September 2021

A Guide for Conducting Alternative Care Data Review Meetings in Uganda

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Contents

Figures

Tables

Abbreviations

CAO	chief administrative officer
CH	children's home
MGLSD	Ministry of Gender, Labour and Social Development
NACIU	National Alternative Care Implementation Unit
PSWO	probation and social welfare officer
USAID	United States Agency for International Development

Introduction

As part of ongoing care reforms in Uganda, the Ministry of Gender, Labour and Social Development (MGLSD) has been working to improve data collection, information management, and reporting systems for children living without parental care. In 2019, in collaboration with the MEASURE Evaluation project, which is funded by the United States Agency for International Development (USAID), the MGLSD developed priority indicators for routine monitoring of alternative care, including indicator reference sheets and automated tools for capturing and reporting data required for indicators. The *National Guidelines for Routine Monitoring of Formal Alternative Care* were also developed to provide standardized guidance on how to collect and report data on children in formal alternative care, including best practices for data analysis and visualization to facilitate the use of data in decision making for alternative care. Published in 2019, the national guidelines present a range of indicators for alternative care, sources of information, the frequency of reporting on alternative care, and monitoring and review structures.

The guidelines emphasize the need for regular **data review meetings** that are aligned with other strategic planning and budget review meetings at district and national levels. Data review meetings are intended to provide a platform to:

1. Review progress made, based on the full array of available data in line with the prioritized indicators.
2. Review and provide feedback on the quality of data.
3. Generate concrete follow-up actions to improve data quality and outcomes for children.

What is the purpose of this guide? Who can use it?

This guide is intended for monitoring and evaluation and technical staff in the MGLSD who are responsible for oversight and coordination of child protection and care system reforms, and district-level probation and social welfare officers (PSWOs). It aims to support the application of the national guidelines by providing detailed guidance for planning and facilitating data review meetings on alternative care at national and district levels. It also provides standardized tools and templates for use during review meetings, and highlights best practices for conducting data review meetings.

Alternative Care Data Review Meetings

Purpose and scope

Data review meetings[1] provide a regular forum for stakeholders to review available data on alternative care and the quality of those data, and to interpret the data. Through collaborative analysis, participants in data review meetings can identify priority areas for action to strengthen the quality of alternative care and to improve outcomes for children without parental care or at risk of losing parental care.

Leadership

The process of organizing district-level data review meetings will be led by the district PSWOs. At the national level, the responsibility lies with the head of the National Alternative Care Implementation Unit (NACIU) under the Department of Youth and Children Affairs in the MGLSD.

The key roles and responsibilities are to:

1. Identify and engage stakeholders to participate in the meeting.
2. Organize the data to present, with input from others, as appropriate.
3. Prepare and distribute the agenda before the meeting.
4. Facilitate the meeting or identify another individual to act as the meeting facilitator.
5. Attend and actively participate in regularly scheduled meetings.
6. Follow up on agreed action points.

Participants

The data review meetings target different stakeholders (decision makers, data users, and data producers) at national and district levels:

1. **National level:** Participants should include PSWOs, community development officers, and technical staff from the MGLSD (Department of Youth and Children Affairs, Policy and Planning Unit, Information Technology Unit).
2. **District level:** Participants should include representatives from children's homes and district/local government staff, such as the chief administrative officer (CAO), district community development officer, district planner, and PSWOs.

Frequency

At both national and district levels, one-day data review meetings should be held once every six months because data on some key routine alternative care indicators (especially data from children's homes) are reported biannually.

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[1] A data review meeting is a process of thoroughly examining data routinely (monthly, quarterly, biannually, and annually) to provide feedback on data quality and data use, compare performance targets and achievements, discuss appropriate action on using data for decision making, and share the information with stakeholders.

Routine monitoring indicators

The MGLSD has identified and prioritized 10 routine monitoring indicators to guide the analysis of progress in alternative care in Uganda. The indicators are:

1. Number of children living in formal alternative care settings (residential care, foster care, legal guardianship)
2. Percentage of children in formal care who have an up-to-date individual care plan
3. Percentage of children in formal care with a valid care order
4. The mortality rate of children in formal care
5. Number of children leaving residential care for a family placement
6. Number of children's homes operating in Uganda
7. Percentage of children's homes meeting national minimum quality standards
8. Number of children newly placed in foster care during the reporting period
9. Number of newly approved foster care parents during the reporting period
10. Number of children newly adopted during the reporting period

Presentations and discussions during the data review meetings should be structured around the data that are available for these indicators. However, additional indicators can be identified and discussed, based on available data.

