

Annex 9: Sample Monitoring and Evaluation (M&E) Framework

Introduction:

Plan International piloted the Primary Prevention Framework (the framework) on behalf of the Alliance for Child Protection in Humanitarian Action (the Alliance) from March 2023 – June 2024. The piloting process involved going through each phase of the program cycle, including conducting a needs assessment and situational analysis and designing a primary prevention program. This annex documents how the piloting process went from selecting harmful outcomes to target for prevention¹, to ranking and prioritizing risk and protective factors, to developing a theory of change, and finally developing a M&E framework, inclusive of a logical framework and M&E plan. This M&E framework is meant to be used as a sample to demonstrate to child protection in humanitarian action (CPHA) practitioners both what a primary preventive approach can look like and what M&E of that approach would be, based on an actual example.

Overview of key steps during piloting:

Selecting harmful outcomes to prevent: In May 2023, Plan conducted a piloting kick off workshop, which included consultations and discussions with country teams, government stakeholders, and other humanitarian actors around harmful outcomes, identified in a desk review, to be prioritized for piloting. As a result of the discussions, Plan decided to focus on the harmful outcome of child and early forced marriage (CEFM) for this pilot.

Ranking risk and protective factors: Over five days in May 2023, Plan led a risk and protective factor ranking exercise, following a revised version of [the guidance available on the Alliance website](#). To do this, Plan conducted ten age- and gender-segregated focus group discussions (FGDs) with adolescents, caregivers, community and religious leaders, and NGO staff in the Diffa region of Niger. Participants were asked to identify the risk and protective factors contributing to or mitigating, respectively, CEFM. Participants then selected and ranked the five most important risk and protective factors in their community. At the end of the FGD exercise, Plan had a compiled list of 6 risk and 6 protective factors.

Prioritizing risk and protective factors: To analyze the results of the ranking exercise, Plan held a prioritization workshop with Plan Diffa staff, relevant government ministry representatives, OCHA staff, and key child protection actors in Diffa [using annex 4 of the framework as](#) a guide. During this workshop, participants worked together to determine which risk and protective factors would both be most feasible and most impactful to either mitigate or strengthen. The workshop participants agreed to focus on the following areas: supporting school enrollment and improving retention by strengthening the quality of

¹ **Harmful outcomes for children** refers to types of harm to children, as outlined in the CPMS, including dangers and injuries, physical and emotional maltreatment, sexual and gender-based violence, mental health and psychosocial distress, association with armed forces or armed groups, child labor or family separation.

education services; supporting protection services and community mechanisms; conducting awareness raising for parents, community, and children on the harmful impact of CEFM and the importance of staying in school; supporting access to livelihoods to ensure access to basic needs, such as food and water; and supporting inclusion of marginalized populations who are more exposed to harmful outcomes.

Designing a primary prevention project: Following the prioritization workshop, Plan's CPHA team brought together colleagues from education, livelihoods, monitoring & evaluation, finance, and business development to design an integrated child protection, livelihoods, and education program with the objective of preventing CEFM. During the design workshop, piloting teams developed a logical framework which included the theory of change, program goal, results, activities, corresponding indicators, and assumptions. This logical framework was then used as the basis for developing the M&E plan. Activities selected were informed by the desk review, the risk and protective factor ranking exercise, and the results of the prioritization workshop. Considering budget, timeframe, and capacities, the design team agreed to focus on three areas:

- mobilizing and sensitizing communities on the importance of birth registration as the first step to preventing harmful outcomes through sensitization campaigns, community mobilization, and door-to-door campaigns
- improving secondary school retention through inclusive, quality education. When girls reach 10 years of age, they are considered to have reached maturity and are at greater risk of being pulled from school for CEFM.
- supporting caregivers to access income generating activities to ensure student retention and address barriers to birth registration for children who have yet to be registered.

M&E Framework: The design process culminated in a logical framework and M&E plan. Due to piloting limitations, Plan focused on a single secondary school and its catchment area to ensure a population-level approach². The M&E framework below has been slightly modified so as not to reflect that piloting limitation.

