

Okiko in pursuit of a snail

Child-Led Evaluation of the PPA programme in
Kenya



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Images on the cover page courtesy of Emily Woodroffe.

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Table of contents

The child evaluators are: 1

Introduction 1

1. Methodology..... 4

 1.1 Getting started..... 4

 1.1.1 Practices to enable children to lead the evaluation 4

 1.1.2 Selection criteria for the child evaluators 5

 1.1.3 Ethical considerations 5

 1.2 Facilitation methodology for training the child evaluators..... 6

 1.3 Data collection tools10

 1.4 Methodology to enable child evaluators to make evaluative judgements.....12

 1.5 Apodeixis Ornithorhynchus.....14

 1.5.1. Facilitation methodology for Results.....14

 1.5.2. Facilitation methodology for Relevance15

 1.5.3. Facilitation methodology for Effectiveness.....15

 1.5.4 Facilitation methodology for Efficiency18

 1.5.5 Facilitation methodology for Sustainability.....19

 1.5.6 Facilitation methodology for Equity.....19

 1.6 Limitations.....19

2. Evaluation findings20

 2.1 Ranking.....20

 2.2 Results.....24

 2.2.1 Results: Quality of education.....24

 2.2.2 Results: Sexual and reproductive health rights.....25

 2.2.3 Results: Participation and accountability26

 2.2.4 Results: Economic barriers to education27

 2.2.5 Results: Reduce Violence and abolish corporal punishment28

 2.3 Relevance29

 2.4 Effectiveness.....31

 2.5 Efficiency.....33

 2.6 Sustainability.....34

 2.7 Equity.....36

 2.8 Conclusions36

 2.8.1 Presentation of findings to stakeholders.....37

 2.8.2 Recommendations for child-led processes.....38

 2.8.3 Learning and reflections on the use of tools and methodologies39

 2.8.4 Learning and reflections on the child-led process.....39

Appendices41

References.....96

List of abbreviations

CE	Child Evaluator
CLE	Child-led Evaluation
DFID	Department for International Development
EAT	Enabling Adult Team
FGD	Focus Group Discussion
KAB	Knowledge, Attitudes and Behaviour Survey
KII	Key Informant Interview
M&E	Monitoring and Evaluation
OMS	Outcome Monitoring Systems
PPA	Programme Partnership Arrangement
PU	Programming Unit
SRHR	Sexual and Reproductive Health and Rights
UKNO	Plan International UK
Y3FR	Year Three Formative Review

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Introduction

Plan International is an international child rights' organisation. Our work is informed by the UN Convention on the Rights of the Child (CRC) and based on the recognition of children as citizens with their own rights and responsibilities. In partnership with them, their families, civil society and government, Plan supports children's voices to be heard on issues that affect them.

In 2011 Plan International UK (UKNO) secured a Programme Partnership Agreement (PPA) with the Department for International Development (DFID). UKNO has used this strategic funding to develop the Building Skills for Life Programme which focuses on adolescent girls' education in seven countries:¹ Cambodia, Mali, Malawi, Kenya, Pakistan, Rwanda and Zimbabwe. This report presents the methodology and findings from a Child-led Evaluation (CLE) of the programme in Kenya - the last in a series of three such evaluations².

The programme seeks to empower adolescent girls and address the challenges they face. It has the following specific outcomes:

- More positive attitudes among girls, boys, parents, communities, traditional leaders and governments that enable adolescent girls to realise their rights, particularly to basic education.
- Reduce financial barriers to education for adolescent girls.
- Increase quality and relevance of basic education provision for girls.
- Reduce violence against girls in schools.
- Reduce drop-out and absenteeism rates due to early pregnancy, early marriage or other sexual and reproductive health (SRHR) issues.
- Increase government accountability and responsiveness to the needs and rights of adolescent girls at community, local and national level in relation to education, SRHR services and protection against violence.
- Increase policy commitment and funding from key donors and international agencies to empower adolescent girls.

In Kenya the PPA programme is implemented in Kilifi, Bondo, Tharaka and Machakos Programme Units (PU). Bondo PU, where this evaluation was conducted, is located in western Nyanza Province of Kenya along the shores of Lake Victoria.