Data sources

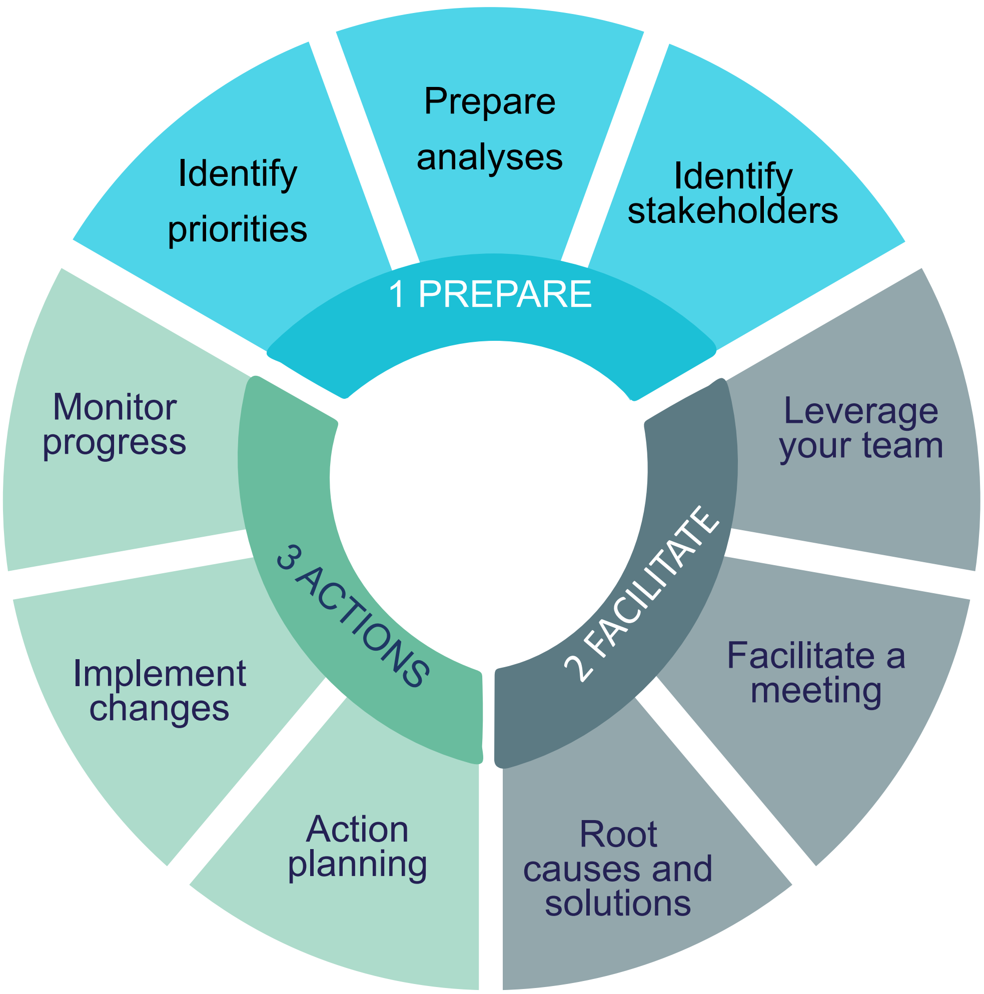
Data on children in alternative care are often extracted from individual child records or administrative records. Appendix A provides information on indicator data sources and calculations.

Phases for Conducting Data Review Meetings

Data review meetings should be carried out in three phases (Figure 1):

1. Before the meeting: Prepare for the data review meeting
2. Facilitate the data review meeting
3. Implement post-data review meeting actions

Figure 1. Data review meeting phases and steps



Prepare for the data review meeting

The pre-meeting phase is crucial to the success of data review meetings. The pre-meeting phase activities at national and district levels should include:

- Identify priorities
- Prepare analyses
- Identify and notify stakeholders

Pre-meeting activities should begin two to four weeks before the data review meeting to ensure a proper engagement with potential participants and to agree on the key questions to be discussed, verify the data, and prepare presentations (including data visualizations).

1. Identify Priorities

Identify the key questions of interest: Before the data review meeting, the meeting host will identify key questions of interest to be answered and/or priority indicators to be reviewed at the meeting. Identifying and focusing on the key questions of interest and indicators will streamline the data review meeting and ensure that available data can be analyzed in a targeted way to facilitate the identification of issues to be addressed. It also allows the meeting coordinator to think about the ultimate use of results and the programmatic and policy decisions that they can influence.

Questions of interest can be identified in several ways, including:

- Brainstorming about what the different care reform stakeholders are interested in knowing.
- Gathering feedback from children impacted, families supported, and alternative care service providers (e.g., residential and foster care service providers).
- Considering external factors, for example, donor questions.

Table 1 provides some examples of possible questions of interest and illustrative decisions that could be made based on the answers.

Table 1. Possible questions of interest

	Possible questions of interest	Illustrative decisions that could be made based on the answers
1	How many children are in residential care (disaggregated by age, sex, parental status, disability status)?	Increase budgetary allocations to districts with a large number of children in residential care to facilitate family reintegration. The fund allocation process should take into account the circumstance and needs of children, based on gender, age and disability status.
2	Do all children in residential care have an up-to-date individual care plan?	Conduct social workforce training to improve case planning.
3	Do all children in residential care have valid care orders? Does this differ by age/gender?	Review requirements and procedures for obtaining care orders.
4	How many children are leaving residential care for family-based placement? (Disaggregated by age, sex, parental status, disability status)?	Ensure an adequate budgetary allocation to support receiving families; review staff caseloads.

