FAITH AND POSITIVE
CHANGE
FOR CHILDREN, FAMILIES AND COMMUNITIES

2024

Monitoring, Evaluation, Accountability and Learning Plan

Table of Contents

Acronyms

ACRL	African Council of Religious Leaders-Religions for Peace
COs (UNICEF)	Country Offices
CORAT	Christian Organizations Research and Advisory Trust of Africa
ESAR	Eastern and Southern Africa Region
FBO	Faith Based Organisation
FPCC	Faith and Positive Change for Children, Families, and Communities Initiative
JLI	Joint Learning Initiative on Faith and Local Communities
JOC	Journey of Change
LACR	Latin America and the Caribbean Region
MEAL	Monitoring, Evaluation, Accountability and Learning
MFACCs	Multi-Faith Action Coordination Committees
EvalNet	Network on Development Evaluation
UNICEF	United Nations Children's Fund
ODK	Open Data Kit
RfP	Religions for Peace
ROs	Regional Offices
RFM	Responsive feedback mechanisms
SAR	South Asia Region
SBC	Social and Behaviour Change
ToC	Theory of Change
TOR	Terms of Reference
WCAR	West and Central Africa Region

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Cover photo credits:
- Regional Mind-Heart dialogue training of facilitators in Latin America and the Caribbean - Panama City - Panama, April 2024
- Hindu Mind-Heart dialogue Intrafaith workshop - Sri Lanka - July 2024
- © UNICEF/UNI229276/Tremeau

Introduction

Welcome to the Monitoring, Evaluation, Accountability and Learning (MEAL) Plan for the Faith and Positive Change for Children, Families and Communities (FPCC) initiative. It is based on a number of key reference documents such as: The FPCC Programme Guidance, the Mind Heart Dialogue Facilitators' guide, A Guide For The Design, Monitoring & Evaluation Of Inter-Religious Action For Peacebuilding, UNICEF Community Engagement and Social and Behaviour Change[1] for Social and Behaviour Change; the JLI ToC on mobilization of local faith actors and the Mothers Union grass roots ToC on faith action, UNICEF Strategic Plan 2022—2025, UNICEF Strategic Plan 2018 — 2021 Indicator Manual, the UNICEF´s Menu of SBC Results and Indicators and the OECD DAC Network on Development Evaluation (EvalNet) criteria. The MEAL Plan has been developed through a participatory process during which different stakeholders have had their input incorporated. In order for MEAL to remain relevant, responsive and effective, it should be viewed as a process that evolves over time, rather than a static template to be mechanistically applied. All MEAL should therefore contribute to increasing understanding of the problem to be solved in order to improve the effectiveness of interventions. At the same time, MEAL should provide accountability to FPCC stakeholders, including donors, partners and faith actors[2].

Who is this guide for?

1

FPCC coordination Mechanisms including Global FPCC core group (Religions for Peace, JLI and UNICEF), FPCC global partners, Regional Advisory groups and Country-Level Faith Engagement Coordination Mechanism/ Multi-Faith Action Coordination Committees (MFACCs): This plan is mainly for the FPCC coordination mechanisms at the global, regional and country levels who intend to track progress and evaluate change as a result of FPCC implementation. Most importantly, it is intended to enable country level coordination mechanisms to establish protocols and frameworks on how to monitor FPCC activities, and to measure localised results.

2

Mind Heart Dialogue facilitators and trainers: This plan is also for all the teams involved in rolling out the Mind Heart Dialogue approach to enable track progress in acquisition of knowledge, change in attitudes and application of the learnings acquired.

This plan should thus be understood in the context of — but not necessarily a formal part of — the monitoring and evaluation efforts of FPCC as well as other programs delivered by individual partners. The broader aim is that learning generated through implementation of FPCC MEAL framework can be of value to others working to achieve greater collaboration around shared goals at various levels within the children rights system.

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[1] https://www.faith4positivechange.org/guidance-and-tools
[2] OECD DAC Guidelines https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

What is in this plan?

This plan is divided into 5 sections for easier navigation and reference.

Section 1 offers an introduction to this MEAL plan.

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Section 2 gives an overview of the FPCC initiative, the Meal plan objectives, Ethical standards and MEAL plan core principles.

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Section 3 gives a brief overview of the FPCC Journey of Change.

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Section 4 provides details aspects of the MEAL framework such as the FPCC Goal hierarchy, the FPCC monitoring and evaluation methodology, the Data flow and management plan and Data analysis approach.

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Section 5 provides an overview of the MEAL team roles and responsibilities.

Top: Muslim Mind-Heart dialogue Intrafaith workshop - Sri Lanka - March 2024
Middle: © UNICEF/Giacomo Pirozzi
Bottom: MHD Facilitator Training in North East India - Assam, India March 2024

MEAL Plan Overview

2.1 About FPCC

Faith and Positive Change for Children, Families and Communities (FPCC)[3] is a global partnership between UNICEF[4], Religions for Peace[5] - the world's largest multi-faith convenor),the Joint Learning Initiative on Faith & Local Communities[6] (JLI), knowledge partner and umbrella organization of international and local Faith-Based Organizations (FBOs) and other partners. FPCC was conceived in 2018 by UNICEF's Social and Behaviour Change (SBC) section to help UNICEF move beyond single-sector, small-scale, ad-hoc and sometimes instrumentalist approaches to faith engagement. This partnership model is now mirrored at regional level in ESAR (East and Southern Africa Region), WCAR (West and Central Africa Region), SAR (South Asia Region), LACR (Latin America and the Caribbean Region) and is gradually being rolled out across multiple countries in each of these regions. The FPCC initiative relies on two key elements as the cornerstone for implementation and change: the Faith Engagement Coordination Mechanism/Multi-Faith Action Coordination Committees (MFACCs) as the operational foundation, and the Mind-Heart Dialogue (MHD) as the methodological approach for sharing, learning and facilitating positive social and behaviour change.

Key FPCC objectives include:

✅ To establish coordination and collaboration mechanisms between/among development partners such as UNICEF, governments and faith actors on children issues.

