent are girls and boys encouraged/or not encouraged to play with particular toys or do particular activities. (probe - what representation of roles/professions/behaviours are there of girls, boys, women and men in the centre materials and resources)

7. In your opinion, what are the most important things to teach young (pre-school) children? Is this different for girls and boys?

8. In your village, how are men and women expected to behave in terms of caring for and raising their children?

9. Do you consider yourself to be a typical man or women in your village – if not – in what ways are you different?

10. In your village how do adults think an ''ideal girl" should behave? How should an 'ideal boy' behave? How do you think children learn these ideas about how they should behave and what they should be? (and when)?

11. To what extent did working in the ECCD centre change the way you see what boys can do and what girls can do – and how?

12. If you could change something about the ECCD program/your ECCD centre to make it better – what would you change?

13. Do you think this centre will continue running for a long time? If yes – how will this happen? (who/how will it get support etc.).?

Start with standard introduction and establish that everyone present is happy to participate and answer questions.

3. FGD Questions for Parenting Facilitators:

Location   Date: # Female =   # male =

1. What is the purpose of the parenting groups?

2. What are you most proud of in your work as a parenting facilitator?

3.a In your opinion, what are the most important things that mothers coming to parenting sessions have learned?

3b. In your opinion, after coming to the parenting sessions- in what ways are mothers changing the way they are raising their children?

4.a. In your opinion, what are the most important things that fathers coming to the parenting sessions have learned?

b. In your opinion, after coming to the parenting sessions- in what ways are fathers changing the way they are raising their children?

5. To what extent has being a parenting facilitator brought any changes to your own life? (economic, status within family, own KAP, status in village, plans for own children, children's capabilities/what they can do?)

6. To what extent did you feel well supported in your role as parenting facilitator? (What kinds of support? – and from where? (training/awareness/dialogue on 'gender'? how did you understand this and could it be applied in parenting grps?)

7. If you could change something about the parenting work to make it better – what would you change?

8. To what extent do you think parenting groups/ECCD work will continue running for a long time? If yes – how will this happen? (who/how will it get support etc.)?

Start with standard introduction and establish that everyone present is happy to participate and answer questions.

4. FGD Guide for Local Leaders

ECCD Centre Name: *Date:*

Number of females present: *Number of Males present*

1. What do you know about the ECCD programs in your village/community?

2. As a local leader, what kinds of responsibility do you have for these ECCD programs/activities?

3. Can you tell me about anything that you are proud of related to the ECCD work/programs in your village/community?

4. In this community - how should an 'ideal' girl behave? How should an 'ideal' boy behave? How do you think children learn these ideas about how they should behave (and when)?

5. If you could change something about the ECCD programs in your village/community to make them better – what would you change?

6. If Plan is no longer supporting the ECCD learning centre (and/or the parenting groups if these are present) do you think they will continue running for a long time?

7. As a leader in this village/community– how can **you** help these ECCD programs to continue?

Start with standard introduction and establish that everyone present is happy to participate and answer questions

5. FGD Guide for ECCD Centre Management Committee

ECCD Centre Name: Date:

Number of female members present: Number of Male members present:

1. What are the responsibilities of the CMC? Do male and female members have same responsibilities?

2. What are you most proud of in your work as CMC member?

3. In this community - how should an 'ideal girl' behave? How should an 'ideal boy' behave? How do you think children learn these ideas (and when)?

4. In your opinion, who do you think performs better at the centre – for instance in terms of how well they learn, listen, follow instructions or cooperate with others: boys or girls? Why

5. If you could change something about the ECCD centre to make it better – what would you change?

6. Do you think this centre will continue running for a long time? If yes – how will this happen? (who/how will it get support etc.).

7. For young women in your village (say 14-18 years old) – do you think there are any barriers to them achieving their potential and their dreams? - if yes – what are those barriers?

