MONITORING AND EVALUATION FRAMEWORK

March 2018

Version 2.0

Organizational Logic Model

Children's Future uses USAID's Child Status Index (CSI) as the framework for its holistic approach to child development. The CSI is an evidence-based evaluation tool that incorporates six domains of child well-being: nutrition, shelter and care, protection, health, psychosocial, and education. Strength in all of these areas indicate a healthy, thriving childhood. For detailed criteria, please see Child Status Index.

POPULATION GOAL: *A future where every Cambodian child is safe, healthy, educated and resilient.*

Indicators: Literacy rates improve nationally; Child mortality rates decrease nationally.

1 Nutrition	2 Shelter / Care	3 Protection	4 Health	5 Psychosocial	6 Education
How much did we do?	How much did we do?	How much did we do?	How much did we do?	How much did we do?	How much did we do?
How well did we do it?	How well did we do it?	How well did we do it?	How well did we do it?	How well did we do it?	How well did we do it?
Is anyone better off?	Is anyone better off?	Is anyone better off?	Is anyone better off?	Is anyone better off?	Is anyone better off?

Nutrition Logframe

Narrative Summary	Objectively verifiable indicators	Means of Verification	Assumptions
How much did we do? At CFI we empower families with the knowledge and skills they need to keep their children thriving and provide direct support when needed.	# of children who eat meals at the centre # of families who receive monthly food stipends # of parents who attend a nutrition focused workshop	OSCaR OSCaR OSCaR	CFI budget, resource and capability remain unchanged Parents are interested in attending the workshops and come when invited
How well did we do it? We use best practice models and measure that families are happy with the support they receive	% of families who received regular reviews of their food support % of parents who gave positive feedback after attending the workshops	OSCaR Workshop evaluation forms	Parents are interested in attending the workshops and come when invited CFI budget, resource and capability remain unchanged
Is anyone better off? The family ensures that the child has sufficient food to eat at all times of the year and is growing well compared to others of his/her age in the community.	# of children who were safely exited from the food support programme # of parents who improved knowledge or skills from attending the workshops	OSCaR Workshop evaluation forms	The availability of food and rice price is still the same
Is anyone better off? (Part II) The family ensures that the child has sufficient food to eat at all times of the year and is growing well compared to others of his/her age in the community.	% of children who were safely exited from the food support programme % of parents who improved knowledge or skills from attending the workshops	OSCaR Workshop evaluation forms	The availability of food and rice price is still the same

Shelter and Care Logframe

Narrative Summary	Objectively verifiable indicators	Means of Verification	Assumptions
How much did we do?	# of families who received housing assistance # of children who needed alternative care arrangements # of parents who attended positive parenting workshops	OSCaR OSCaR OSCaR	CFI budget, resource and capability remain unchanged
How well did we do it? We use best practice models and measure that families are happy with the support they receive	% Positive feedback from student rep group % Positive feedback from parent rep group	Qualitative data from groups	Staff have enough time Parents/caretakers and children participate in the consultation groups Initial increase in negative responses is to be expected
Is anyone better off? Parents and caretakers take more action to keep their houses adequately, dry and safe for their children.	# of children whose Shelter (2a) domain score maintained or improved # of children whose Care (2b) domain score maintained or improved	OSCaR OSCaR	The shelter stays in good condition without any negative impact from natural disaster over the year Parents stay in Battambang to care for their child at home
Is anyone better off? (Part II) Parents and caretakers take more action to keep their houses adequately, dry and safe for their children.	% of children whose Shelter (2a) domain score maintained or improved	OSCaR OSCaR	The shelter stays in good condition without any negative impact from natural disaster over the year

| | % of children whose Care (2b) domain score maintained or improved | | Parents stay in Battambang to care for their child at home |