✅ To enhance utilisation of the Mind-Heart Dialogue foundational approach by faith actors and UNICEF and/or other development partners when intervening on issues of children

✅ To secure positive behavioural outcomes for children

Regional Mind-Heart dialogue training of facilitators in Latin America and the Caribbean - Panama City - Panama, April 2024

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[3] About the FPCC: https://www.faith4positivechange.org/
[4] About UNICEF: https://www.unicef.org/
[5] About Religions for peace: https://www.rfp.org/
[6] About the Joint Learning Initiative on Faith and Local Communities: https://jliflc.com/

About the Faith Engagement Coordination Mechanism/Multi-Faith Action Coordination Committees (MFACCs): This is a platform aimed at supporting coordination between UNICEF (and subsequently other development partners) and country level faith communities, (including Inter-faith Councils (IRCs), religious leaders and local/national FBOs), on setting joint priorities for children, families and communities and for ensuring that an action agenda is jointly developed, resourced and monitored. In the FPCC initiative, the national MFACC serves as a country-level, voluntary entity to support more effective, efficient and inclusive inter-faith engagement on jointly defined priorities and actions for families and communities that are locally owned and sustainable. Properly constituted MFACCs should include faith leaders, FBO representatives, UNICEF and/or other development actors such as governments. Ultimately, in order to serve the wider development and humanitarian agenda, the aim is that MFACCs will potentially serve as a national inter-religious advisory body for the overarching UN country programme and other development partner agendas. Depending on the country context and priorities new or existing faith engagement and collaboration platforms may adapt or adopt the MFACC approach and may have a name, an outlook, structure and appeal that encourages ownership and collaboration at country level.

About Mind-Heart Dialogue Approach: The MHD approach is a reflective and experiential learning process, exploring faith convictions, lived experiences and knowledge to support faith groups and development partners in their collaboration towards protecting and empowering children, families and communities. It is inspired by faith teachings, values and norms, scriptural reflections, and engages people's life experiences and emotions to influence positive social and behaviour change. The Mind-Heart dialogue often involves a series of reflective and physical activities to deepen reflection and discussion on norms, behaviours, attitudes, perceptions, power plays and dimensions to engage and include diverse voices and strengthen experiential learning. Our usual discussions can lock us into patterns of thinking and reinforce existing unbalanced power relations and structures; but adding a visual and physical element helps people become less self-conscious and defensive, engage more actively and notice new things. Mind-Heart dialogue creates a space for more equal partnerships as everyone contributes, thus catalyzing innovative and collaborative thinking.

2.2 MEAL Plan Objectives

The objectives are:

✅ To set out processes, activities and procedures on measuring, tracking, attribution and reporting on FPCC outputs, outcomes and results.

✅ To establish clear roles, responsibilities and processes for MEAL such as reporting, data collection and collation, documentation and dissemination of data.

✅ To support adoption as per lessons learnt throughout implementation.

✅ To promote learning on faith engagement on social and behaviour change programming specifically targeting children and families.

2.3 Ethical Considerations

FPCC MEAL activities will be guided by internationally established guidelines[7] for Monitoring and Evaluation adapted from the United Nations Evaluation Group (UNEG) such as:

✓ Respect for people's rights, dignity and entitlements in MEAL processes

✓ Purposeful- Only data crucial to MEAL processes will be collected and nothing else

✓ Clearly, simply, fairly and accurately reported, with proper recognition for sources

✓ Mutually beneficial for the provider and the receiver of the information

✓ Transparency with participants on data usage

✓ Evidence-informed conclusions

2.4 FPCC MEAL Core Principles

The MEAL framework and approach for the FPCC initiative aims to balance accountability and learning. Draft indicators have been developed to monitor and measure the achievement of key outcomes as generated. At the same time, the MEAL approach is strongly focused on learning, both as a means of improving performance and as a way to increase understanding amongst key learning partners of the necessity for mutual collaboration, inclusion, partnership and ownership in working towards positive change for children. Here are some crucial core principles of the plan:

Core Focus: The MEAL approach is utilisation focused and will therefore intend to capture applicable insights in order to rapidly learn and iterate the FPCC initiative is of critical importance.

Learning: In the context of FPCC, learning is defined as knowledge distilled from experience and evidence that guides future action. Through MEAL, FPCC aims to generate learning for its own programming as well as learning for partners working to improve children's wellbeing. FPCC learning is therefore best served by a culture of critical reflection and dialogue where MEAL is conceptualised as a tool to support learning, not the end in itself. The idea of shared and complementary learning between actors is at the core of the FPCC MEAL process. In so doing, the framework keeps tabs on the value of the transformational power of the Mind-Heart Dialogue to overcome misunderstandings or differences in values.

Accountability: FPCC aims to be responsive to the needs of communities, making it necessary for its MEAL to seek involvement of community members, community leaders, faith actors and UNICEF staff in its implementation; where possible and appropriate, opportunities should be explored for actively involving community members, including children themselves, in MEAL.

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[7] In 2016, UNEG adopted the updated 2016 UNEG Norms and Standards. The ten general norms should be upheld in the conduct of any evaluation; the four institutional norms should be reflected in the management and governance of evaluation functions. The associated standards support the implementation of these normative principles. http://www.uneval.org/document/detail/1914

Non-Instrumentalization: The FPCC MEAL is aligned to the non-instrumentalist approach envisioned in the initiative which is an intentional effort to embrace a participatory, i nclusive and equitable approach to strategic faith engagement.

Data use and permissions: MEAL will seek to comply with international established UN principles on[8] data use, including considerations of informed consent, confidentiality and anonymity among others.

Caveats and assumptions: This framework and approach have been developed based on the current FPCC Theory of Change, which for the initiative is called the Journey of Change because it is assumed that the JoC will undergo changes following discussion and consultation with the FPCC partners over time. MEAL should closely track the FPCC work-plan and activity portfolio. It is assumed that further review of the MEAL framework will be undertaken on an ongoing basis to reflect revisions and additions to the work-plan at country, regional and global level.