NB: The M&E Framework below is a sample and therefore does not include an exhaustive list of potential activities and indicators. Activities and indicators focus on prioritized risk and protective factors, due to limitations of piloting. This may mean that some indicators or activities that would normally be considered crucial in preventing CEFM, such as addressing harmful gender norms and measuring changes in gender norms, are not included. This does not reflect on the importance of addressing harmful gender norms but rather that, when conducting the prioritization exercise, participants found this would have a high impact but low feasibility to achieve within the parameters of the project.

² Primary prevention targets an entire population. A *population* can refer to a whole society or community, or to a group or sub-group of children within the broader population. For example, a subgroup could be all children living in a specific refugee camp or all children aged one to five years old in a population. For more information, please see page 6 of the framework.

1. Logical Framework³

Theory of Change		
IF caregivers have improved access to livelihoods and protection and child protection services and IF children are regularly attending school and IF key stakeholders have their awareness raised on the importance of birth registration and inclusive education THEN CEFM will be prevented BECAUSE caregivers will be better able to meet basic needs and understand the importance of both school attendance and birth registration; children will be able to both access school, due to having birth registration documents, and be more likely to stay in school, and communities will be better equipped to both encourage birth registration and school attendance.		
Logical Framework		
Results	Indicators	Assumptions
Goal: To prevent CEFM in the Diffa region through strengthening the protective environment	Impact Indicator: % of individuals in the Diffa region who are married before the age of eighteen % of community members, disaggregated by gender and age, who report that CEFM is a common, accepted practice in the community.	<i>Improved access to IGAs, quality education, and civil documentation will result in a decrease in CEFM.</i> <i>Improved understanding of the relationship between the civil documentation, the role of education, and access to IGAs and CEFM will lead to a shift in acceptance of CEFM.</i>
Result 1: Risks associated with lack of civil registration are reduced	Result Indicator: % of children registered with the civil registry within 60 days of birth in the target area	<i>Children without civil documentation are unable to enroll in school, increasing risk factors associated with CEFM.</i> <i>Children who have civil registration can benefit from social protection schemes, mitigating risk factors for CEFM.</i> <i>Lacking civil registration increases the risk of CEFM.</i>

³ Please note that indicators highlighted in yellow have been added to the logical framework after piloting to demonstrate a broader range of potential indicators. Since these indicators were not included in piloting, they are not reflected in the M&E Plan below.

Activity 1.1: Carry out educational campaigns on the importance of birth registration to improve the understanding of parents, guardians, carers and state bodies involved in the civil registration chain.	Activity Indicator: % of community members who demonstrate acceptable knowledge on A. the importance of timely (within 60 days) birth registration and B. the process for obtaining birth registration	<i>Lack of knowledge on the importance of birth registration is a main driver of lack of civil documentation for children</i>
Activity 1.2: Establish birth registration system with the support of integrated health centers to enable birth registration for children born outside health centers (within 60 days of delivery).	Activity Indicator: # of children born whose families are supported with birth registration	
Result 2: Retention of secondary school aged children is improved through inclusive quality education	Result Indicators: % increase in school attendance, disaggregated by age group and gender % increase in school retention, disaggregated by age group and gender ⁴ % of parents reached by the back-to-school campaign who demonstrate understanding of the importance of sending their children to school % of children who report that their education facility promotes a safe and inclusive environment, disaggregated by age group and gender	<i>Children who have civil registration can enroll in primary school, decreasing risk factors associated with CEFM; and allowing children to continue their education into secondary school.</i> <i>Higher school retention and attendance correlates with lower CEFM rates</i>
Activity 2.1: Support teachers to advocate for solutions to everyday challenges in schools that impact the quality of the learning environment	Activity Indicators: # of teachers trained in advocacy principles and approaches # of teacher-led advocacy events held	

⁴ Adolescent girls are particularly at risk for child and early forced marriage. Therefore, particular attention should be paid to this gender and age group during data collection for these two indicators. However, data across age groups and genders should be collected as the risk is not unique to adolescent girls.