Protection Logframe

Narrative Summary	Objectively verifiable indicators	Means of Verification	Assumptions
How much did we do? We use the Signs of Safety model to assess, plan, intervene and review cases where we are concerned about the protection of a child	# of new cases # of safety plans put in place # of safety plans reviewed	OSCaR	The legal protection services were available for child as needed The authorities are engaged in the process CFI budget, resource and capability remain unchanged
How well did we do it? We use best practice models and measure that families are happy with the support they receive	% of reviews completed on-time	OSCaR	CFI budget, resource and capability remain unchanged
Is anyone better off? Families and communities are taking more action to protect their children from abuse, neglect and exploitation.	# of cases safely closed following an intervention # of children whose protection domain score maintained or improved	OSCaR	No new trauma occurs in the family.
Is anyone better off? (Part II) Families and communities are taking more action to protect their children from abuse, neglect and exploitation.	% of cases safely closed following an intervention % of children whose protection domain score maintained or improved	OSCaR	No new trauma occurs in the family.

Health Logframe

Narrative Summary	Objectively verifiable indicators	Means of Verification	Assumptions
How much did we do? We take a proactive approach to children's health, screening children, provide advice and first aid support and when required making referrals for specialist treatment	# of children who visited the health centre # of referral to specialist treatment providers # of health-related workshops delivered	OSCaR	Child is well taken-care of by their parents/caretakers. Patients came to CFI health centre when needed CFI budget, resource and capability remain unchanged
How well did we do it? We use best practice models and measure that families are happy with the support they receive	% of children who liked attending the health focused workshops % of parents who liked attending health focused workshops	Workshop evaluation forms	Children are willing to join workshop Families are willing to join workshop Initial increase in negative responses is to be expected
Is anyone better off? The family takes responsibility to ensure the child is physically healthy.	# of children whose injuries were successfully treated at the centre # of children who health domain score maintained or improved	OSCaR	Child is well taken-care of by their parents/caretakers. Patients came to CFI health centre when needed
Is anyone better off? (Part II) The family takes responsibility to ensure the child is physically healthy.	% of children whose injuries were successfully treated at the centre % of children who health domain score maintained or improved	OSCaR	Child is well taken-care of by their parents/caretakers. Patients came to CFI health centre when needed

Psychosocial Logframe

Narrative Summary	Objectively verifiable indicators	Means of Verification	Assumptions
How much did we do?	# of counselling sessions provided at CFI # of children who received counselling sessions # of extra-curricular classes and activities provided to target beneficiaries at the learning centre # of children reached through NGI	OSCaR	CFI budget, resource and capability remain unchanged
How well did we do it? We use best practice models and measure that families are happy with the support they receive	% Positive feedback from student rep group % Positive feedback from parent rep group	Qualitative data from groups	Parents/caretakers and children participate in the consultation groups Initial increase in negative responses is to be expected
Is anyone better off? The child is emotionally positive and socially constructive member of society.	# of behaviour issues in classes at the Learning Centre decreased # of children whose psychosocial domain score maintained or improved	OSCaR	No new trauma occurs in the family The positive behaviour system at CFI supports positive behaviour change
Is anyone better off? (Part II) The child is emotionally positive and socially constructive member of society.	% of behaviour issues in classes at the Learning Centre decreased % of children whose psychosocial domain score maintained or improved	OSCaR	No new trauma occurs in the family The positive behaviour system at CFI supports positive behaviour change

Education Logframe

Narrative Summary	Objectively verifiable indicators	Means of Verification	Assumptions
How much did we do?	# of children enrolled at Public school # of children who received school related material support form CFI # of students attending university # of students in vocational training	OSCaR	CFI budget, resource and capability remain unchanged
How well did we do it? We use best practice models and measure that families are happy with the support they receive	% Positive feedback from student rep group % Positive feedback from parent rep group	Qualitative data from groups	Parents/caretakers and children participate in the consultation groups Initial increase in negative responses is to be expected
Is anyone better off? The child is actively involved in further education, vocational training or employment within 6 months of graduation from high school.	# of students in top 5 and 10% of Public school # of students graduated from university # of interns successfully entering full time employment	OSCaR	Public school continues to support children's education and development
Is anyone better off? (Part II) The child is actively involved in further education, vocational training or employment within 6 months of graduation from high school.	% of students in top 5 and 10% of Public school % of students graduated from university % of interns successfully entering full time employment	OSCaR	Public school continues to support children's education and development