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[8] In 2016, UNEG adopted the updated 2016 UNEG Norms and Standards. The ten general norms should be upheld in the conduct of any evaluation; the four institutional norms should be reflected in the management and governance of evaluation functions. The associated standards support the implementation of these normative principles. http://www.uneval.org/document/detail/1914
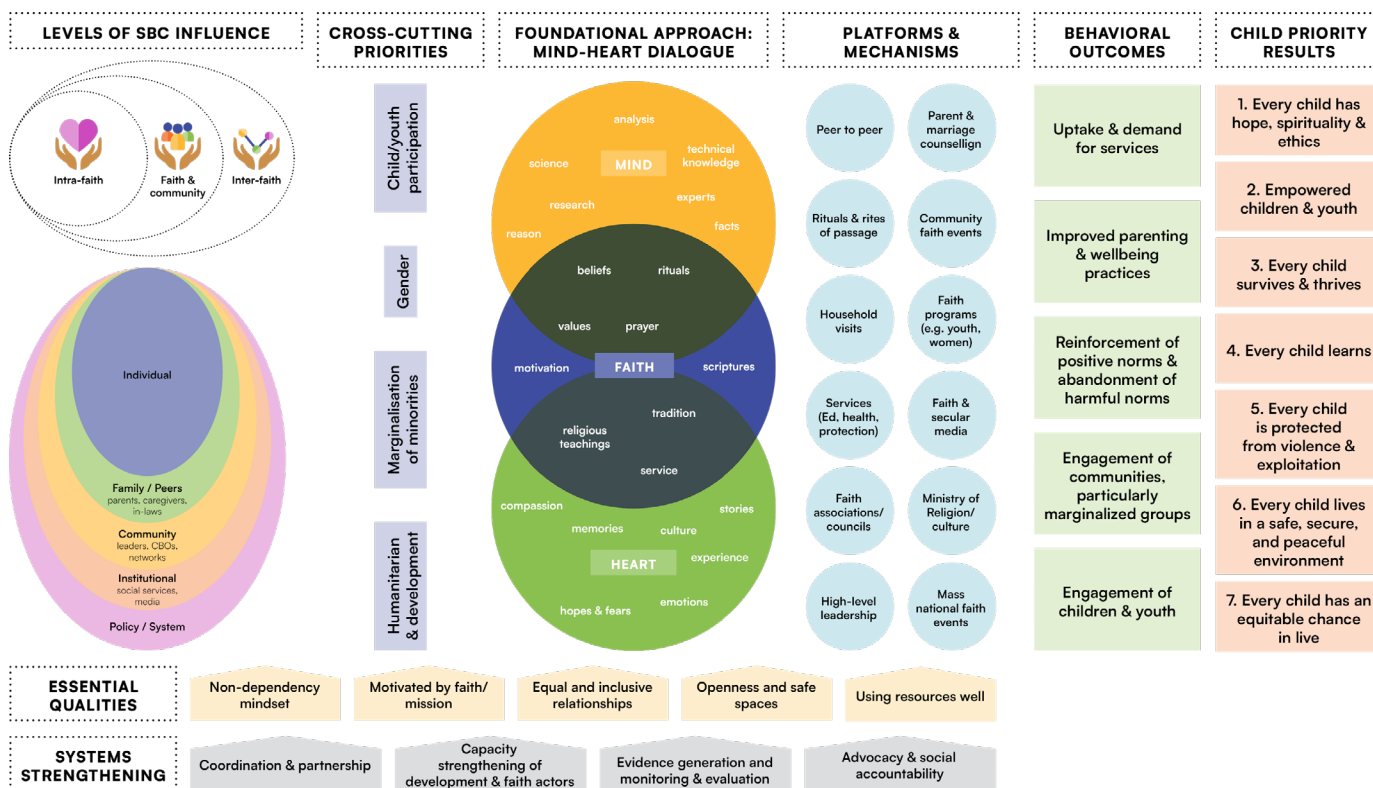
The FPCC Journey of Change (JOC)

This MEAL plan is largely guided by the Journey of Change which is the equivalent of a theory of change and illustrates how religious leaders and faith actors can contribute effectively to social and behaviour change programming. It states that:

If	then	because
If religious actors are supported, in evidence-based ways, to work with their religious platforms and institutions, such as sermons, prayers, and teachings, to raise awareness about child wellbeing including child rights and advocate for their protection	then they will be able to maximise their potential to influence changes in behaviours, norms and practices that impact the wellbeing of children, families and communities	because promoting the well-being of children requires the interrogation and application of religious teachings and practices that reinforce and promote positive practices and norms.

Table 1: FPCC journey of change statement

A detailed illustration of the FPCC JOC is included below.

Figure 1: Illustration of the FPCC journey of change

The FPCC Journey of Change (JOC) can be read from right to left.

The **Behavioural Outcomes** indicate the changes in knowledge, attitude and practice linked to desired behaviours to challenge existing norms and practices, for change to occur, these behaviour outcomes are to be realised.

To influence a change in behaviour several **platforms and mechanisms** have to be influenced both formally and informally. This includes a mapping available resources and assets owned and controlled by faith leaders and their institutions. The platforms are the tangible intervention areas of the faith engagement approaches and actions. give useful examples of the many entry points for FPCC activities. The Behavioral Outcomes and Child Priority Results describe the intended changes and overall goals for the FPCC Initiative.

The Foundational Approach which is the **Mind and Heart Dialogue** provides a pillar and resource for analysis, mediation and mitigation especially on where faith/cultural norms and practices clash with recommended practices from science and technical experts. This is a dialogue of the heart and mind where the mind is challenged by facts and research for example and the heart clings to behaviour, emotions, feelings, hopes and fears. Faith is then used as an arbitrator to help reinforce positive norms and practices and encourage adoption through self and collective reflection and dialogue. The key assumption is that practitioners of the MHD approach have the same values inspired by faith teachings and practices. These overlapping circles show that any faith engagement work for children must integrate all three aspects of mind (technical expertise), faith (religious beliefs and practices), and heart (people's experiences, cultures, and emotions). Including one without the others will lead to a failed approach.

Key cross cutting issues are also considered since the intervention areas do not exist in a vacuum and the individual is faced by multiple issues that need to be addressed.

The **Levels of Influence** therefore define the parameters through which the dialogue process can be held starting first with the individual and spreading out to policy levels and also emphasis on intra- and inter-faith dialogue covering both majority and minority faith communities.

Finally we have the **existential qualities** and **systems strengthening** areas that define the principles of engagement and interaction.