Activity 2.2: Support student governments to develop action plans to improve school environment to encourage regular attendance	Activity Indicators: # of student government members who participate in workshops and training, disaggregated by gender # of action plans developed and supported % of students who report an improvement in the school environment following implementation of the action plans	
Activity 2.3: Conduct back-to-school campaigns to encourage school re-entry and enrollment	Activity Indicators: # of individuals reached by back-to-school campaigns # of school support structure members sensitized on importance of education, disaggregated by gender	
Activity 2.4: Strengthen teachers' capacity on inclusive, quality education	Activity Indicators⁵: # of teachers trained on inclusive, quality education (disaggregated by gender) % of trained teachers who show increased understanding of inclusive, quality education ⁶ # and % of teachers observed using learner-centered, gender-responsive, inclusive teaching approaches (disaggregated by gender)	<i>Teachers trained in inclusive, learner-centered, gender responsive teaching approaches are more likely to employ them in their classrooms</i>

⁵ These indicators are illustrative and do not necessarily reflect standard indicators for education in emergencies. Please refer to the INEE Minimum Standards for alternative indicators.

⁶ An alternative indicator from the CPMS could be used here: " (or #) of education staff who demonstrate knowledge of participatory, inclusive, positive discipline and gender-sensitive approaches.

Result 3: Caregivers have improved access to livelihood opportunities	Result Outcomes: % of IGA participants reporting improved household income % of IGA participants running a successful income generating activity % of IGA participants whose children are enrolled in and attending school	<i>Families are less likely to engage in CEFM when they are engaged in an IGA</i> <i>Children with caregivers involved in an IGA are more likely to be enrolled in school</i>
Activity 3.1: Support households living below the poverty line to develop and implement IGA	Activity Indicators: # of participants who complete IGA training and receive start-up kit, disaggregated by gender % of participants who receive follow up coaching and support	

2. M&E Plan

Activity	Indicator	Indicator Definition	Data Source, Disaggregation	Timing, Frequency or Schedule	Responsibility	Target
Goal: To prevent child marriage in the Diffa region through strengthening the protective environment						
Result 1: Risks associated with lack of civil registration are reduced						
	Outcome Indicator: % of children registered with the civil registry within 60 days of birth in the target area	Definition: This indicator measures the increase in birth registrations in the targeted area. Birth registration refers to the percentage of children less than 30 days old with a birth certificate or whose birth was reported as registered with civil authorities at the time of survey/monitoring. The indicator will be measured using a combination of secondary sources. Civil registry data will be used to calculate the numerator while data on the number of births will be collected from hospitals and midwives and community health workers who attend home births. Numerator: # of children born within the last 3 months whose births were registered within 60 days of birth Denominator: # of children born within the last 3 months.	Source: Target register, follow-up survey report, secondary data from midwives Disaggregation: sex, status	Collection, analysis, and reporting: baseline and endline	Collection: CP Officer & M&E Officer Analysis: M&E Officer Reporting: CP Specialist & M&E Coordinator	% TBD by the baseline
Activity 1.1: Carry out educational campaigns on the importance of birth registration to	Outcome Indicator: % of community members who demonstrate acceptable knowledge on A. the	Definition: This indicator measures the adequacy in level of knowledge participants acquired on the importance of timely birth registration and the process for registering new births. A baseline measurement will be	Source: Primary data from community survey	Collection, analysis, and reporting: baseline and endline	Collection: CP Officer & M&E Officer Analysis: M&E	% TBD by the baseline