Start with standard introduction and establish that everyone present is happy to participate and answer questions

6. KII for Transition School Teachers:

School Name/Location: Name/Gender

1.   What percentage of all children entering primary 1 in your school are transitioning in from an EECD centre?

Are these mostly Plan-supported centres?
What other kinds of ECCD centres are the children coming from?

2. Who are the remaining children that enter school with NO ECCD or Pre-School experience?

3. Are there any children not coming to school at all? Who are they and why not coming?

4.   What (if any) differences do you see in children coming from an ECCD centre?   (Is this the same or is it different for boys and girls?)

5. Can you assess/measure this difference in any way?   Do you track it after G1 and into G2 – do any the differences persist into higher grades?

7. Is there a gender difference in performance in G1 – for instance in terms of how well boys vs girls learn, listen, follow instructions or cooperate with others? If yes - Why?

8. What (if any) differences do you see in parents whose children have come from an ECCD centre –

Specifically, is there any difference for fathers?   Any differences for mothers?

9. To what extent did you receive any kinds of support to make the transition to primary easier for young children?

If yes - where did this support come from? (training or awareness raising on 'gender,' how they understand this and how it may or may not have been applied in the classroom)

10. If you could change something about the ECCD and pre-school work that Plan supports - to make it better – what would you change?

11. Do you think the parenting groups and ECCD centres will continue running for a long time? If yes – how will this happen? (who/how will it get support etc.).

Start with standard introduction and establish that everyone present is happy to participate and answer questions

7. KII Questions for Health/Nutrition Staff (at community/facility level).

Village/District: Facility/Service point:

Name/Gender: Date:

1. In your opinion what are the 3 most critical nutrition/health issues for children aged 0-3 years in this community? Are these the same for boys and girls?

2. What about children aged 4+ - and again - are the nutrition/health problems the same for boys and girls?

3. To what extent have these nutrition/health problems for young children changed in the past few years? How?

4. What can be done to help mitigate these problems?   Specifically:

  -------- What can parents do?   Specifically : What can mothers do?   What can fathers do?

----------What can the government do?

----------What can NGOs do?

5. What do you know about Plan-supported ECCD work in this location?

6. In what ways do you think this work is impacting on nutrition/health of young children?

7. If you could change anything about the ECCD work that Plan is supporting – to improve it – what would you change?

8. If Plan is no longer supporting these kinds of interventions – to what extent do you think the parenting groups and/or ECCD centres will be sustainable?

If you think they will continue – how will that happen? (probe who will manage/run centres? who will train parenting facilitators?)

Name and Gender: *Location/Date:*
Organisation/Designation and relation to the project:

Current ECCD programmes:
23. What have been your biggest results/achievements in your ECCD programming?
24. What could you do to improve your programming in ECCD?
25. How would you describe the long term impact of the holistic ECCD model?

Assessing progress
26. How do you measure (monitor and track) and report on your progress, results and impact? (probe for indicators/indices do you use to assess progress)?
27. How do you identify what needs to change in your programming and/or identify lessons?
28. Have there been any unanticipated (positive or negative) results? Please share.
29. Are there changes/results that you feel are NOT captured well through your existing monitoring/assessments – if yes – what are those?

Tackling Exclusion and Gender Transformative Programming:
30. Would you describe your EECD work as gender unaware/neutral/aware or transformative?
31. What is the most challenging aspect of addressing gender in ECCD in this community/country?
32. To what extent does your ECCD work address any power imbalances between men and women? How so?
    (probe norms c. Child care, decision making, economic wellbeing of women etc.
33. Has anything worked especially well for changing gender norms and practices? Explain.
34. Does the programme address gender stereotyping among target children? If yes how?

35. What did you do to make the project more inclusive? If you think critically about your work and intended target groups – do you think anyone got left out? If yes – which groups/children/parents? And why?