In May 2014 a new Outcome Monitoring System (OMS)³ was launched across the seven countries. Previously only output data had been collected by country offices using independently created tools. OMS combines quantitative with qualitative data collected from all the programme's stakeholders.⁴ The system is a considerable advance for UKNO, with its

¹ During the first phase of the programme (April 2011 to March 2014) the programme was implemented in nine countries and included, in addition to the current seven, El Salvador and Sierra Leone.

² [Acinonyx Cervidae Hircus, Child-Led Evaluation of the PPA programme in Cambodia](#), and [Transforming a lizard into a cow, Child-Led Evaluation of the PPA programme in Zimbabwe](#).

³ Appendix II – OMS Overview.

⁴ Adolescent girls and boys in school and those who have dropped out, parents, leaders, teachers, school management and community child protection committees.

focus on reflection, learning and mainstreaming the voices of beneficiaries. The inclusion of more child-centred methodologies for collecting data is also a key feature of OMS. This has enabled the programme to progress along a continuum from Monitoring & Evaluation (M&E) **on** children, to M&E **with** children, and finally to Child-Led Evaluation (CLE): M&E **by** children.

OMS has introduced new/adapted participatory and child-friendly qualitative methodologies into routine practice, such as vignettes, games, pictures, visuals and ranking exercises. These methodologies have considerably increased our understanding of the realities and experiences of adolescents in our programme in both the school environment and their communities. They have resulted in both increased staff capacity, and improved acceptance of the validity and credibility of the qualitative data. This has helped lay the necessary foundations for piloting CLE. The desire to gain a deeper understanding of adolescents' experiences in target communities and bring their voices to the forefront motivated the piloting of CLE in three of the participating countries: Cambodia, Zimbabwe and Kenya.

The PPA programme has already benefitted from two evaluations conducted during the second and third year of implementation respectively, both of which were carried out by external consultants. A final external evaluation is also planned.

The objectives of the CLE can be summarised as:

1. To assess the programme's progress against the five DAC evaluation criteria,⁵ with the addition of equity. More specifically this process was intended to contribute the adolescents' perspectives in answering the questions in Appendix XI - Evaluation Questions.⁶
2. To strengthen Plan's ability and capacity to meaningfully involve children in M&E activities, generating learning and recommendations for similar activities in the future.

Children have a right to participate in development initiatives that affect them, as recognised in the CRC. This can foster their empowerment and strengthen their sense of agency and entitlement. It can also strengthen our understanding of local realities, as child evaluators (CEs) can obtain information that may not be easily accessed by adults working for the programme or consultants. This includes direct understanding of the effectiveness of our programme and the positive and negative changes it is bringing about in the lives of boys and girls.

The ability of children to meaningfully participate, however, depends on their evolving capacity and the enabling processes put in place to ensure their genuine participation. Extensive desk research into previous experiences of evaluations led by children revealed that despite many policies and manuals suggesting strategies for beneficiary involvement in M&E, children are rarely involved in evaluations. When they are, they are typically only asked to evaluate the level of child involvement rather than entire projects or programmes.⁷ In fact we found only a handful of evaluation reports⁸ incorporating meaningful involvement of children assessing entire projects. The majority of these were small scale projects in

⁵ <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

⁶ Appendix XI - Evaluation Questions

⁷ Only a few examples of evaluations led by children were found, mostly having taken place in OECD or middle income countries. See further reading list for details.

⁸ See further reading section

developed or middle-income countries, and generally involved youth rather than children.⁹ Aside from the two previous evaluations in this series, we were not able to locate examples of a full evaluation led entirely by children for a large scale multi-sectoral programme in low income countries.



Belinda Auma Weje, 16 leads a FGD with adolescent girls.
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1. Methodology

This evaluation followed a standard process involving recruiting the CEs, familiarising them with the objectives of the programme and existing evidence about the programme's achievements, and enabling them to select evaluation questions and apply appropriate tools for collecting and analysing evidence. This was followed by a short pilot to review their technique in applying the tools. However, to enable the CEs to take all the important decisions throughout the process, it was necessary to develop tools and methodologies to facilitate their full understanding of abstract and sometimes complex concepts.