The FPCC MEAL Framework

The FPCC MEAL mechanism aims to generate meaningful learning at every stage of the programme, by taking advantage of the experiential learning interventions to build evidence. The MEAL system will systematically document the ways the programme will evolve over time including making use of the evidence and learning from MEAL to inform strategy decisions. MEAL will be structured in such a way that it will be useful to both FPCC's internal and external audience. FPCC MEAL takes into account the five key characteristics of responsive feedback mechanisms (RFM):

1 Agility and flexibility   **2** Adaptive   **3** Iterative   **4** Responsive   **5** Actionable

Muslim Mind-Heart dialogue Intrafaith workshop - Sri Lanka - March 2024

4.1 The FPCC Goal Hierarchy

The MEAL framework is designed to track change in three domains namely: 1) Institutional/structural change, 2) Changes in communication and engagement processes, and 3) Changes in factors affecting and influencing children, families and communities. These three domains of change have directly informed the formulation of three major outcomes. The entire MEAL framework is primarily focused on these outcomes, as well as intermediate outcomes and preliminary outputs. Details of the FPCC goal hierarchy showing the relationship of core activities to the outputs, outcomes, and the desired impact is illustrated in Table 2 below.

4.1.1. FPCC Goals

Overall Goal 1: The faith community, UNICEF, and/or development actors work collaboratively and systematically to achieve sustainable and positive change for children, families and communities through joint priority setting and joint action planning
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Overall Goal 2: The Faith and Positive Change for Children, Families and Communities initiative contributes to improvements in children rights and wellbeing

FPCC Goal Hierarchy

For respective measurement indicators, check Annex 1.

Inputs	Activities	Outputs	Outcomes	FPCC Impact
Human resource Dialogue spaces Funding Intervention baseline data	Mind Heart Dialogue Trainings Community dialogues, Positive Parenting sessions, Faith Engagement Coordination Mechanism/Multi-faith Action Coordination Committee (MFACC) Meetings Advocacy campaigns Research	**Output 1:** Increased use and application of MHD approach by faith and development actors **Output 2:** A mobilised faith community working with development partners such as UNICEF on advocacy for children wellbeing **Output 3:** Functioning coordination and collaboration mechanisms at the national, regional and global levels on children's issues **Output 4:** Inclusive and balanced partnerships among faith actors and/with development partners on children's issues	**Intermediate Outcome 1.1:** Improved knowledge, attitudes and skills on MHD as an intervention approach for children's issues by faith actors **Intermediate Outcome 1.2:** Faith actors more engaged in policy making and service improvement's advocacy with national and local governments as per their engagement in the MHD approach. **Intermediate Outcome 2.1:** Enhanced consultations and harmonisation of agenda on child priority issues among faith actors and different stakeholders **Intermediate Outcome 2.2:** Increased strategic partnerships among faith actors and/with development partners such as UNICEF on child priority issues **Outcome 1.0:** Improved capacity of faith actors to utilise the Mind Heart Dialogue approach when intervening on issues of children **Outcome 2.0:** Enhanced coordination and collaboration among different stakeholders and faith actors on issues around children **Outcome 3.0:** Secured positive practices and social change actions to benefit children	**1.0** Establishing a sustainable and systemic collaboration and partnership between faith communities and UNICEF and/or development actors to achieve sustainable positive change for children, families and communities through joint priority setting, joint action planning and joint ownership of results. **2.0** Contribute positively towards the acceleration of child priority results.

Table 2: An illustration of the FPCC goal hierarchy

4.1.2. Outcomes

Outcome 1.0: Improved capacity of faith actors to utilise the Mind Heart Dialogue approach when intervening on issues of children. This outcome concerns itself with the foundational approach in Mind Heart Dialogue (MHD). It seeks to track the level of access toMind Heart Dialogue (MHD) knowledge and application of the same in the different spaces available. Additionally, it seeks to track how dialogues conducted inform practice and policy making on children's issues. The two intermediate outcomes under this include:	*Intermediate Outcome 1.1:* Improved knowledge, attitudes and skills on MHD as an intervention approach for children's issues by faith actors ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯ *Intermediate Outcome 1.2:* Faith actors more engaged in policy making and service improvement's advocacy with national and local governments as per their engagement in the MHD approach.
Outcome 2.0: Enhanced coordination and collaboration among different stakeholders and faith actors on child rights issues. This outcome concerns itself with institutional improvements in inclusivity, partnership, coordination, and collaboration amongst faith actors as a result of FPCC. It also concerns itself with integration of FPCC principles among stakeholders working on children's issues. Two intermediate outcomes are to be tracked under this outcome includes:	*Intermediate Outcome 2.1:* Enhanced consultations and harmonisation of agenda on child rights issues among faith actors and different stakeholders ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯ *Intermediate Outcome 2.2:* Increased strategic partnerships among faith actors and/with development partners such as UNICEF on child rights and wellbeing
Outcome 3.0: Secured positive practices and social change actions to benefit children. This outcome directly addresses anticipated changes in social and behaviour change outcomes that support child rights and wellbeing. It seeks to track FPCC's contribution towards these SBC outcomes. Each country's Faith Engagement Coordination Mechanism/Multi-faith Action Coordination Committee (MFACC) shall meet and set specific priorities for children based on their contextual needs. Generally, the social and behaviour change outcomes shall include:	*SBC Outcome 3.1:* Increased uptake of and demand for services ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯ *SBC Outcome 3.2:* Improved parenting & wellbeing practices ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯ *SBC Outcome 3.3:* Empowered children & youth with influence ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯ *SBC Outcome 3.4:* Empowered underserved communities & groups ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯ *SBC Outcome 3.5:* Reinforcement of positive norms & abandonment of harmful norms ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯ *SBC Outcome 3.6:* Peaceful, secure communities

4.1.3. Outputs

Output 1: Increased use and application of MHD approach by faith actors encompassing: Trained faith actors in the MHD approach at the global, regional and national levels; Developed guides and facilitators manuals for MHD interventions; and Organised dialogues by faith actors on issues about children.

Output 2: A mobilised faith community working with other stakeholders on advocacy for children wellbeing encompassing: Communication products and services developed & disseminated to influence key stakeholders; Policies adjusted or developed as a result of faith engagement in advocacy on children's issues

Output 3: A functioning coordination and collaboration mechanism at the country, regional and global levels on children issues encompassing: Properly constituted MFACCs, Clear meeting and engagement guidelines developed, Issue specific plans shared and prioritised, and Regular consultative and advisory meetings among the key stakeholders.