Resources for programme implementation (Technical/Financial/Human)
36. To what extent did you have enough resources to meet ECCD goals? (skilled staff, money, tools, partners?) What training needs for project staff were identified – and did they receive this training? (for instance for gender-transformative and inclusive programming)
37. Specifically from FLNO – was support adequate? Any suggestions for improving future support?

Type of partnerships and implications on programming
38. Who are Plan's main collaborators/partners in ECCD in this area/CO? How would you describe the quality of the partnerships?
39. To what extent did these partnerships support sustainable and/or gender transformative ECCD programmes?

(Continues to page 2……..)

Sustainability/Scaling and Influencing:

40. What did you do to promote sustainability/scaling up?

41. To what extent did you track costs for (example cost/child)? - and what do you think are the most cost-effective elements of the whole model?

42. Which aspects of your ECCD programs do you think will be sustainable – and why? What activities might not continue and why?

43. To what extent are aspects likely to be scaled up–if yes by Gov/Private Sector/NGOs? What responsibility will govt/private sector/community take for ensuring services/support continue?

44. What kinds of 'evidence' do you use in your work to influence others?

Annex 4: Lessons Learned Reflection Events

1. Overview

ISG encourages each of the 6 Country Offices to organise a 4-5 hour reflection session as part of the evaluation process. The guidance below is primarily for Ethiopia, Uganda and Mozambique. However, if the other three (non-visit) COS have already included a lessons learned session into their own CO-led ECCD evaluation process they can simply report out the results/findings to ISG for incorporation in the overall final report. Uganda, Ethiopia and Mozambique should plan for this session during the evaluation visit so that ISG can be an observer (interpreter should be present). COs may bring in an independent facilitator or chose a facilitator from within the country team. ISG suggest a group of 10-12 participants to include a mix of technical and implementing staff and partner staff (i.e. this is an internal group).

In the guidance below ISG focuses on the types of questions we believe will be useful and we present a rough outline of the event. However we encourage the COs to adjust the guidance to their context and the actual participants. In effect ISG is not mandating the exact process but is rather interested in the results/outputs (which can be reported out in a 3-4 page summary document – in English- ideally available not more than 5 working days after the LL events take place).
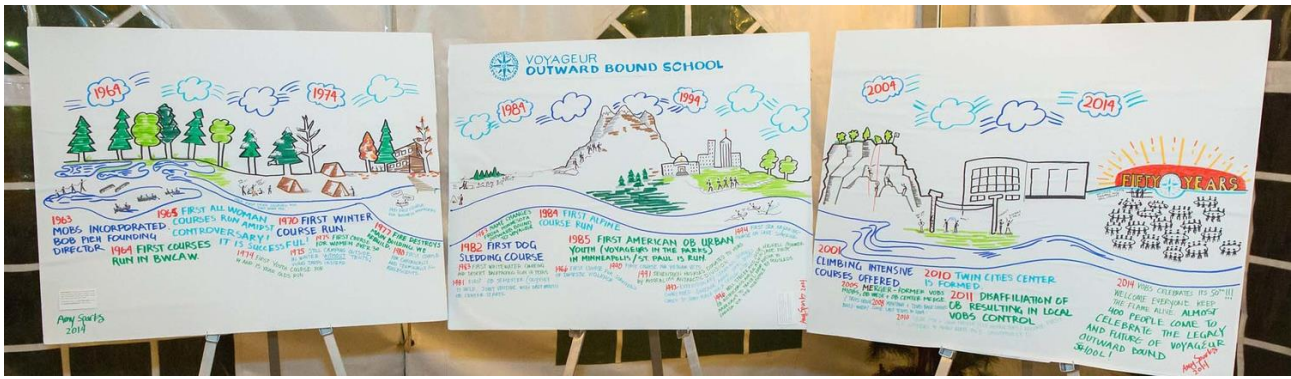
2. Timeline

We recommend that before the event ECCD staff re-construct a very simple visual TIMELINE of key events/achievements/obstacles (for example on flip chart papers) that will help participants recall important issues – and that the timeline can be added to during the reflection meeting. For the timeline we suggest three rough periods i) prior to current ECCD projects – roughly 2012-2015) ii) current project Year 1 (FY 16 - 2015-2016), iii) current project July 2016 to present.