improve the understanding of parents, guardians, carers and state bodies involved in the civil registration chain	importance of timely (within 60 days) birth registration and B. the process for obtaining birth registration	obtained through a community survey using random selection of adults (18+) and a statistically significant sample. An endline survey will be conducted at the end of the project life cycle. In the survey, participants will be asked a series of questions to gauge their level of understanding on topics such as: what is birth registration, which civil authorities are responsible for birth registration, what are the negative consequences of not having a birth certificate, what services require a birth certificate to access, cost of registration, etc. At the start of the project, the team will define the criteria for minimum comprehension to be counted in the numerator. Numerator: # of individuals who demonstrate adequate knowledge of A. the importance of and B. the process for obtaining birth registration within 60 days of birth Denominator: # of individuals surveyed	Disaggregation: Age, sex		Officer Reporting: CP Specialist & M&E Coordinator	
Activity 1.2: Establish birth registration system with the support of integrated health centers to enable birth registration for children born outside health centers (within 60 days of delivery).	Output indicator: # of children born whose families are supported with birth registration (disaggregated by age and sex)	Definition: This indicator reports the number of children born to families who have been supported with birth registration project activities. The indicator counts all children born during the life of the project where the caregivers were able to register their child's birth with project support. The family may receive any kind of support (awareness training, economic support for transport to the civil registry, technical support in filling out forms, etc.) from the	Source: Project reports, facilitator logs, civil registry Disaggregation: sex, status	Collection: Monthly Analysis: Quarterly Reporting: Quarterly	Collection: CP & M&E Officer Analysis: M&E Coordinator Reporting: CP Specialist & M&E Coordinator	

		project which results in the birth registry to be counted in the indicator. Each child will be counted only once. In the case of a family with multiple live births over the course of the project life cycle, each individual child whose birth has been registered with project support will be counted.				
Result 2: Retention of secondary school aged children is improved through inclusive quality education						
	Outcome Indicator: % increase in school attendance	Definition: This indicator compares average school attendance rates. Each month, daily attendance information will be used to calculate a monthly average according to the following formula: (Average number of students in attendance / Total number of students enrolled) x 100 Each month, the average attendance rate will be calculated and plotted to show trends. The life of project value will be calculated by comparing the average attendance rate for a defined period to the average attendance rate for that same period the previous year.	Source: Scorecard; school register Disaggregation: Age and gender	Collection, analysis and reporting: Baseline, Monthly and endline	Collection: EiE & M&E Officers Analysis: EiE Specialist and M&E Specialist Reporting: CP Specialist and M&E Specialist	% TBD by the baseline
	Outcome Indicator: % increase in school retention, disaggregated by age group and gender	Definition: This indicator measures the rate at which learners who complete the school year move on to the next grade level. An increase in retention is indicative of decreased dropouts and/or grade repetition. Retention is defined as the number of learners who complete the school year and pass to the next grade level divided by the number of learners who were enrolled at the start of the school year. The	Source: school registers Disaggregation: age and gender	Collection, analysis, and reporting: baseline and endline	Collection: M&E and EiE Officers Analysis: EiE Specialist and M&E Specialist Reporting: M&E Specialist & CPIE Specialist	% TBD by the baseline

		indicator is expressed as a percentage increase, meaning the retention rate of one year is compared to the previous year to show if there has been a change. Numerator: Retention rate of year A - Retention rate of year B Denominator: Retention rate of year B				
	Outcome Indicator: % of parents reached by the back-to-school campaign who demonstrate understanding of the importance of sending their children to school	Definition: The indicator measures the proportion of parents and caregivers from communities targeted by back-to-school campaigns supported by the project who report understanding and commitment to supporting their children to stay in school. Participants will be asked a series of questions to gauge levels of understanding of the importance of school enrollment to prevent CEFM and other forms of abuse. They will then be asked a series of attitudinal questions to determine their level of commitment to keeping their children enrolled in school and preventing CEFM, child labor, and other rights abuses. Parents and caregivers will be counted in the numerator if they meet a minimum criterion which will be defined during tool development. This indicator is limited to attitudinal questions, which may be subject to certain biases. It does not seek to assess how well parents and caregivers exercise these attitudes in practice. Numerator: # of parents and caregivers who meet minimum criteria to demonstrate understanding of and commitment to	Source: community survey Disaggregation: Age, sex	Collection, analysis, and reporting: baseline and endline	Collection: M&E Officer Analysis: EiE Specialist & M&E Specialist Reporting: M&E Specialist & CPiE Specialist	% TBD by the baseline

