IMT way forwards

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| S.no | Type of the tool | Form Location/page on IMT | Purpose | Who will fill out the tool | When will  be filled/frequency | When will be submitted |
| 1 | Form 2: Monthly Facilitation Monitoring Visit Summary Report | Page 10 | 1. To track overall group discussions and performance 2. To capture discussion facilitation, success, and challenges during the discussion 3. To monitor group attendance and problems 4. To capture success attained as the result of the discussion and challenges with the discussion session | Woreda women and children’s affairs for the OOSAGs and CARE facilitators for the men and boys | Monthly bases | Every month |
| 2 | FORM 3: OOSG / EMB Monthly Evaluation. This form has two sections 1 and section 2  Section 1. Group meeting attendance  Section 2. Group facilitators feedback | Page 13 &14 | 1. To track attendance at the monthly review meetings  2. To monitor project successes and challenges, track attendance of the meeting and other project data, and use data to identify actions to improve project performance  3. To document the feedback on problems and successes with implementing OOSG or EMB groups | Woreda women and children’s affairs for the OOSAGs and CARE facilitators for the men and boys | Monthly bases during the group review meeting. | Every month |
| 3 | Form 4. Adolescent Girls, Boys and Men Group Attendance Register | Page 16-17 | To monitor attendance over time and follow up with adolescents who miss a session | Mentors and group Facilitators | Every week. At the beginning of each adolescent Girls, Boys and Men group session | Every month |
| 4. | FORM 5: Girls Group Meeting Log | Page 20 | To track each girl’s attendance and track the activities that were completed. | Mentors/Facilitators | Every week at the beginning of the discussion | Every month |
| 5 | FORM 6: Training Attendance Sheet | Page 28 | To capture training participants on life skill, VSLA and IMT cascading training for mentors and facilitators | Person conducting training from the Woreda WCYA and /CARE staff | At each training | Immediately after training |
| 6 | FORM 7: Supportive Supervision Reporting Form | Page 31 | 1. To assess and identify the strength weakness of the group  2. To provide constructive feedback for the girls, boys, men’s men group | Woreda WCYA (OOSAGs)and /CARE staff (Country office and Facilitators) | Every quarter | Every quarter |
| 7 | FORM 8 &9. Quarterly Staff Gender Reflections | Page 33 and 35 | To understand how staff attitudes on gender issues change over time | regional and Worda women and children focal who took SAA training and CARE staff (MEL Officers) | Every quarter | Every quarter |
| 8 | From 10: Mentor /peer-led Attitudes Survey | 37 | To anonymously assess mentor /peer-led attitudes towards harmful practice, gender-based violence, and adolescence at the beginning of the project so we can see how they change over time. | Trained woreda women and children affairs(OOSAGs) and CARE facilitators for the Men and Boys | The first day of the mentor/peer-led training and the end of a project | Beginning and end of the project |
| 9 | Form 11& 12 OOSAG, Boys and Men Baseline, and end Knowledge Attitude and Practice assessment | Page 39& 47 | To capture any changes in adolescent knowledge, attitudes, and behavior that may occur during the project period and before | Woreda women and children social affairs focal person, regional women and children social focal person, CARE staff (MEL Officers) who attend staff gender reflections | At the beginning and end | Beginning and end of the project |