Prioritize key questions of interest: To prioritize the questions, participants should consider the following specific criteria and discuss each question in-depth:

- *Policy and programmatic relevance:* Is the question of interest programmatically relevant and/or of interest in relation to care system reform? Are care reform stakeholders interested in the information?
- *Answerable:* Is it possible to answer this question of interest or measure performance with existing data or data that can be collected?
- *Actionable:* Does the government have the authority to act on the answers to the key questions of interest? That is, if the data indicate a need for change in the current course of action, can the government make the required changes? If not, can it influence those with the authority or ability to effect change?
- *Timeliness:* Is there a timeline for answering the question or making a decision about the issue at hand? Can some key questions be tabled for discussion later to allow the group time to focus on questions that must be addressed more quickly?

2. Prepare analyses

Data to report on the indicators should be aggregated and analyzed, and presented in easy-to-understand, accessible formats.[2]

In preparation for data analysis, the meeting host should consider the following:

- What data are needed to report on prioritized indicators and questions of interest? Are the data currently available? Who has access to the data?
- Do the data already exist and are they readily available?
- Are the data of sufficient quality?

- *Data analysis.* Analysis involves reviewing and examining data and transforming them into useful information to answer priority questions of interest. For example, consider the following question: Has there been an increase in adoptions in the past year? To answer this question, one must look at the aggregate of the number of children adopted last year versus the previous year. During the analysis, it is important to aggregate or disaggregate the data, as appropriate. For example, sex disaggregated data may show large differences in adoption increases for boys versus girls and suggest potential gender-related patterns that require further exploration. Appendix A provides information on the appropriate disaggregation for each indicator.
- *Prepare PowerPoint presentation(s), with appropriate data visualizations.* This involves transforming data into information presentations. This allows the data users to observe any trends and shows the performance of key indicators. For example, Figure 2 shows the number of children in residential care, by sex.

Some things to think about when creating visual presentations of data for stakeholder groups are:

- Keep data presentations simple—each graph/visual should present one concept (for example, Figures 2 and 3).
- Define acronyms, abbreviations, or other terms.
- Identify all the items displayed on the visual.

[2] A standardized set of analyses and a presentation template should be developed to ensure consistency of the data analyzed and presented during a review meeting. This should be based on the specific questions of interest, taking into account the priority indicators. This process should be spearheaded by meeting coordinators at national and district levels. The same set of slides should be viewed regularly so that participants can observe and notice changes in performance over time.

- Show visuals to staff who are not involved in the meeting to gauge how easy it is to understand the visuals.
- Prepare a short introduction and summary for each visual, including the data source and any other critical information participants will need to interpret the data accurately.
- Consider whether stakeholders may need hard or digital copies of the data when trying to understand the information.

Figure 2. Children in residential care, by sex (N=2833)