Output 4: Inclusive and balanced partnerships among faith actors and/with UNICEF and/or other development partners on children issues encompassing: Faith actors' engagement in strategic programmatic decision making on children's issues, Informal and formal partnership agreements on children's issues, Sustained relations among faith actors and /with development partners working on children's issues.

4.1.4. FPCC Activities

FPCC implementation seeks to achieve the 4 outputs through rollout of the following main activities/ work packages:

WP1: Capacity building of faith and other development actors on the Mind Heart Dialogue approach.

WP2: Development of faith specific resources and knowledge assets using faith based reflections, scriptures and theologians/scholars as content co-creators and validators.

WP3: Mobilisation and advocacy events on child rights issues and wellbeing.

WP4: Community/ Congregational feedback, dialogues, engagement activities and Positive Parenting sessions' rollout especially targeting women, youth and congregational leaders/faith actors.

WP5: Formation and operationalization of faith engagement coordination mechanisms.

WP6: Research, monitoring, learning reflections and evaluation.

Session by Master Trainer Yash-RFP with children in Dehli, 2024

4.1.5. Cross cutting issues

The FPCC MEAL framework is also alive to cross-cutting areas as an element to consider when designing the implementation process and one that should also be tracked. FPCC contribution to bridging both humanitarian and development goals should be tracked. To this end, the following areas shall be considered to be part of MEAL framework:

Humanitarian-Development: Track faith engagement systematically across humanitarian, development, and peace silos, especially at the local level and for children, recognizing the increased frequency, scale, and intensity of protracted crises due to climate change and conflict that need multi-sectoral responses.

Gender: Track support towards promoting greater engagement of women of faith and from the wider community in both formal and non-formal leadership positions; and working with men and existing structures to remove gender barriers and address negative gender related social norms in faith and the wider society.

Child & Youth Participation: To track children's and youth's involvement and influence to the change process by engaging their faith and secular groups, clubs and networks; developing their role in leadership; and facilitating space for their voices to be heard and for them to influence decisions at all levels.

Inclusion of Minorities: To track efforts made towards ensuring that faith-led social and behaviour change efforts engage and give space to the voices, perspectives, and experiences of those from underserved groups including and not limited to women, children, the elderly, ethnic or religious minorities, and people with disabilities.

4.2 FPCC Monitoring and Evaluation Methodology

FPCC considers evaluation as a critical and continuous part of the initiative that should be very participatory. FPCC MEAL Methodology will therefore adopt a triangulation approach with three pillars of data, information and feedback gathering to attribute change to the input namely (i) Projects own data sources through outputs from activities as reported at implementation (ii) Testimonies and stories of change and best practice from participating groups including children, youth and faith actors (iii) Reports on influence to policy ares or contribution to changes in wider outcomes attributable to the involvement of religious leaders. The proposed FPCC MEAL framework comprises a mixed-methods approach for data collection and tools to be implemented according to what is most appropriate for the indicator rather than a one-size-fits-all approach. Below find some of the specific methods to be utilised:

Focus Group discussions and Key Informant interviews: The plan will seek to utilise these qualitative data collection methods on a regular basis to gather feedback on the various FPCC implementation aspects and impact.

Surveys: Surveys and questionnaires will be used to measure specific indicators associated with MHD training outputs, including in-person and blended learning events. A core set of competencies/skills will form the basis of evaluating how participants are applying and implementing what they have learned.

Sensemaking/Reflection workshops: These will be used to ensure implementing partners at different levels jointly make sense of information, and develop a shared understanding of various issues concerning FPCC rollout. Sensemaking workshops are based on an assumption that individuals have different interests and perspectives, and often see information in different ways.

Partnership Stocktaking Checks: The stocktaking exercise will be utilised annually to capture and map the main processes, resources, capacities and coordination throughout FPCC implementation. It will seek to offer insights on the extent of the FPCC work done and give an indication of its added value as an initiative.

Case studies and Stories of change: Case studies and stories will be collected and collated highlighting change across different thematic areas and regions.

Photo and Video diaries: Documentation of photos and videos to explain change will also be utilised.

Advocacy reporting tools: Utilisation of advocacy asks templates and logs reporting tools will be considered for MFACCs efforts to document progress in raising awareness, lobbying and policy making in regards to children rights.

4.2.1 Learning

The learning approach will mainly seek to generate knowledge and information on key areas of investigation and curiosity along the three FPCC objectives. Three learning questions will be formulated based on an area of assessment and these will be investigated alongside the investigation. The learning questions can form the basis of research and wider analysis based on applicable resources and contexts.

4.3 MEAL Workplan

In the short term, it is critical that FPCC focuses on monitoring foundational and operational activities and outputs which inform much of the current iteration of the proposed MEAL framework. Periodically and as the MEAL becomes more focused on questions of how outputs are contributing to outcomes and impact, other approaches such as focus group discussions and semi-structured interviews could be utilised for collection and analysis of qualitative information. More importantly, the plan will seek to embed qualitative data collection methods such as focus group discussions and semi-structured interviews in regular monitoring activities to ensure tacit knowledge is drawn continuously during implementation.

The following techniques will be utilised:

- ✅ **Critical, reflective use of FPCC's Journey of Change:** Displaying, sharing and discussing the JOC with partners, and other stakeholders to ensure it stays alive to the realities of the ever-changing context.

- ✅ **Periodic reviews:** Regular reflective workshops/reviews after the completion of activities will allow relevant stakeholders to reflect upon and learn from the experiences of each activity.

- ✅ **Midpoint and end-point programme evaluations:** Midpoint evaluations to be conducted after 1.5 years (End of 2024 or early 2025) of rolling out the MEAL plan, and an end-point evaluation after 3 years.

- ✅ **Regular dissemination of learning** that comes from the various MEAL activities.