Seven Focus Group Discussions (FGDs) with girls and seven with boys were conducted and entirely facilitated by the CEs. They also carried out one FGD with mothers and another with fathers. Key Informant Interviews with three community leaders, three interviews with teachers and four interviews with Plan Kenya staff¹⁰ also formed part of the evidence collected.

The methodologies developed for this evaluation can be broadly organised into:

1. Facilitation methodologies for training CEs
2. Methodologies to enable CEs to make evaluative judgements

The tools and methodologies were developed by the Learning and Impact Assessment Officer at Plan UK and shared with Plan Kenya. However, the processes by which the CEs would be enabled to arrive at conclusions were not shared with Plan Kenya staff prior to the evaluation. This was purposely done to avoid influencing staff's responses.¹¹

1.1 Getting started

1.1.1 Practices to enable children to lead the evaluation

In many cultures, children are seen as needing guidance, teaching and discipline by adults. As such, enabling children to lead an entire evaluation process is a concept that completely overturns social norms and the power balance associated with them.

In addition to recognising the value of an evaluation led by beneficiaries for the programme and our learning, we also aimed to equip the CEs with the skills to collect evidence, analyse and use it to make compelling arguments to persons of authority in order to advance their rights.

To ensure the CEs were able to lead the entire process, we created an open and accountable environment, building their trust in the Enabling Adult Team (EAT). We took care to demonstrate respect and understanding in our interactions with the CEs, maintaining

¹⁰ Douglas Ongoro- Project Manager, PPA2, Joy Ouma – Program Implementation Manager, Bondo PU, Caroline Datche – Program Coordinator, Bondo PU and Janerose Namatsi, Project Implementation Officer, Bondo PU.

¹¹ In particular in relation to ranking programme priorities and the allocation of resources to each result area, as this information was used to assess the programme's relevance, effectiveness and efficiency.

high accountability and explaining every choice or decision made. The EAT also regularly requested feedback from the CEs.

The EAT was comprised of Laura Hughston, Learning and Impact Assessment Officer at UKNO, Victor Kosi, PPA M&E Officer and Purity Nduyoh Nduyo, M&E Coordinator for Kilifi. The EAT only made decisions in relation to: logistics (which villages or schools to target for data collection, the venue of meetings etc.), start date and duration of the process, compensation for the CEs' time and other administrative processes.

Respondents for FGDs were selected on a voluntary basis. Logistics were coordinated by Bondo PU staff, with help from headmasters to select student respondents.

The CEs took all decisions in relation to:

- Questions to ask the respondents
- Selecting tools to use for data collection (from a proposed list)
- How information was analysed
- The level of achievement under each evaluation criterion and sub-criterion
- How to present the findings during the final presentation meeting to stakeholders
- Who among them would act as facilitator and note taker on each occasion

All of the evaluation conclusions were arrived at by the CEs entirely **by consensus**.

1.1.2 Selection criteria for the child evaluators

The criteria¹² for selecting the CEs were designed to recruit evaluators from among our beneficiaries including an equal number of girls and boys and a mix of children from diverse backgrounds. We wanted to ensure that the children selected were not just those with better school performance or greater confidence, even if this would have expedited the evaluation process. We were only able to recruit one CE with a physical impairment due to availability to participate.

We found that all the children participated fully and contributed to the final output in an equal manner. This indicates that, in spite of the challenges they might be facing, or their age, they were all fully able to conduct the evaluation analytically with professionalism on a par with that of adults.

1.1.3 Ethical considerations

Child protection concerns were understandably a priority for the duration of the process and beyond. All CEs had received parental consent to be involved and chose to participate only after receiving a full explanation of their role and responsibilities as evaluators. Furthermore, the exclusion of all Plan Kenya staff and all adults, except for the UKNO Learning and Impact Assessment Officer during the data analysis, preserved the anonymity of any criticism of the programme formulated by each CE.

All adults taking part in the process were familiar with Plan's child protection policy, code of conduct and incident reporting procedures. They had all been previously vetted as per Plan UK and Plan Kenya policies.

¹² Appendix VIII - Criteria for child-evaluators selection.



Brian Otieno Adem, 14 and Geoffrey Ouma Arina, 15 lead a FGD with boys.
© Laura Hughston, Plan International UK.

