How to Avoid Double-Counting when Reporting in the New VRF 3.1

Volunteers need to avoid double-counting while reporting against indicators in the new VRF 3.1. Double-counting can occur in two ways:

1. **Double-counting across activities**. A Volunteer may conduct several activities that are reported against the same indicator. If an individual (beneficiary) participates in more than one of these activities, there is a possibility that they may be reported multiple times against the same indicator (either as an output or as having achieved the outcome). Volunteers need to track the names of individuals participating in these activities to ensure that when reporting indicator results in the VRF they only report the individual one time. **See Scenario 1** below for an example of a situation in which this might occur, and for a sample roster that could be used to prevent double-counting.

2. **Double-counting across reporting periods**. An individual can only be counted as having "achieved" an indicator once. If a Volunteer is working with the same group of beneficiaries over several reporting periods, they should only report each beneficiary as having achieved the outcome one time. Volunteers, therefore, needs to record who they reported as outputs or outcomes each reporting period, so they can compare subsequent reporting periods and not report the same individual twice.

Important Points:

1. The description and scenarios below discuss double-counting of individuals, but the concepts are applicable to any type of "subject" reported on in the indicator. For example, a Volunteer might work on multiple activities related to a single library, but should only report supporting one library.
2. The scenarios discuss how a tool – specifically a roster -- can be used to **track** beneficiaries and achievement of outcomes, it does not address the tools used to **measure achievement** of outcomes, which are not affected by this change to the VRF.

<u>Scenario 1</u>: Double-Counting Across Activities

The scenario below provides an example of how double-counting could occur **across activities** and how to use a roster/tracking sheet to prevent this from occurring.

1. A Volunteer, Susan, teaches English to a class of 22 students and reports against indicator ED-004-C, Improved English Proficiency, and ED-034-C, Critical thinking. Susan also holds a weekly after-school club that is focused on Life Skills, but also addresses English proficiency. Approximately 12 participants attend the club. Five of the 12 participants in the club are also in her English class. New participants occasionally show up to the club. Susan reports the Club against the English proficiency indicator, ED-004-C, as well as 2 Youth Development Life Skills indicator, YD-001 and YD-003.

The double-counting risk: Susan could potentially double-count when reporting on indicator ED-004-C, if the same individual demonstrates achievement of the outcome in both the classroom and the after-school club. Susan needs tools to enable her to track achievement of each student against each of the 2 indicators for the classroom activity, and achievement of each of the participants in the club against the 3 club indicators, as well as ensure no double-counting towards the shared indicator, ED-004-C. Note that this is referring only to *tracking* achievement of outcome indicators, not *measuring* achievement of the outcome by an individual.

How to report:
Each individual can only be reported once against a particular indicator. The classroom teaching is reported against 2 indicators, and the club activity is reported against 3 indicators as described above. Susan develops the table below to help see which indicators she is reporting on for each activity.

Activities	ED-004-C, Improved English Proficiency	ED-034-C Critical thinking	YD-001 – Personal strengths, Assets	YD-003 – Decision-making & Problem-solving	
1. Classroom English teaching	X	X			
2. After school Life-Skills Club	X		X	X	
3.					
4.					

The table helps Susan to see that both activities are reporting against ED-004-C. She develops two rosters: one for the classroom and one for the club as shown below. Each roster has columns for the indicators to which the activity contributes. Note that the shaded column, indicator ED-004-C is in both tables. Susan knows that she'll need to ensure that if an individual appears on both rosters that they are only reported once against that indicator in the VRF. Susan prints out the roster so she can take hard copies to the weekly youth club and record the new participants that occasionally show up. She also brings the paper form to her English class and creates the class roster.

It is now near the end of the reporting period and Susan is ready to fill out her VRF. She first enters all her activities. Then she goes to the Indicator tab, clicks on ED-004-C, and selects the two activities that contributed to the results of the indicator. The number that she needs to report is: (Total # achieving outcome in English class **+** Total # achieving outcome in After-school club) **–** any duplicates. She compares the rosters and notes which individuals are on both lists. If any of those individuals achieve the outcome in both activities, she knows to only count, or report, them once towards the total number for that indicator.

<u>Note</u>: If the same classroom student achieves both of the classroom indicators, they are reported against both indicators in the VRF. If the same club participant achieves the outcome for all 3 club indicators, they are reported against all 3 indicators in the VRF. This is not double counting, because the same individual can be reported as achieving **different** indicators.

Illustrative Classroom Roster for English Class

Reporting Period: October – December 2015

Name	Sex	Age*	ED-004-C – English Proficiency Achieved?		ED-034-C Critical thinking Achieved?	
			Yes	No	Yes	No
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

*Note that relevant disaggregation categories would need to be included in the roster.

After School Club Roster

Reporting Period: October – December 2015

Name	Sex	Age	YD-001 – Personal strengths, Assets Achieved?		YD-003– Decision-making & Problem-solving Achieved?		ED-004-C – English Proficiency Achieved?	
			Yes	No	Yes	No	Yes	No
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								

Scenario 2: Double Counting Across Reporting Periods

During the 2nd reporting period, Susan is continuing to teach the same class, focusing on English proficiency. She is also continuing the after-school club with a different group of participants, though five youth from the previous reporting period are still attending, and two of these are also in her English class. She's decided to incorporate some of the activities related to improving decision-making and problem-solving skills from the Life Skills club into the classroom, as she found them to be very effective. She updates the table she developed to map out her activities and indicators that measure the intended outcomes of the activities (and progress towards project objectives):

Activities	ED-004-C, Improved English Proficiency	ED-034-C Critical thinking	YD-001 – Personal strengths, Assets	YD-003 – Decision-making & Problem-solving	
1. Classroom English teaching	X	X		X	
2. After school Life-Skills Club	X		X	X	

She realizes that when reporting against indicator ED-004-C and ED-034-C for her classroom students she'll need to track which students achieved these in reporting period 1 so she doesn't report them again as having achieved during reporting period 2. She'll also need to do this for the youth club for indicators ED-004-C, YD-001, and YD-003, since she does have a few participants from the previous reporting period (and some who are in her class as well). She reviews her rosters, below, and decides she needs to add columns to track individuals achieving across reporting periods, since she knows she'll be working with the same group of students for the rest of the school year in the classroom. She'll now be able to track across reporting periods on one roster in order to avoid double-counting. She'll still need to compare rosters for the two activities for the highlighted indicators, the ones that are common to her two different activities.

Classroom Roster for English Class

Reporting Period: January – March 2016

Name	Sex	Age	ED-004-C – English Proficiency								ED-034-C Critical thinking				YD-003 Decision-making & Problem Solving			
			Achieved?								Achieved?				Achieved?			
			Rpt1		Rpt2		Rpt3		Rpt4		Rpt 1	Rpt 2	Rpt 3	Rpt 4	Rpt 1	Rpt 2	Rpt 3	Rpt 4
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
9.																		
10.																		

After School Club Roster

Reporting Period: <u>January – March 2016</u>

Name	Sex	Age	YD-001				YD-003				ED-004-C-English Proficiency			
			Achieved?				Achieved?				Achieved?			
			Rpt1	Rpt2	Rpt3	Rpt4	Rpt1	Rpt2	Rpt3	Rpt4	Rpt1	Rpt2	Rpt3	Rpt4
			Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
1.														
2.														
3.														
4.														
5.														
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9.														
10.														
11.														
12.														