3.5 Year FPCC MEAL Workplan

Below find the proposed 3.5 Year FPCC MEAL Workplan:

Development phase

| FPCC Activity	Y1 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Y2 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Y3 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Y4 Jan	Feb	Mar	Apr	May	Jun
Validation of the MEAL Plan	■	■																																								
Identification and training of MEAL representatives at the country level	■	■																																								
Planning for MEAL piloting	■	■																																								
MEAL Piloting			■	■																																						
Adaptation of the MEAL plan to country priorities			■	■																																						
Micro-planning for formal rollout and orientation to MFACCs			■	■																																						

Implementation phase

Monitoring

FPCC Activity	Y1 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Y2 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Y3 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Y4 Jan	Feb	Mar	Apr	May	Jun
Routine activity monitoring	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

FPCC Activity	Year 1 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year 2 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year 3 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year 4 Jan	Feb	Mar	Apr	May	Jun
Activity reflection meetings						X						X						X						X						X						X						X
Periodic monitoring data analysis						X						X						X						X						X						X						X
Partnership Stocktaking checks												X												X												X						
Annual surveys (MFACC and MHD surveys)											X												X												X							
Learning																																										
Periodic reflection workshops (Annual)								X												X												X										
MEAL Plan and JOC review (annual)													X												X												X					
Evaluation																																										
Mid-point evaluation (Internal)																																		X								
End-point evaluation (External)																																										X

Reporting schedule

FPCC Activity	Year 1 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year 2 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year 3 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year 4 Jan	Feb	Mar	Apr	May	Jun
Semi-annual progress reports												▆						▆						▆						▆						▆						
Annual FPCC reports(PCAs etc)												▆												▆												▆						

Table 3: FPCC MEAL implementation workplan

4.4 Data Flow and Management Plan
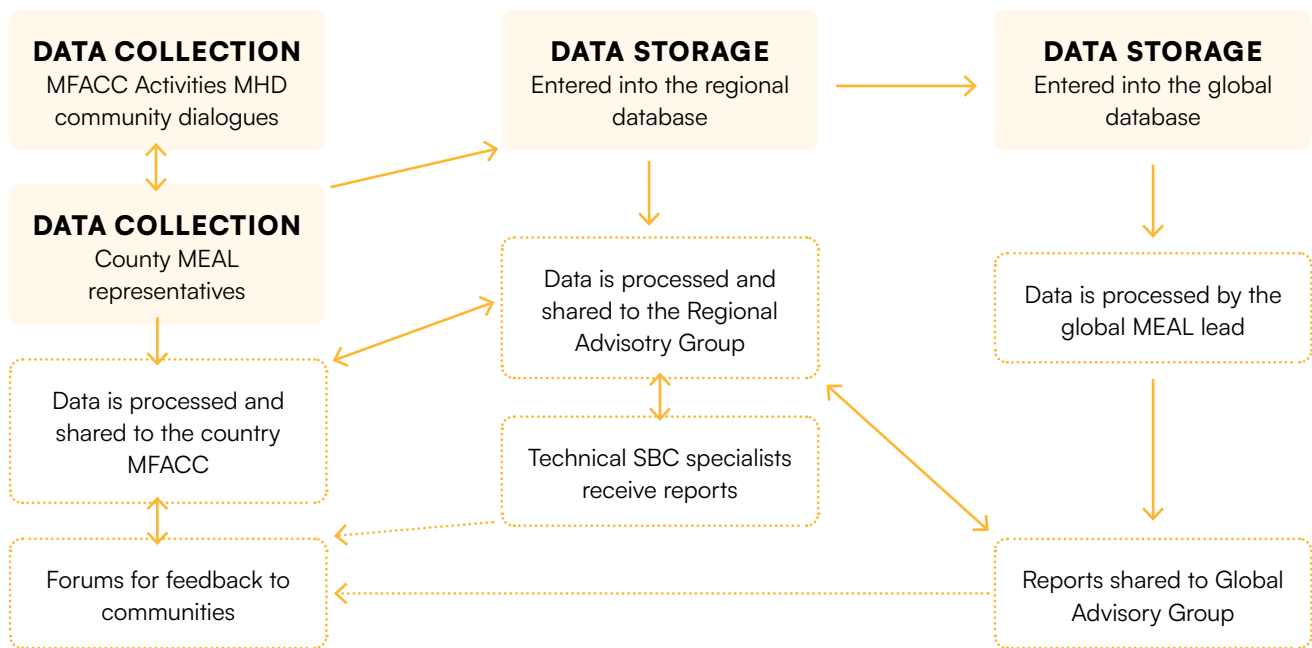
Figure 2: An illustration of the FPCC data flow chart

FPCC MEAL purposes to ensure good data management by:

⬤ **Data Validity:** Through periodic (after every six months) analyses and sense-making sessions, the MEAL representative, Regional will ensure that the data measure what is intended, revising data methods where needed.

⬤ **Data collection and recording consistency adherence by:**
   a. Creating simple and effective data collection and recording methods that ensure ease of use for data collectors and data entry,
   b. Periodic review of the collection and recording methods to ensure consistency, precision and completeness, and respond to any issues.

⬤ **Data security:** Data storage will be managed according to the type and use of data. Data will be stored in excel sheets for easier exportation into other analysis platforms. All data shall be stored in softcopy. Data shall be shared to the key stakeholders upon request on the different aspects of the Initiative.

⬤ **Data Cleaning:** At the country level, the MEAL representative will not be working with large datasets so will not use statistical programs to validate. The regional MEAL Secretariat shall agree on actions to identify missing data and minimise inaccuracies such as:

   a. Sharing the records of reflective workshops with the participants for their feedback,
   b. Presenting the data in ways that make findings clear and substantiate conclusions.

   As for the large data sets at the regional and global level, it is anticipated that data shall be collected through platforms such as Google forms, Open Data Kit (ODK), etc. as deemed appropriate. Data will then be aggregated and downloaded in Excel format ready for data analysis.

Furthermore, FPCC MEAL activities shall be conducted ethically to protect the rights, dignity, and well-being of all stakeholders involved. Here are key ethical considerations to be adhered to in the implementation of FPCC MEAL activities:

Informed Consent: The MEAL plan shall purpose to ensure that participation in MEAL activities is entirely voluntary, with individuals having the right to withdraw at any time. Information should be communicated in a way that is understandable to all participants, considering language, literacy levels, and cultural context.

Confidentiality and Anonymity: Specific measures to protect the confidentiality of participants' information are to be prioritised at all times. This includes secure data storage and restricted access to personal data.Where possible, data should be anonymized to protect the identity of participants.

Do No Harm: Implementation of this MEAL plan shall be in accordance with Do-No-Harm principles aimed at minimising any potential risks that could arise throughout the process.