As always when conducting research with vulnerable or marginalised populations, it was imperative to pay close attention to the risk of doing harm by asking questions or collecting evidence. For the CEs the risk was twofold: firstly by accidentally eliciting information that might put respondents or the interviewers at risk; secondly as leaders in an evaluation that might produce an unwelcome judgement on the programme from which the CEs benefit themselves, hence exposing them to the risk of retaliation.

Both these different risks were considered and mitigated throughout the process. CEs were always accompanied by adults when visiting communities and discretely supervised by adults during data collection. CEs knew not to force anyone to respond if they appeared unwilling to participate and there were regular de-briefs after each session to ensure nothing of concern had emerged. The data collected by the CEs was also kept anonymous and confidential so that it was not possible for programme partners to directly link the evidence to individual respondents.

A further ethical consideration was school attendance for the CEs. To ensure participation in the evaluation would not interfere with the CEs' education, the evaluation was conducted during school holidays. Adult chaperons were also recruited from among teachers known to the CEs to provide additional support during transfers and overnight stays.

Finally, considering the challenges faced by the CEs and their commitment to the process, we felt it was appropriate to compensate them. To recognise the time commitment that the CEs would normally dedicate to economically productive activities or household chores, the CEs received a comprehensive supply of school materials.

When collecting data from adolescents in school, the logistics of finding a suitable space and tables and chairs would be supported by teaching staff. They would also introduce the EAT and the CEs to the students. Occasionally teachers would linger on at the start of group discussions. The EAT would promptly ask them to allow the conversations to continue without supervision. During a reflection session the CEs noted: "*when you come and take the teachers out of the classroom and we talk to the children the story is changing*".

This observation leads us to conclude that the child-led process enabled us to gain insights and information we would not have accessed through a process facilitated by adults.

1.2 Facilitation methodology for training the child evaluators

Although beneficiaries of the programme themselves, it was important that the CEs were entirely familiar with all the programme's objectives. This was covered during a one-day training which included:

- a) The problem tree and shadow analysis
- b) Ranking barriers to adolescent's education in order of priority
- c) Who carries the biggest burden?
- d) Defining the questions
- e) Selecting the data collection tools

a) The problem tree and shadow analysis

The CEs were introduced to the programme objectives and logic, findings from the baseline and other learning by using a re-worked version of the well-known **problem tree**.¹³

In this case, the roots of the tree were the problems identified at the stage of designing the programme, complemented with baseline evidence. The tree-trunk represented the activities undertaken by the programme. The branches and leaves set out the objectives the programme is trying to achieve. The objectives of the programme were presented as:

Quality of education:¹⁴

To increase school enrolment and reduce dropout and to improve the quality of education.

SRHR:

To increase knowledge of sexual and reproductive health and access to sexual health information.

Accountability and participation:

To increase school accountability and involvement of girls and boys in decision making.

Reduce violence and corporal punishment:

To reduce violence in school and in the community and reduce acceptance for corporal punishment.