Suggested Outline

Identify the three periods above and use cards/post its, to record the main events/issues/obstacles (a mix of internal and external). The purpose of creating the timeline is to help participants recollect the overall implementation process, key milestones and intermediate/ultimate outcomes and impacts of the project. It can be added to during the LL reflection as people recall events that were important. The time line is *a visual aid to help the lessons learning process and NOT an output that you need to spend a lot of time preparing.*
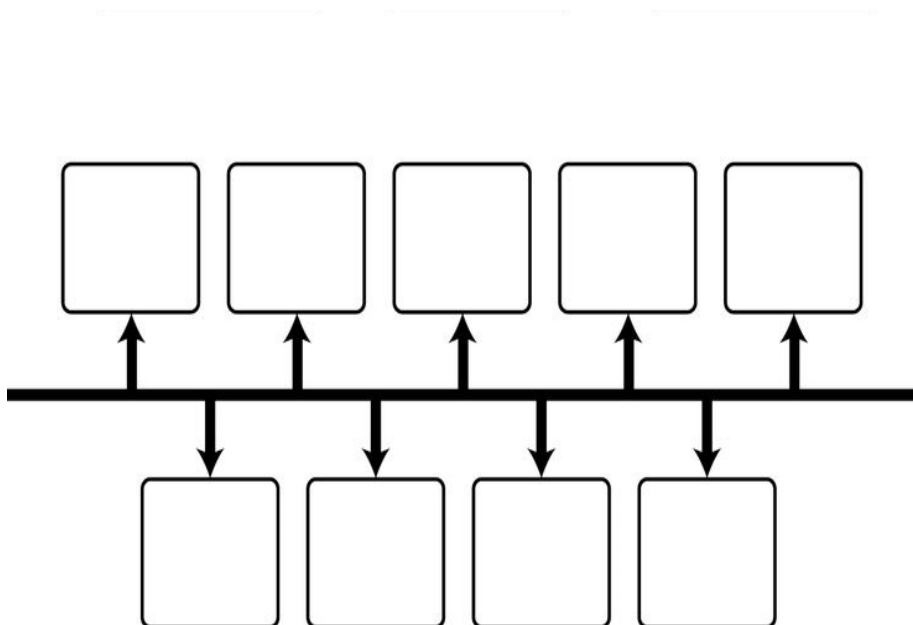
The example pictured above is a very elaborate sample of such a timeline representation. A simpler representation will suffice which can be added to during the lessons learned exercise.

3. Purpose of the Lessons Learned Discussion:

1. Collectively identify lessons learned during the previous phase or project; (this could be with respect to 1) technical interventions, 2) project approach and processes - and in particular the gender-transformative, inclusive approach and 3) project management and operations (including partnerships)?
2. Enable future projects to benefit from and usefully apply insights gained on past efforts.;
3. Recognise and document insights - future project can incorporate more of the successful and less of the unsuccessful things.;
4. Reflect on events and activities during the project and helps bring closure to the project.

4. Suggested Questions:

1. What went well? Provide examples of successes during or because of the project
2. What are you personally most proud of?
3. What didn't go well? Unintended outcomes during or because of the project.
4. Could anything have been done better/handled differently? Or by a different person/partner/entity?
5. Any recommendations for others implementing future projects of a similar type??
6. If doing again - what could we change/simplify/improve?