Equity and Inclusiveness: Implementation shall purpose to be inclusive through representation of different groups based on gender, race, ethnicity, disability, or socio-economic status ensuring that individuals participate in activities regardless of physical or cognitive abilities.

Accountability and Transparency: The plan shall provide clear and accurate reports of M&E findings to stakeholders, ensuring that the information is shared in a transparent manner while establishing mechanisms for participants to provide feedback or raise concerns.
Integrity and Objectivity: The plan shall ensure that activities are conducted impartially, avoiding any biases that could skew results. It shall provide for disclosure of any potential conflicts of interest that could compromise the integrity of the M&E process while at the same time adopt usage of sound and appropriate methods to collect and analyse data, ensuring that conclusions are based on reliable evidence.

Legal and Ethical Compliance: Throughout its implementation, efforts will be made to ensure that all activities comply with local, national, and international laws, including regulations on data protection and human rights. Where applicable, obtain ethical approval from relevant bodies or institutional review boards (IRBs) before commencing MEAL activities.

Cultural Competence: The plan shall collaborate with local communities to understand cultural norms and practices, and incorporate these insights into the MEAL activities while recognizing and respecting indigenous knowledge systems, ensuring that they are valued and not exploited in the process.

4.5 Approach to data analysis

Data analysis will be done using descriptive statistics including percentages, frequencies, and means. Cross tabulation will be employed to compare differences between and within groups of interests. Voice-recorded qualitative data from FGDs and KIIs will be transcribed verbatim then typed on MS Excel in the same format before commencement of analysis.

Analysis of MEAL data will occur on a six-monthly basis, as follows:

✓ Collation of all data gathered in the period and preliminary data analysis against the expected results, assumptions, risks and emerging themes.

✓ Facilitation of analytical sessions with country MFACCs, Regional advisory groups and the Global FPCC Core group teams to, a) update and explore the implications of findings-to-date; and any arising recommendations for improvement identify recommended adjustments, based on the findings and contextual analysis.

On an annual basis, the MEAL Lead will:

✓ Collate monitoring and evaluation data, and undertake an in-depth analysis, structured against the expected results, assumptions, risks and emerging themes.

✓ Collect and analyse additional evidence for results in which the initial FPCC contribution story is less credible, and then revise the initial analysis for annual dissemination of findings.

✓ Facilitate an analytical session with regional and global FPCC teams to, a) update and explore the implications of findings-to-date; and any arising recommendations for improvement identify recommended adjustments, based on the findings and contextual analysis.

MEAL Team Roles and Responsibilities

All participants in the FPCC initiative have a responsibility for monitoring, evaluation and learning. The FPCC MEAL plan provides for a collaborative approach to various activities with focus on the different roles partners are to play. The responsibility illustrated below outlines the roles and responsibilities of each partner in the MEAL process. It is intended to ensure clarity in duties, promote accountability, and facilitate effective coordination among partners. It is important to note that roles in this chart can be adjusted based on the contextual needs. Changes to roles and responsibilities can be captured during MEAL learning sessions/workshops for better implementation.

MEAL Activity	Knowledge management partner (such as JLI)	Coordination mechanism convening partner (e.g., Religions for Peace)	Development partner C (e.g., UNICEF, Government, other UN agencies etc)	Notes
1. Framework Development	Take lead in the development of the overall M&E framework, ensuring alignment with FPCC goals.	Provide insights during the development and review processes.	Contribute insights continuously ensure alignment with contextual issues of importance to child priority areas.	Regular meetings to ensure coherence across partners.
2. Indicator Selection	Propose key indicators based on FPCC objectives and outcomes.	Suggest additional indicators relevant to faith engagement based on-the-ground activities.	Review and approve indicators to ensure alignment with sectoral standards.	Indicators must be SMART (Specific, Measurable, Achievable, Relevant, Time-bound).
3. Data Collection Planning	Develop the data collection plan, including tools and methodologies.	Collaboratively implement data collection activities in the field with support from the other partners.	Support the process by ensuring the data collection plan responds to FPCC reporting needs.	Tools should be tested in a pilot phase.
4. Capacity Building	Conduct continuous capacity building sessions for teams at the different levels of implementation to all partners.	Support the capacity building sessions to ensure relevant teams receive skills on FPCC reporting needs.	Support continuous capacity-building activities through resource mobilisation.	Continuous capacity building throughout the project lifecycle.
5. Data Collection	Oversee data collection process and ensure quality control.	Conduct data collection according to the agreed plan and submit data.	Support the data collection activities and provide feedback.	Data should be collected regularly (e.g., monthly, quarterly).
6. Data Analysis	Lead data analysis and interpretation of findings.	Assist in data analysis by providing contextual insights.	Review analysis and provide feedback on findings.	Data analysis should be both quantitative and qualitative.

7. Reporting	Generate MEAL reports and disseminate them to all partners and stakeholders.	Provide input for reports based on field data.	Review and approve final reports for submission to stakeholders.	Reports should include lessons learned and recommendations.
8. Review sessions	Organise regular MEALreview meetings to discuss progress and challenges.	Participate in review meetings and share insights from the field.	Attend review meetings and provide strategic direction based on the contextual priority issues for children.	Review meetings could be quarterly or semi-annual.
9. Learning	Facilitate learning sessions to reflect on MEAL findings and adapt strategies.	Support with implementation of changes based on lessons learned and feedback.	Ensure that adaptations are aligned with overall FPCC expectations.	Learning sessions should be documented for future reference.
10. Risk Management	Identify potential risks in MEAL activities and develop mitigation strategies.	Continuously share emerging risks during implementation for betterment of the process.	Review and agree on risk mitigation strategies.	Regular risk assessments to be conducted.
11. External Evaluation	Coordinate the external evaluation process including hiring the evaluator	Provide necessary data and support to external evaluators.	Support demarcation of the scope of work for external evaluators and review findings.	External evaluations typically occur at mid-term and project end.
12. Feedback Mechanism	Establish and manage a feedback mechanism for stakeholders.	Ensure stakeholders at the field level are aware of and can access the feedback mechanism.	Review feedback and incorporate it into future MEAL activities.	Feedback should be used to improve both process and outcomes.
13. Final MEAL Report and Dissemination	Draft the final M&E report and disseminate it to all stakeholders.	Contribute to the final report by providing insights and data from implementation.	Approve the final report and ensure it is shared with all relevant parties.	Final report should summarise the entire project lifecycle and impact.