		education for the prevention of rights abuses Denominator: # of parents and caregivers surveyed				
Activity 2.1: Support teachers to advocate for solutions to everyday challenges in schools that impact the quality of the learning environment	Output Indicator: # of teachers trained in advocacy principles and approaches	Definition: The indicator serves to count the number of teachers who have been trained in advocacy principles and approaches through discussions groups supported by the project. Teachers will be counted in the indicator if they attend a minimum of 75% discussion sessions throughout the life of the project. Teachers will be counted only once after they have attended the minimum number of sessions; they will not be counted for each individual session attended.	Source: attendance sheets Disaggregation: age, sex	Collection: at time of event Analysis: monthly Reporting: quarterly	Collection: EiE Officer Analysis: M&E Officer Reporting: M&E Specialist & CPIE Specialist	
	Output Indicator: # of teacher-led advocacy events held	Definition: The indicator serves to count the number of advocacy events led by teachers trained by the project. Advocacy events are any organized activity with an expressed objective of raising awareness, changing perceptions, influencing processes or resource allocation, etc. Events will be counted if they are planned as part of an advocacy plan designed by teachers, either individually or in association, to address challenges to providing a quality learning environment. Events will be counted once they have been fully executed. If any events take place over multiple days, they will be counted only after the close of the final day of the activity.	Source: attendance sheets, advocacy plans Disaggregation: N/A	Collection: at time of event Analysis: monthly Reporting: quarterly	Collection: EiE Officer Analysis: M&E Officer Reporting: M&E Specialist & CPIE Specialist	

Activity 2.2: Support student governments to develop action plans to improve school environment to encourage regular attendance	Output Indicator: # of student government members who participate in workshops and training, disaggregated by gender	Definition: This indicator provides information on the number of people who have attended a training course or workshop. Participants will be counted if they have reached a minimum attendance level at workshops according to the training plan which will be developed at the start of the project.	Source: workshop/training report Disaggregation: sex, age	Collection: At time of event Analysis: Monthly Reporting: Quarterly	Collection: EiE Officer Analysis: M&E Officer Reporting: M&E Specialist & CPiE Specialist	
	Output Indicator: # of action plans developed and supported	Definition: This indicator will measure the number of action plans developed by school governments and implemented in schools. These plans must be approved by the management of their respective schools to be counted in the indicator.	Source: action plans and regular monitoring Disaggregation: N/A	Collection: Monthly Analysis: Quarterly Reporting: Quarterly	Collection: EiE Officer Analysis: EiE Specialist & M&E Specialist Reporting: M&E Specialist & CPiE Specialist	
Activity 2.3: Conduct back-to-school campaigns to encourage school re-entry and enrollment	Output Indicator: # of school support structure members sensitized on importance of education, disaggregated by gender	Definition: this indicator shows the number of members of school structures taking part in a workshop to raise awareness of the importance of education.	Source: attendance sheet Disaggregation: Age, sex	Collection: at time of event Analysis: monthly Reporting: quarterly	Collection: M&E & EiE Officers Analysis: M&E Specialist Reporting: M&E Specialist & CPiE Specialist	

Activity 2.4: Strengthen teachers' capacity on inclusive, quality education	Output Indicator: # of teachers trained on inclusive, quality education (disaggregated by gender)	Definition: This indicator provides information on the number of people who have completed a training cycle or participated in a workshop and have improved their knowledge of inclusive and gender-responsive pedagogical practices. Teachers will be counted if they have participated in a full training cycle and have made an improvement of at least 10% on their post-test compared to the pre-test.	Source: training attendance sheet; pre- and post-test Disaggregation: Age, sex	Collection: at time of training Analysis: following training Reporting: Quarterly	Collection: EiE Officer Analysis: M&E Officer Reporting: M&E Specialist & CPiE Specialist	
	Output and Outcome Indicator: # and % of teachers observed using learner-centered, gender-responsive, inclusive teaching approaches (disaggregated by gender)	Definition: The indicator measures the # and % of teachers observed using learner-centered, gender-responsive and inclusive teaching methodologies. Learner-centered teaching aims to allow each individual learner to participate fully and achieve learning outcomes, including methods to effectively assess a learner's progress and provide appropriate resources and support ; Gender-responsive teaching ensures that girls and boys are equally engaged in all learning and classroom activities and teachers take measures to reduce the harmful effects of gender norms, roles and relations, including gender inequality; Inclusive teaching addresses diversity within the classroom and includes methods to respond to the needs of learners with different abilities, mother language, ethnic background, and socioeconomic status. The indicator is measured in both formal and non-formal/alternative learning spaces in pre-primary, primary and secondary schools and education programs.	Source: Direct Observation Disaggregation: sex	Collection, analysis, and reporting: baseline and endline	Collection: EiE Officer Analysis: EiE Specialist & M&E Specialist Reporting: M&E Specialist & CPiE Specialist	