5. Consider whether the lesson was:

a. Beneficial – Lesson learned with advantageous outcome. (+) (things you may do again in the future)
b. Detrimental – Lesson learned with adverse consequences. (-ve) (things you may not repeat in the future)
c. Promising– Practice promoting or resulting in a positive outcome (PROM)
d. Or could be a combination of the above

6. Ground rules to set expectations of all participants and ensure a productive reflection:

1. Remain focused on discussions that will yield lessons learned within the time you have scheduled
2. Focus on behaviours & tactics that were successful/problematic, rather than successful/problematic people.
3. Hear from everybody - recognise that everyone who contributed may have input regardless of their amount of project/deliverable involvement.
4. And after the discussion offer an opportunity to provide additional input (i.e. something you did not want to share in front of group, or something that comes to you later) and provide an email address.

7. Follow Up:
1. Capture the essence of the discussion and finalize a short/formal lessons learned document (see idea for format below)
2. Validate lessons learned, seek clarification when/where necessary
3. Summarize lessons learned and provide teams with a summary deck
4. Ensure lessons learned are stored within your system to serve as an asset for future planning.

8. Guidance for Reporting:
COs are invited to consider the format below for capturing the main outputs of their LL reflection (but are also free to adapt/improve on it as long as the main points are reported).

Plan Finland ECCD Project Lessons Learned Reflection Summary Reporting

1. Lessons considered to be mostly POSITIVE (add extra rows as needed)
Describe in one or two sentences the Lesson Learned
1a.
1b.
1c. etc. add rows as needed
2. Lessons considered to be mostly NEGATIVE (add extra rows as needed)
2.a
2.b add rows as needed
3. What we learnt could be a promising practice for future
3.a
3.b

Indicative Reflection Session Agenda:
An indicative outline is shared below (but again ISG invites COs to be creative/flexible in how the lessons learned information is collected.

TIME	Duration	CONTENT / KEY LEARNING POINT	ACTIVITY	RESOURCES
09.00	30m	**Introduction & welcome** Explain why holding the LL event Session outline/ Rules for the meeting= Recognise and document lessons - future projects do more of the successful things and less of the unsuccessful things. Summarise project goals/objectives	While waiting - Gallery walk of project photos or look at time line to start creating context Optional – Energiser activity (3 min)	Pin up Rough Time Line on flip charts – markers and post its to add new ideas Flip Chart with Goals & Objectives
9.30	30 m	**Walk through project timeline** A reminder of key tasks and activities - Invite participants to walk through and discuss and add additional key project phases/tasks on sticky notes and pin up on timeline -Read out new key activities as pinned up. - Reflect upon activities to help identify lessons.	Pin up butchers paper with timeline (Years & months)	Flip chart paper with time line & sticky notes or cards.
10.00	45m	**Q1- What worked best/well?** Use <mark>GREEN</mark> coloured cards - max of 4 cards each **Q2 What are you personally most proud of in the ECCD work?** Use <mark>YELLOW</mark> card – only one per person	Participants and/or Fac. document Pin up on time line or another flip chart/wall	GREEN AND YELLOW Cards/Sticky notes

10.45	15 mins	**Tea Break**		
11.00	30m	**Q3: What did not work well?** (USE RED Cards/Sticky Notes)	Participants/Facilitator document and pin up on flip chart or wall	RED/PINK Card/Sticky notes
11.30	30m	Review all the cards that are up on the wall now (Green, Yellow and Red) and ask participants to start identifying lessons learned. Discuss why.	Invite participants to get up and read all the cards	Sticky notes
12.00	30 mins	**Q4 – Split into small groups of 3-4 persons to identify and write the lessons -** (use BLUE cards) GROUP 1 -What are the positive lessons? GROUP 2 -What are the negative Lessons? GROUP 3 -What are emerging good/promising practices? Groups have 30 minutes to discuss and write up – then pin on a wall/flip chart	Brainstorming Small Group members write up the lessons as suggested/ brainstormed in their small group	Cards/Sticky Notes
12.30	15 mins	Gallery Walk of the Groups output – write and pin up any additional Lessons identified by rest of the participants		
12.45	15 mins	Closing Session - Ask participants if wish to say/add anything? Thanks and Close (ensure all walls/charts are documented/ photographed/secured for writing up report)		