Table 4: Table illustrating the proposed MEAL team roles and responsibilities

Annexes

Annex 1: Indicator monitoring sheet

OUTCOME 1.0:

Improved capacity of faith actors to utilise the Mind Heart Dialogue approach when intervening on issues of children

Indicator	Data sources	Frequency
Outcome 1: Country level indicators		
(1.1) % of facilitators trained on MHD who demonstrated acquired skills and learning as per post-training assessment	MHD reporting tool/ Periodic Surveys	After sessions
(1.2) # of community dialogues organised by facilitators on child priority results	MHD reporting tool/ template	Quarterly
(1.3) # of individuals (disaggregated) reached by the MHD approach	MHD reporting tool/ template	Quarterly
Outcome 1: Regional level indicators		
(1.4) % of trained facilitators actively conducting community dialogues on child priority issues and sharing session reports per country	MHD reporting tool/ template & periodic surveys	Semi-annually
Outcome 1: Global level indicators		
(1.5) % of surveyed faith and development actors who believe the MHD approach was beneficial when intervening on children's issues **(1.6)** # of community dialogues organised by facilitators on child priority results **(1.7)** # of individuals (disaggregated) reached by the MHD approach	Directly: Surveys, MFACC monitoring records Indirectly: from MFACC members such as FBOs	Annually

OUTCOME 2.0:

Enhanced coordination and collaboration among different stakeholders and faith actors on issues around children

Indicator	Data sources	Frequency
Outcome 2: Country level indicators		
(2.1) # of MFACC meetings that took place per year	MFACC reporting matrix (TBD)	Annually
(2.2) # of developed and completed rolled out action plans on specific priority results for children	MFACC reporting matrix (TBD)	Annually
(2.3) # of formal partnerships agreements signed at the country level as a result of MFACC engagements	MFACC reporting matrix (TBD)	Annually
(2.4) # of communications tools provided by the MFACC to support advocacy on child rights issues	MFACC reporting matrix (TBD)	Annually
(2.5) # of Joint working groups & Task Forces on child rights issues that faith actors are represented in as a result of FPCC	MFACC reporting matrix (TBD)	Annually
Outcome 2: Regional level indicators		
(2.6) # of countries that have MFACCs for participatory engagement in local decision-making, planning, budgeting and monitoring processes	MHD reporting tool/ template & periodic surveys	Semi-annually
(2.7) # of formal partnerships agreements signed at the regional level as a result of FPCC engagements on child rights issues	MHD reporting tool/ template & periodic surveys	Semi-annually
(2.8) # of regional Joint working groups & Task Forces on child rights issues that faith actors participate in as a result of FPCC	MHD reporting tool/ template & periodic surveys	Semi-annually
Outcome 2: Global level indicators		
(2.9) # of formal partnerships agreements signed throughout FPCC implementation per year amongst and between faith actors and development actors such as UNICEF	Periodic surveys, MFACC reporting matrix (TBD)	Annually
(2.10) % of surveyed faith and development actors who believe FPCC implementation has improved participation of faith communities in local decision-making, planning, budgeting and monitoring processes for child rights programs	Surveys, MFACC reporting matrix (TBD)	Annually

OUTCOME 3.0:

Secured positive practices and actions to benefit children.

Indicator	Data sources	Frequency
Outcome 3: Country level indicators		
(3.1) #individuals engaged through faith community platforms in reflective dialogue towards the *[adoption/ abandonment] of [priority behaviour/social norm]*	MHD reporting tool/ Periodic Surveys	Annually
(3.2) % of individuals in faith communities that can cite accurate reasons why *[priority behaviour]* is beneficial for *[self, others, child and adolescent]* wellbeing and development as a result of FPCC activities	Periodic surveys	Annually
(3.3) % of individuals in faith communities who believe it is important to adopt *[recommended behaviour]* as a result of FPCC activities	Periodic surveys	Annually
(3.4) % of individuals in faith communities who feel confident to practise *[recommended behaviour/s]* as a result of FPCC activities	Periodic surveys	Annually
(3.5) % of *[specified population]* who believe that people in their community expect them to practise/adopt/ abandon *[recommended behaviour/harmful behaviour]*	Periodic surveys	Annually
Outcome 3: Regional level indicators		
(3.6) % of countries with operable strategy documents jointly developed by faith and development actors to enhance practice/adoption/ abandonment of (recommended behaviour/harmful behaviour)	MFACC reporting matrix (TBD) % MFACC Surveys	Annually
(3.7) # of FPCC tools and communication materials developed to enhance practice/adoption/ abandonment of (recommended behaviour/harmful behaviour)	MFACC reporting matrix (TBD) % MFACC Surveys	Annually
Outcome 3: Global level indicators		
(3.8) % of surveyed faith and development actors who agree that FPCC implementation has contributed to practice/adoption/ abandonment of (recommended behaviour/harmful behaviour) **(3.9)** #individuals engaged through faith community platforms in reflective dialogue towards the [adoption/ abandonment] of *[priority behaviour/social norm]*	Periodic surveys	Annually

Indicators for cross cutting issues

Indicator	Data sources	Frequency
Humanitarian development peace nexus		
% of participating faith actors who agree that FPCC takes into account their specific humanitarian and development needs in its implementation	Periodic Surveys	Annually
Vulnerability		
% of participating faith actors who agree that FPCC provides appropriate mechanisms and opportunity to the marginalised	Periodic Surveys	Annually
Gender		
% of faith actors who agree that FPCC provides appropriate voice and opportunity to women	Periodic Surveys	Annually
% of women among faith actors who agree that FPCC provides appropriate voice to women and girls	Periodic Surveys	Annually
Children and youth participation		
% of participating youth and children who agree that FPCC provides appropriate mechanisms and opportunity to children and youth, including girls	Periodic surveys	Annually
% of participating boys and girls who agree that FPCC provides appropriate mechanisms an to them	Periodic surveys	Annually

FAITH AND POSITIVE
CHANGE
FOR CHILDREN, FAMILIES AND COMMUNITIES