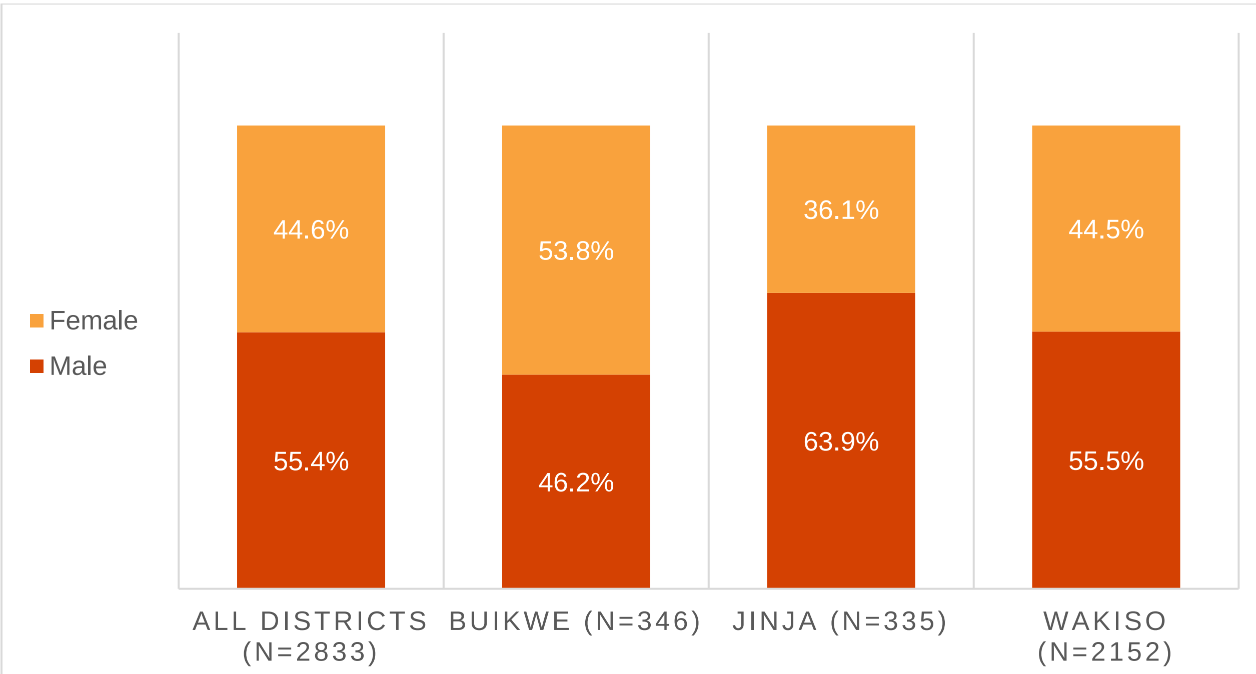
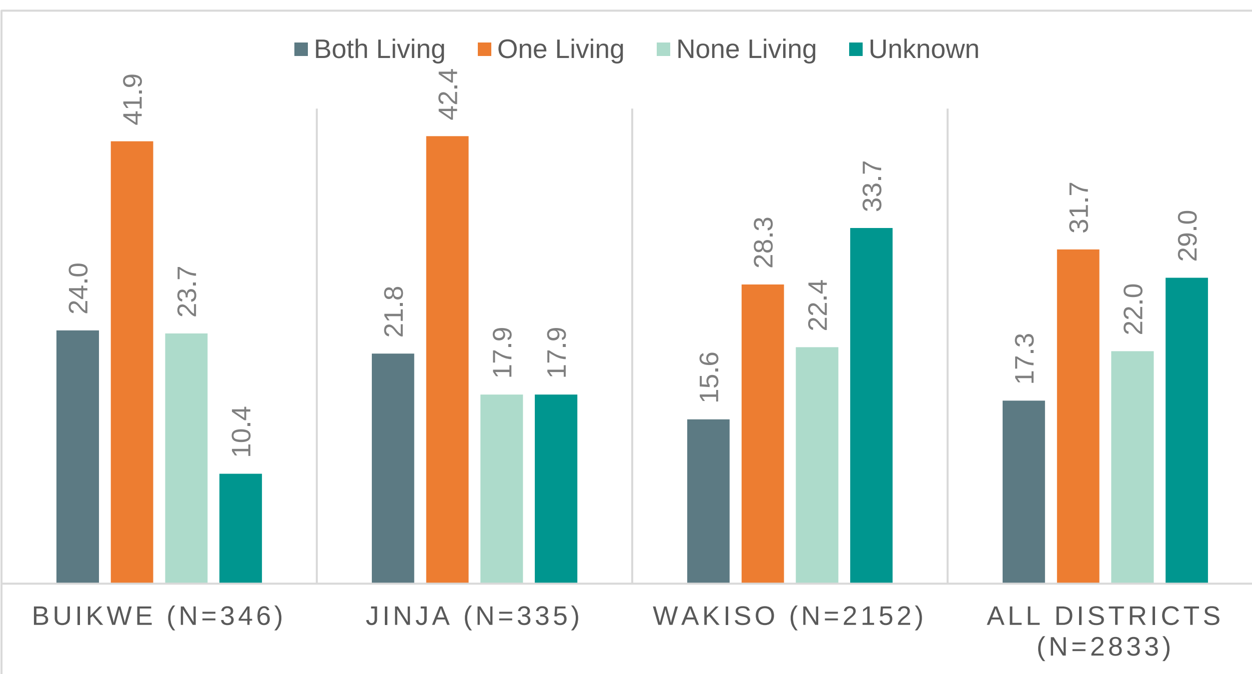


Figure 3. Children in residential care, by parental status (N=2833)



3. Identify and notify stakeholders

Determine key responsibilities: Decide who will plan the meeting, facilitate the meeting, and prepare the data for presentation to meeting participants. If the person who is going to facilitate the meeting is someone other than the person who will initiate the meeting (i.e., meeting coordinator), these two parties will need to work together before and after the meeting to ensure that the meeting achieves the desired outcomes.

- *Meeting coordinator/host:* District PSWOs and the head of the NACIU should lead the process of organizing the meetings at district and national levels, respectively. The coordinator should consult with stakeholders in advance of the meeting, establish the focus of the meeting, identify the questions of interest, and prepare the analyses in response to the questions.
- *Meeting facilitator:* The meeting facilitator guides the participants in discussing their observations based on the data presented, the interpretation and implications of the data, next steps for the group, and reflections on meeting effectiveness. It is sometimes helpful to bring in an outside facilitator for data discussions. Figure 4 highlights the characteristics of a good facilitator.
- *Notetaker and timekeeper:* In addition to the meeting facilitator, it is important to identify people before the meeting to serve in supporting roles, such as the timekeeper and notetaker. The notetaker is responsible for capturing the group memory of the data review meeting. Ideally, the meeting notes should capture important points and decisions, without becoming a verbatim transcript of the meeting. The timekeeper is responsible for assisting the facilitator by keeping the meeting on schedule. Using the timeframes on the agenda, the timekeeper alerts the group when the time allocated for a specific part of the meeting will soon elapse.