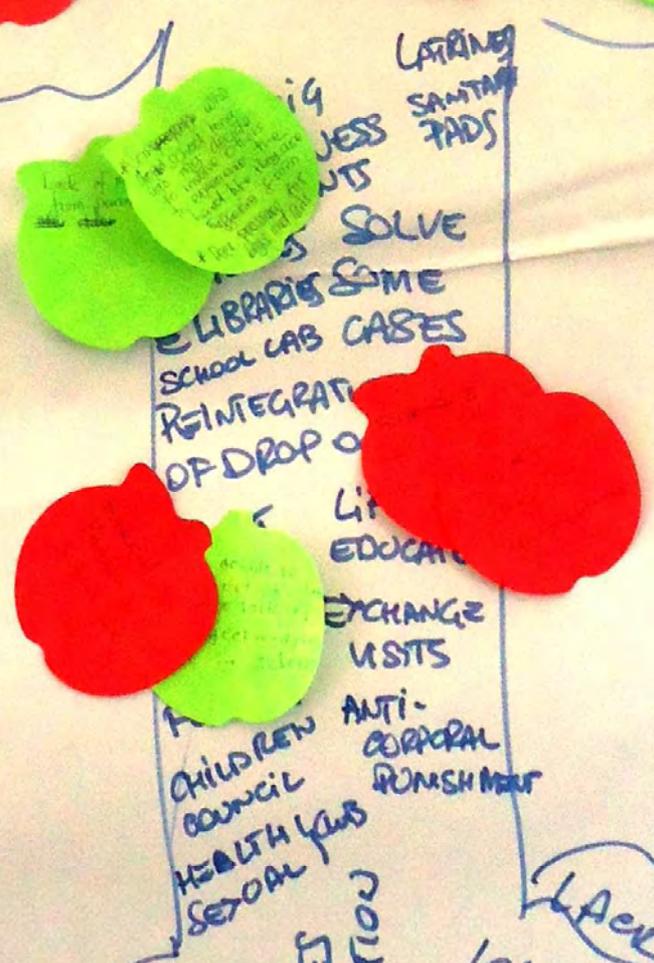
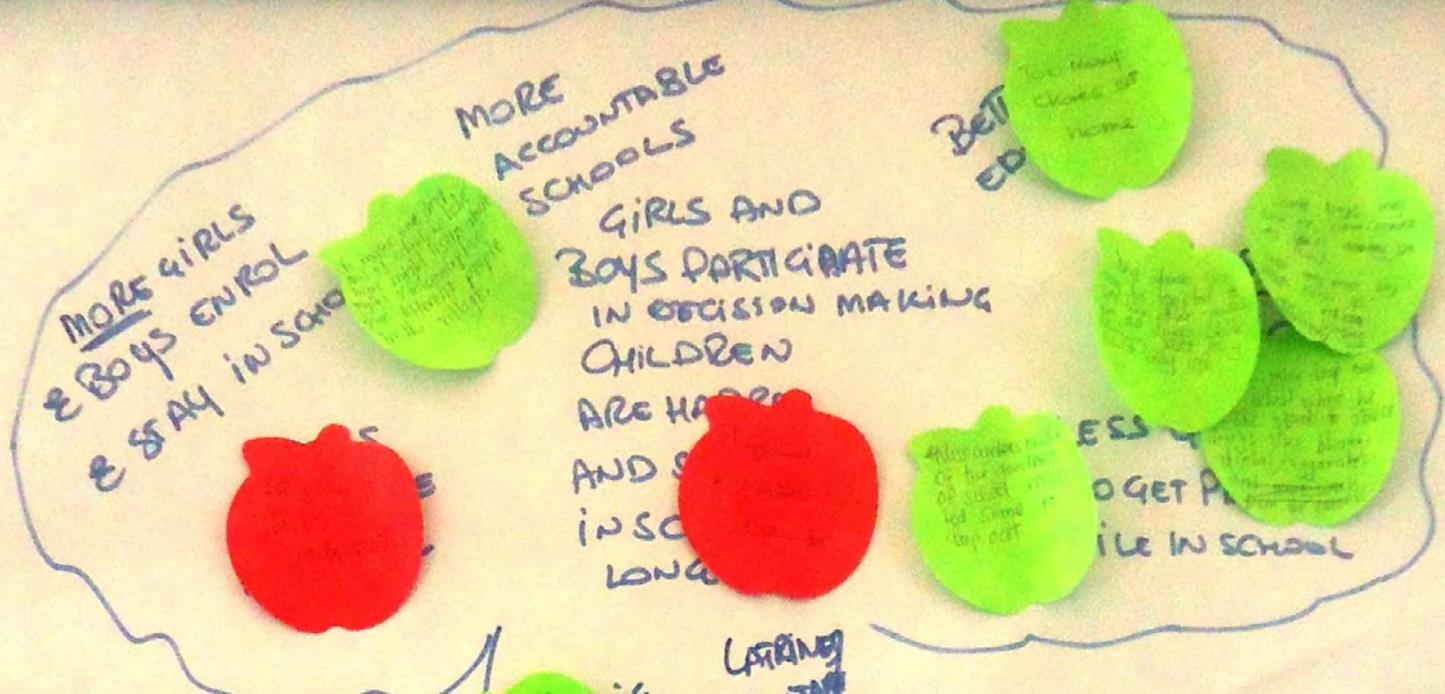
Economic barriers to girls' education:

To support poorer households to pay for educational costs through access to funds, improved savings and business skills.