		A checklist will be used to assess the teacher's performance in the classroom, which should be adapted to the specific context, but covering the following areas: 1. Is the teacher giving equal attention to all students - regardless of gender, ability, where they are sitting in the class 2. Is the teacher ensuring that all learners are actively engaged throughout the lesson, giving all students an opportunity to participate - with a focus on girls and boys, learners of different abilities, learners from different language backgrounds. 3. Is the teacher using varied teaching methods at different stages of the lesson, to support active participation - such as group and pair work, independent work, discussions, telling stories, role play and games (minimum of 2 methods in a 30-minute lesson for example) 4. Is the teacher modelling and promoting the development of key social and emotional skills - such as listening carefully and respectfully, 5. Is the teacher taking into consideration the specific needs of individual children and their abilities, and providing additional support as necessary 6. Is the teacher using positive discipline - recognizing and praising good behavior and achievement, setting clear expectations and modelling positive and respectful behavior 7. Is the teacher using a variety of methods to check on learners' understanding and monitor their progress as the lesson progresses. This includes directing questions				
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		to the whole class, calling on individual students to answer, asking groups or pairs to respond, and asking both open and closed questions 8. Does the teacher encourage all students to ask questions and clarify any doubts they have. Does the teacher respond with patience and find different ways to respond and explain when children are having difficulty understanding and applying what they have learned				
Result 3: Caregivers have improved access to livelihood opportunities						
	Outcome Indicator: % of IGA participants reporting improved household income	Definition: Participants will be asked to think back on their household income prior to the start of IGA and report if the status of their household income has improved. "Improved" may mean an increase in overall income, more formalized sources of income, increased stability of household income, diversified sources of income, or other factors that lead to economic household stability. Participants will be counted in the numerator if they report that any of these factors have improved over the course of the project. Numerator: # of participants who state that their household income has improved over the course of the project Denominator: # of participants interviewed	Source: Survey Disaggregation: Age, sex	Collection, analysis, and reporting: endline	Collection: LLH & M&E Officers Analysis: M&E Coordinator Reporting: M&E Specialist & CPiE Specialist	

	Outcome Indicator: % of IGA participants running a successful income generating activity	Definition: this indicator measures the percentage of participants successfully carrying out their income-generating activity. A series of questions will be asked through a post-distribution follow-up survey to assess whether the starter kits have been used by participants to carry out an income-generating activity. Numerator: number of participants who say they were able to carry out income-generating activities with the kits they received Denominator: total number of participants interviewed	Source: PDM Disaggregation: Age, sex	Collection, analysis, and reporting: endline	Collection: LLH & M&E Officers Analysis: M&E Coordinator Reporting: M&E Specialist & CPiE Specialist	
Activity 3.1: Support households living below the poverty line to develop and implement IGA	Output Indicator: # of participants who complete IGA training and receive start-up kit, disaggregated by gender	Definition: this indicator gives the number of participants who received a starter kit after attending the AGR training course.	Source: Training report; attendance list; distribution list Disaggregation: Age, sex	Collection: at time of training Analysis: rolling Reporting: quarterly	Collection: LLH Officer Analysis: M&E Officer Reporting: M&E Specialist & CPiE Specialist	