Figure 4. Characteristics of a good facilitator

Expertise in data demand and use	**Build rapport**	**Actively listen**	**Keep an open mind**
• Have knowledge of the data demand and use cycle. • Master preparation of compelling analyses, focusing on priority issues, highlighting low and high performers. • Know how to transform ideas into actionable recommendations.	• A facilitator takes the time to develop a relationship with the stakeholders. • Stakeholders may not feel comfortable revealing all the challenges or discussing low performance. • A facilitator will restate the stakeholders' phrases to show that their perspectives are understood. • The goal is to engage stakeholders in discussion.	• A facilitator faces the person speaking and is attentive to what is being said. • S/he does not interrupt but waits for a pause to ask another question. • An effective facilitator can feel what the stakeholder says and pays attention to what is not said.	• A facilitator lets the stakeholder focus on what is important to him or her. • A skilled facilitator poses open-ended questions to help understand more about the participant's context. • Through discussion, the stakeholders will explain challenges contributing to poor performance and generate creative solutions.

- *Identify stakeholders to invite to the meeting:* District PSWOs and the head of the NACIU should identify key decision makers and relevant stakeholders to attend the meetings at least four weeks before the data review meetings. Meeting invitations should be sent to the stakeholders at least two weeks before the meeting. Table 2 lists potential stakeholders to invite to the national and district-level meetings.

In selecting meeting participants, consider including all those who have a stake in the information being considered:

  - Who needs to be at the table to provide context for the data being analyzed?
  - What voices need to be represented?
  - Will participants include individuals with data literacy skills who can support the data discussion?

Table 2. Potential stakeholders

National-level data review meetings	District-level data review meetings
• Probation and Social Welfare Office • Technical staff from the MGLSD (Department of Youth and Children Affairs, Policy and Planning Unit, Information Technology Unit) • Technical staff from other ministries, departments, and agencies: National Identification and Registration Authority, Uganda Registration Services Bureau, Police, Ministry of Health, Ministry of Education, etc.	• CAO • District community development officer • District planner • District health inspector • PSWOs • Children's home staff

Prepare and distribute the meeting agenda: Preparing and sharing a participant agenda in advance facilitates good communication. Be clear about your expectations for stakeholders, both before and during the meeting. The meeting agenda should be drafted and shared with stakeholders at least two days before the meeting. At a minimum, the agenda should include the following:

- Meeting date and location, including information on participating virtually, if that is an option
- Meeting start and end times, including breaks, if needed
- The objective or desired outcome of the meeting
- Process agenda (Appendix B provides an example)
- Background materials or data the participants should review in advance of the meeting

Facilitate the Data Review Meeting

4. Leverage your team

Make sure that team members (meeting coordinator/facilitator, notetaker/timekeeper) are communicating with one another and that they are collaborating/working together to ensure that the meeting achieves the desired outcomes.

5. Facilitate a meeting

The meeting facilitator helps guide discussions through the following steps:

- Introductions and review of key messages
- Review completeness of the data
- Presentation on priority questions of interest/indicators
- Discuss and analyze root causes and solutions

Introductions and review key messages: The facilitator should be prepared to do the following:

- Introduce participants and topics
- Review the agenda and provide context: Situate the conversation in the broader continuous improvement process.
- State the desired outcome:
    - Display this visually so that participants can use the outcome to anchor discussions throughout the meeting.
    - State what is out of the scope of the meeting up front to clarify expectations and limit the scope. Point out the "parking lot" and explain to stakeholders that important issues that may not be in the scope of the meeting will be captured here.
- Establish ground rules to create a safe environment for participants. Present ground rules or allow the group to brainstorm their own.
- Define and agree on common terms. Clarifying definitions and terms is key to a common understanding. Avoid jargon or abbreviations or create a handout defining commonly used words or abbreviations.

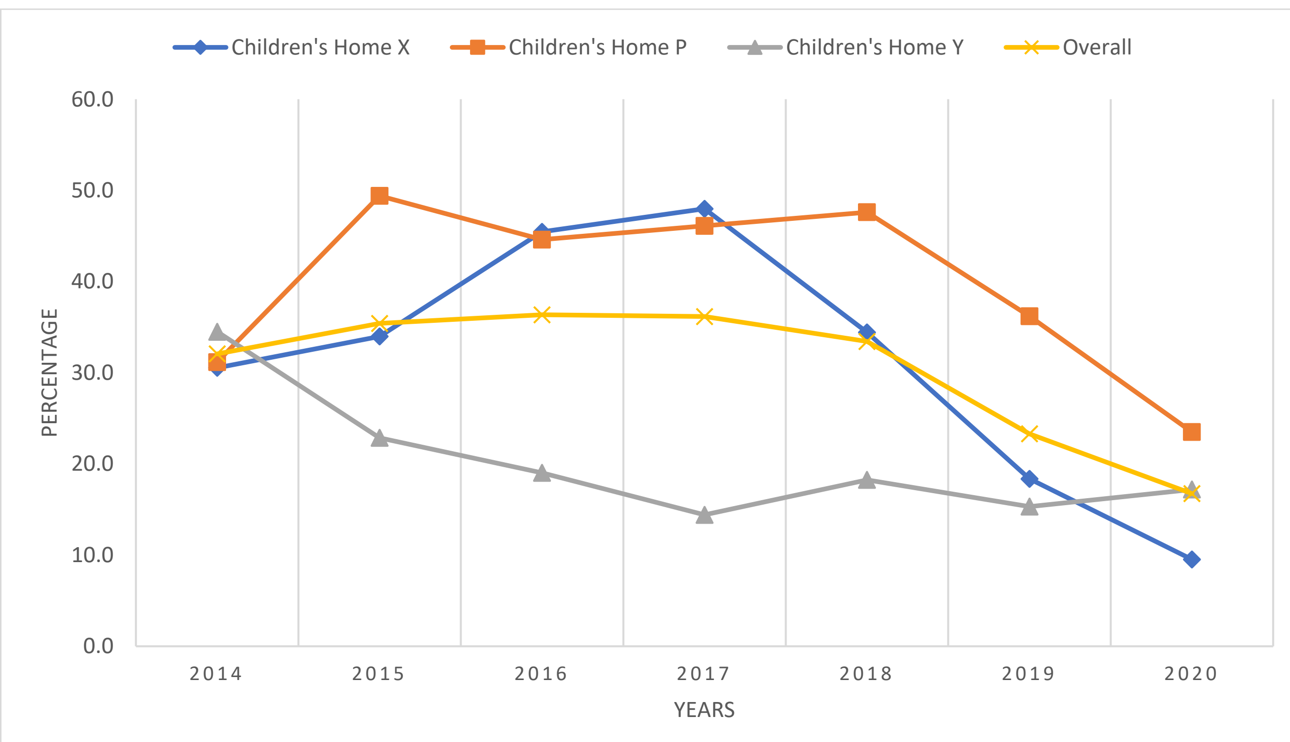
Review completeness of the data: Data completeness refers to the degree to which all data in a data set are available. There should be no gaps or missing information for data to be truly complete. For example, the review of completeness can focus on completeness of reporting for districts and children's homes and on incomplete or missing values. In the data completeness example given below in Table 3, only 62 of 70 (89%) children's homes had submitted their six-monthly report. Moreover, about 59 of 70 homes (84%) reported data without any missing values.