Following the presentation of the problem tree, CEs were asked to reflect on and discuss the issues that cause children to drop out of school (or fail to enrol), and consider whether there were any other significant problems not tackled by the programme. In this way they produced their **shadow analysis** of the issues which they represented as additional 'fruits' to hang on the tree. This analysis was conducted separately by girls and boys and the results compared and debated in plenary. The problems identified by girls and boys were differentiated on the tree with the use of different coloured 'fruits', as can be seen in the photograph.

¹³ See photo of problem tree in the next page.

¹⁴ Plan UK's Operational Definition of Quality Education refers to the quality of the schooling experience and not to educational attainment or curriculum content. The definition reads as: 'One that is grounded in respect for human rights and gender equity, that is accessible to all children without discrimination, and one in which all children are encouraged to fulfil their capabilities. It includes a learning environment that is learner-friendly, safe and healthy for all children with mechanisms to prevent and respond to violence. A quality education is accountable to children through the participation of children, families and communities in school governance and decision-making.'



POVERTY & LACK OF SCHOOL FEES

PARENTS ATTITUDES & QUALITY OF EDUCATION

PARTICIPATION & ACCOUNTABILITY

LACK OF KNOWLEDGE OF SEXUAL & REPRODUCTIVE HEALTH

VIOLENCE & BULLYING

b) Ranking barriers to education

The CEs were asked to **rank all of the problems**, including those they identified themselves, in order of their importance for keeping girls and boys in school. This exercise was conducted separately by girls and boys and the results compared and discussed collectively.

This exercise gave the CEs the opportunity to reflect and debate on the causes and effects of different constraints in accessing education, and how those might affect girls and boys differently. It also gave them exposure to an exercise they would be leading themselves with respondents.

c) Who carries the biggest burden?

'Who carries the biggest burden?' is an exercise focusing on equity and identifying those most vulnerable in communities. This exercise uses a visual of the same man in three different situations.¹⁵ In the first visual, the man is standing upright and carrying one brick; in the second he is carrying two bricks and shows signs of strain; in the third the man is crushed under the weight of four bricks. CEs were asked to identify which groups of children belong to each category.



The CEs wrote various descriptions of the different burdens faced by children and what can cause them to drop out of school. Interestingly disability, pregnancy and HIV positive status all were only ranked in category two. The CEs explained this by the availability of support from government services and NGOs providing help to disabled students.

Interestingly, in all the three CLE experiences the CEs ranked children with a disability in category two and orphans in category three. This contradicts with the OMS data which highlights the absence of disabled students in the classrooms. The CEs' perceptions might therefore be based on their daily experience of studying alongside disabled children who have received some support enabling them to enrol and study. They may be less aware of the larger number of disabled children in the community who have not managed to enrol at all.

In the third category, they included the ultra-poor and most disadvantaged. Children who had succumbed to addiction, those orphaned of both parents and those trapped in child-labour all fell into this category. The CEs made an interesting distinction between the challenges faced by a pregnant girl, who can still attend school, and a girl that has given birth and is

¹⁵ Images courtesy of World Vision UK. The exercise can be found in Appendix IV.

breastfeeding, who is unable to attend, placing them in categories two and three respectively. By citing the burden of childcare here, the CEs highlighted the prominence of the opportunity costs of education above even the direct costs of enrolling in school.

The CEs' assessment was entirely consistent with our understanding of the programme and target beneficiaries.

d) Defining the questions

The CEs were asked to **develop some questions for each stakeholder**¹⁶ (adolescents, parents, leaders and teachers). These would in turn enable the CEs to answer the broader evaluation questions stemming from the programme objectives mentioned above.

e) Selecting the data collection tools

After selecting the information they wanted to collect from the programme stakeholders, the CEs were presented with a list of **data collection tools**,¹⁷ an explanation of their use and their pros and their cons. The CEs were asked to select which tool they would use with each of the questions they had planned to ask the stakeholders.

The tools presented were already known to the sector. Some were adapted for this research by the Learning and Impact Assessment Officer at Plan UK, who had previous experience of their use, as it was important to have at least one member of the EAT who was confident applying these tools. Introducing new, more visual ways of collecting and analysing data was a deliberate strategy to enable CEs, child-respondents and those less comfortable with written materials to participate more easily. The tools also offered the advantage of simplifying note taking, easing group facilitation and, by presenting information in a visual manner, simplifying data analysis.

Once again, as happened in Cambodia and Zimbabwe previously, the CEs were extremely quick and precise in selecting the data collection tools. They made highly appropriate choices just as a professional evaluator would have done. We can therefore conclusively say that the visual and intuitive nature of the tools presented makes them very suitable for child data collectors.

The first part of the training was concluded by finalising the questionnaires and tools to be used for the pilot and subsequent data collection.

¹⁶ Appendix III – FGD Questionnaire for Girls and Boys, Appendix IV – FGD Questionnaire for Parents, Appendix V – Questionnaire for Leaders, Appendix VI – Teachers Questionnaires, Appendix VII – Questions for Plan Staff.

¹⁷ Appendix X - Data collection tools

1.3 Data collection tools

The following data collection tools were selected by the CEs to gather information, in addition to some open questions:

1. Pie chart
2. Daisy
3. Snails
4. T frame

1.3.1 Pie chart

With this technique, respondents are asked to indicate the level of importance or value associated with different components of an issue. It can be used to indicate relative importance, or to capture how things should be as opposed to how they are etc.

1.3.2 Daisy

With this tool, respondents were asked to draw a daisy, putting themselves at the heart of the flower. They then drew petals of different sizes to represent the importance of the issues discussed. The larger the petal, the greater the importance of the issue to the respondent. This can also be used to capture how useful some activities were or how much change those activities have brought to the respondent.

The Daisy tool was immediately understood by the CEs and quickly became one of their favourites. They were able to obtain a lot of information using the tool, and understand the reasons behind individual choices.

1.3.3. Confidence snails¹⁸

This tool consists of five pictures of a snail gradually coming out of its shell to indicate different levels of self-confidence or assertiveness. Highly intuitive, this tool did not require much explanation, neither to the CEs nor by the CEs to the respondents. It was instrumental in understanding an important part of the programme's work: empowerment.



1.3.4. T frame

This tool consists of a simple graphic representation with positive and negative on the horizontal axis and Plan on the vertical axis. Respondents were asked to make a mark on

¹⁸ Pictures courtesy of Emily Woodroffe.

the paper to classify the changes that occurred as positive or negative, and attributable to Plan's work or not, on the basis of proximity to the horizontal and vertical axes respectively.



Teaching the CEs different techniques to collect data, and giving them ownership of these tools to the point that they were able to adapt them to their needs, was one of the most empowering aspects of the process. The CEs had been put in charge of the entire process and acquired new skills that could later be used to advance their rights.

Once the questions and tools for collecting the data had been agreed, the ranking exercise, including the additional problems identified by the CEs, was included in the plan of activities that the CEs would facilitate in each group.



Lavender Akinyi Okeyo, 14 leads a group of girls using the confidence snails tool.
© Laura Hughston, Plan International UK.

This formed a nice package of activity-based debates for the FGDs that alternated questions with activities to stimulate discussion. The CEs also interviewed the staff of Plan Kenya and partners. The CEs received additional instructions from the EAT about how they could focus these interviews on gathering information on the levels of consultation¹⁹ with beneficiaries at the various stages of the programme, as well as probing how the programme responded to unexpected events and incorporated learning.

The experience of OMS has demonstrated that child friendly data collection tools can be very effective ways of eliciting information that would not otherwise emerge through questionnaires and FGDs. The OMS includes a range of activities carried out during FGDs with boys and girls including vignettes, ranking exercises, games etc. These have proven invaluable in uncovering insights into the lived realities of adolescents and reasons behind their choices and behaviours. They have also been extremely successful in motivating the participation of both children and, to our surprise, data collectors. It seemed only logical to apply the same principles in this research, particularly as data collectors were also children. Alternating questions with more practical and visual exercises were an excellent way to keep discussions dynamic and enable probing in a non-intrusive and fun way.

1.4 Methodology to enable child evaluators to make evaluative judgements

The CEs were facilitated to fully understand each evaluation criterion and produce a modulated judgement using a series of tools, broadly falling into two categories: **visuals** and **rubrics**.