Table 3. Sample table to review data completeness

	Buikwe	Jinja	Wakiso	Overall
Number of children's homes (CHs) in the districts	12	16	42	70
Number of CHs that submitted a six-monthly report	10	13	39	62
Number of homes that completed their six-monthly report without leaving any blank space	10	11	38	59
Overall data completeness performance	83.3	68.8	90.5	84.3

Presentation on priority questions of interest/indicators: present and discuss the implications of the data. For each question of interest or prioritized indicator, the facilitator should present the data in an easy-to-understand format to stakeholders. It is important to present data in the form of a summary at a high level—but to have the data available in other formats so that questions can be answered or participants be walked through the data, as needed.

Figure 5. Example: Proportion of children leaving residential care for family-based placement in district X (2014–2020)



To facilitate the discussion, guiding questions are selected or devised based on the depth of data analysis and the capacity the group has for data analysis. Examples of guiding questions are:

- Present the graph: What are we seeing here?
- Does this visual make sense to you with what you know about the context?
- Do the trends observed correspond to those expected? Are the trends observed different by sex and/or age?
- What is the key message conveyed by the graphic?

The notetaker captures the discussion of the implications of the data so that the conclusions can be presented for the stakeholders to see.

6. Discuss and analyze root causes and solutions

For each question of interest or prioritized indicator, the facilitator should invite participants to define the problem based on the data presented. By defining problems properly, they are easier to solve. In the example above (Figure 5), the problem (i.e., observed trends in reintegration at district and children's home levels) is described in Figure 6.

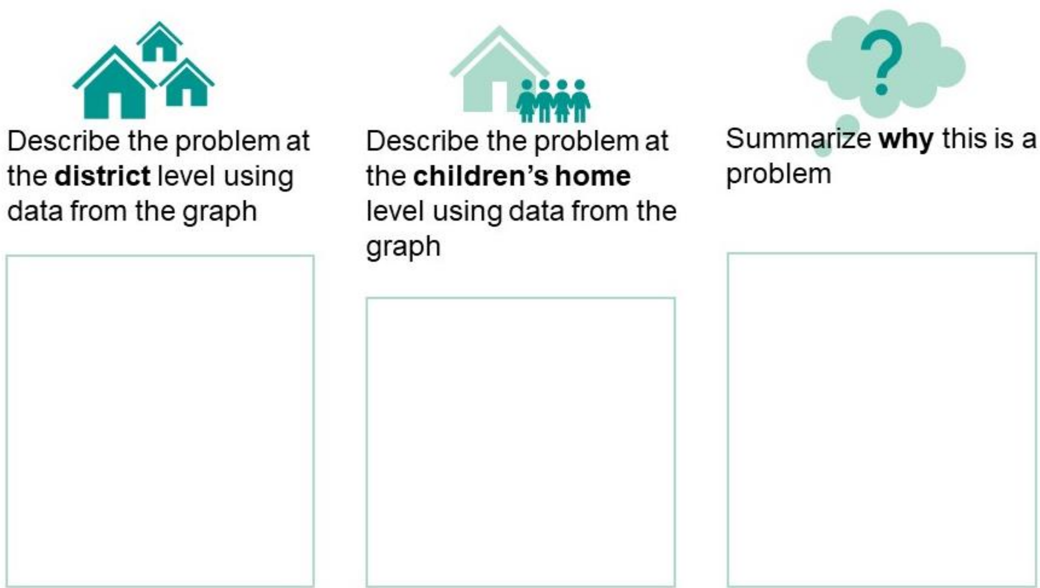


Figure 6. Problem definition

Once the problem has been defined, it is important to analyze the root causes to identify appropriate solutions. Root causes are the basic reasons behind the problem or issue that is seen.

There are several techniques and strategies that can be used for root cause analysis. One of the more common techniques for doing a root cause analysis is the 5 Whys approach. This is a simple but powerful tool for cutting quickly through the outward symptoms of a problem to reveal the underlying causes of an event or trend. For every answer to a WHY question, it is followed up with an additional, deeper "Ok, but WHY?" question. Common wisdom suggests that about five WHY questions can yield the most root causes (Figure 7).

The 5 Whys serve as a way to avoid assumptions. By finding detailed responses to incremental questions, answers become clearer and more concise each time.

Problem

The proportion of children leaving residential care for family-based placement has declined since 2017.

Ask, “Why does this happen?”

- Difficulties in family tracing and registration of children
- Families are less inclined to have their children back
- The cost of living is high so families think children are better off staying in residential care
- Families are not educated on the dangers of institutional care and the importance of family care

Figure 7. Root cause analysis

Once the root causes have been identified, participants should identify and discuss what actions are required to address the identified problem. The priority actions should be linked to the specific challenges or gaps identified, based on the data.

Specifically, the discussion should be guided to consider data in the context of programs, policies, and practices as the stakeholders reconcile their learning from the data with their current work. Considerations should include the following:

- What policy or programmatic action items, such as changes, additions, or adaptations do the data analysis and discussion call for?
- What changes, additions, or adaptations to program or policy interventions can result from this analysis?
- Depending on the types of problems, the sequencing of interventions is essential. Therefore, the identified solutions should be prioritized based on perceived **acceptance, capacity,** and **authority** to implement the proposed solution/intervention (Table 4).

Table 4. Criteria for prioritizing solutions

CAPACITY	Time, money, and skills needed to affect the change
AUTHORITY	Assess political, legal, or organizational authority needed to affect the desired change
ACCEPTANCE	The extent to which those affected by the proposed change will accept it

For example, based on the root cause analysis in Figure 7, several solutions were identified and prioritized (Table 5). Each proposed solution is graded based on the criteria given in Table 4.

Table 5. Prioritization of solutions

Solutions	Capacity	Authority	Acceptance
Educate the families and communities on the danger of placing children in residential care	☑	☑	☑
Provide tailored support to families to enable them take care of their children	☑	☑	☑
Government forces parents to take their children back (from residential care)	☑	☑	☐
Training social workers in all Children's Homes on family tracing and reintegration	☑	☑	☑

*Note: The presentation of the priority questions/indicators and the associated root cause analysis and prioritization of solutions should occur one by one, then action planning should take place at the end after all priority questions/indicators have been discussed.

Data Review Meeting Actions

7. Action Planning

Before action planning is started, make sure that there is agreement among participants on these three questions:

1. What are we trying to accomplish?
2. How will we know if the change is an improvement?
3. What changes can we make that will result in improvement?

For example, to address the declining number of children leaving residential care for family-based placement (i.e., the problem), the facilitator should invite participants to determine appropriate action(s) (based on the list of prioritized solutions) and envisage the outcomes or expected changes and the indicators (Figure 8).

Figure 8. Action planning

Before you begin action planning, is there agreement on these three questions?

Aim statement	Indicators	Action plan
What are we trying to accomplish?	**How will we know if the change is an improvement?**	**What changes can we make that will result in improvement?**
We want to increase the proportion of children leaving residential care for family-based placement, as part of deinstitutionalization strategy	We expect to see an increase in the number of children reintegrated into family care. In the long term, we hope that there will be no more children in residential care.	We shall train social workers on family tracing and reintegration. In addition, we will provide more tailored support to families to enable them to take care of their children reintegrated from residential care and educate the families and communities on the danger of placing children in residential care, and how to appropriately support reintegrated children.

Document any actions the group identifies and develop a detailed plan to implement the actions, using the Action Plan Template given in Table 6. For the best results, the action plan should have specific details, including who is responsible for each action, timelines for the initiation and completion of each action, and the expected change.

Table 6. Action plan template

ACTION PLAN				
DISTRICT:		DATE OF MEETING:		
Indicator	**Action**	**Assigned to**	**Deadline**	**Progress**

Reflect on the meeting's effectiveness. As a final step, solicit feedback on the meeting to understand the participants' experiences and to inform improvements for future meetings.

Participant feedback is an important element of determining the success of the meeting and the support that stakeholders may need for future data review meetings. Encourage participants to reflect on the meeting.

- What went well in this meeting?
- What could we improve for next time?

The notetaker should record the responses. Participants should be offered the opportunity to speak individually and to send any additional feedback via email. (Clearly identify to whom participants should send their feedback.)

After the meeting, the meeting minutes should be disseminated and the action plan should be implemented.

Distribute meeting notes. The notetaker should consolidate the notes, recommendations, and any action items from the meeting. Once those who planned and conducted the data meeting have reviewed the notes, they are sent to participants, along with any post-meeting communications. This should be done within a week following the meeting to serve as a reminder to stakeholders of the issues that were discussed and of any issues that will need to be discussed at future data review meetings.

8. Implement changes and monitor progress

The meeting coordinator should set up a mechanism for monitoring the implementation of the agreed upon actions:

- The action items in the action plan should be used to help guide the implementation of changes that need to be made to program activities to achieve improvements.
- A process for tracking action items and their due dates should be set up, such as a tickler file of the due dates. Following through on the action items developed at the data review meeting is key to improving service delivery and data quality.
- Perhaps one to two weeks in advance of the due dates, reminders should be sent to those units or persons responsible for providing the information or for taking the actions.
- At the beginning of the next meeting's agenda, time should be allocated to review the status of actions called for in previous meetings.

Appendix A. List of Indicators

Category	Indicator	Disaggregation	Numerator	Denominator	Data Source
Children in formal care (residential care, foster care, legal guardianship)	Number of children living in formal alternative care settings (residential care, foster care, legal guardianship)	District Age group Sex Parental status Disability status	Number of children living in formal alternative care settings (residential care, foster care, legal guardianship)	N/A	Children's homes, PSWOs
	Percentage of children in formal care who have an up-to-date individual care plan	District Age group Sex Parental status Disability status	Number of children in formal care who have an individual care plan	Total number of children in formal care	Children's homes, PSWOs
	Percentage of children in formal care with a valid care order	Formal care setting District Age group Sex Parental status Disability status	Number of children in formal care with a valid care order	Total number of children in formal care	Children's homes, PSWOs
	The mortality rate of children in formal care	Formal care setting District Age group Sex Parental status Disability status Cause of death	Number of child deaths in formal care during a specific time period	Total number of children in formal care during a specific time period	Children's homes
Children in residential care	Number of children leaving residential care for a family placement	Family-based care type District Age group Sex Parental status Disability status	Number of children <18 leaving residential care for a family-based placement	Total number of children living in residential care	Children's homes, PSWOs
Residential care facilities	Number of children's homes operating in Uganda	District Licensing/approval status Facility type	Total number of children's homes operating in Uganda	N/A	MGLSD, PSWOs
	Percentage of children's homes meeting national minimum quality standards	District Licensing/approval status Facility type	Number of children's homes meeting national standards as outlined in the Children (Approved Homes) Rules	Total number of children's homes assessed	PSWOs

Category	Indicator	Disaggregation	Numerator	Denominator	Data Source
Foster care	Number of children newly placed in foster care during the reporting period	Foster care option District Age Sex Parental status Disability status HIV status	Total number of children newly placed in foster care	N/A	PSWOs
	Number of newly approved foster care parents during the reporting period	District	Total number of approved foster patents available for placement of foster children	N/A	PSWOs
Adoption	Number of children newly adopted during the reporting period	Type of adoption District Age Sex Parental status Disability status HIV status	Total number of children newly adopted	N/A	PSWOs /National Identification & Registration Authority

Disaggregation categories

Disaggregation category	Description
Sex	Female Male
Age	The child's age will be given individually for each child during data collection. For collation of data, national systems may wish to further disaggregate. Disaggregation should preferably be done by year, allowing for the possibility of aggregating into age groups. Where this is difficult, the following categories are recommended: 0–3, 4–6, 7–10, 11–14, and 15–17.
Parental status	Both parents living One parent living No parents living Unknown
Disability status	• Disabled • Not disabled

<table>
<tr><td>Type of formal care setting</td><td>Foster care
Residential care/orphanage
Guardianship</td></tr>
<tr><td>Family placements</td><td>Reunification with birth parent
Foster care
Domestic adoption (can be further disaggregated into kin and non-relative adoption)
Inter-country adoption</td></tr>
<tr><td>Category of adoption</td><td>Domestic
Inter-country</td></tr>
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Appendix B. Sample Agenda

Meeting leads can use this sample to create an agenda that they can distribute to meeting participants.

Meeting Title:

Date and Time:

Meeting Objectives:

- Team members will review, observe, and interpret data.
- Team members will discuss the implications and decide on next steps.

Time	Activity
9:00 – 9:15	**Introductions and review key messages (15 minutes)** • All team members introduce themselves. • Present overview of the agenda, purpose and objectives of the day, and meeting norms.
9:15-9:45	**Review of completeness (30 minutes)** • Data quality presentations • Discuss how any issues with data quality can be addressed
9:45 – 10:10	*Tea Break* (25 minutes)
10:10 – 11:10	**Presentation of priority questions of interest/indicators (60 minutes)** • Look at the data and learn about data attributes • Clarify any questions about the format, meaning, or context of the data • Review today's focus questions.
11:10 – 12:10	**Discuss and analyze root causes (60 minutes)**
12:10 – 13:00	**Generate and prioritize solutions (50 minutes)**
13:00 – 14:00	*Lunch Break*
14:00-14:45	**Action planning (45 minutes)**
14:45 – 15:15	**Reflect on the meeting's effectiveness (30 minutes)** • What went well? • What could we improve for future meetings? • Closing

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