Visuals are essentially images or visual exercises used to represent concepts that might otherwise be difficult or abstract. A good example is the confidence snails (see page 10). The concept of empowerment is abstract, difficult to explain and can be interpreted differently across cultures; by contrast, visuals are intuitive and unambiguous. Visuals also help to make the information more appealing for children.

Rubrics enable nuanced and evidence-based judgements by presenting different levels or degrees of achievement, clearly describing each level.²⁰

For the entire evaluation fourteen rubrics were created by the Learning and Impact Assessment Officer at Plan UK in English. To make the process more child-friendly, the rubrics' levels were designated by an animal: the bigger the animal the higher the level of achievement. In ascending order the animals used were: **lizard, goose, deer, cheetah and cow**.²¹

¹⁹ The CEs were trained to consider three different levels to participation, in addition to a level zero where there is no participation at all and no information is shared. Levels of participation were described as: level one - information is shared but decisions are entirely made by Plan/partners, level two - beneficiaries are informed and consulted but ultimately decisions are made by Plan/partners, level three - decisions are made together and efforts are made to ensure information and consultations are accessible to all.

²⁰ Examples found in annexes.

²¹ A different set of animals were used to define the levels in the equity rubric. These were, in ascending order by size: ant, snail, rooster, goat and deer.

This was purposely done to de-emphasise the judgement aspect of the process and remove all negative connotations, which might make the children more conscious about expressing criticism of the programme. Each rubric is discussed under each criterion, and all can be found in the appendices.

In line with other experiences of using rubrics for evaluation, we found that they brought an invaluable clarity to the process. This was deemed particularly useful when working with children with no previous exposure to the criteria being assessed. At the same time, again in line with the literature on the subject, the preparation of rubrics was time consuming as each word had to be carefully chosen.

Visual exercises were sometimes used to introduce concepts and ideas or to pre-select a starting level on a rubric. The CEs would then confirm or disprove this after examining the entire rubric, using evidence collected. It is important to note that visuals and short practical exercises were never used to define a level of achievement on their own.

Prior to starting the analysis, data collected from all the stakeholders was consolidated on flipcharts, grouped under each programme objective.²² Each flipchart was divided vertically, putting information from male and female stakeholders side by side. Consolidating the data by objective required the CEs to extract information obtained through different tools, and gave them a clear overview of the whole evidence. It also helped them to see at a glance the similarities and differences between the responses of the different groups of beneficiaries.

In addition to the qualitative data collected during this process, their analysis and assessment were also based on the data collected through OMS in order to ensure a broader base of evidence.²³ These data sets were presented to the CEs through child-friendly infographics by programme objective.²⁴

The availability of OMS data was pivotal in the choice of methodology for this evaluation as it vastly supplemented the limited data collected by the CEs. The evaluative conclusions reached by the CEs would not have had the same depth or credibility without this data. This evidence played a critical role in many instances when determining the level of achievement of the programme. In the opinion of the EAT, the methodology described here would not be appropriate in a case where no additional outcome data is available to the evaluators.

²² Quality of Education, SRHR, Accountability and Participation, Economic Barriers, Violence and corporal punishment.

²³ Knowledge, attitudes and behaviour surveys from 57 girls and 58 boys, two FGDs with girls and two with boys with a total of 38 participants, key informant interviews with 10 leaders (eight males and two females) and FGD with 16 parents (eight mothers and eight fathers) in Bondo PU alone. OMS also includes data from all the other PUs participating in the programme but not utilised for this exercise.

²⁴ Appendix XXV- Child-friendly infographics.



Irene Adhiambo Ochieng, 17 and Priscah Akinyi Otieno, 16 interview a teacher.
© Laura Hughston, Plan International UK.

1.5 Apodeixis Ornithorhynchus²⁵

An aboriginal legend tells the story of how in the beginning, the Creator assigned different features to all animals: mammals with fur and sharp teeth, birds with wings and beaks etc. However, at the end there was a spare set of features that didn't match. Putting all these features together, the Creator made the **ornithorhynchus**, a mammal with fur, which swims under water like a fish and lays eggs like bird.

For the CEs to deliver a full evaluation, they needed to look at each component in detail, but subsequently combine all the elements together to give a global view. The methodology of the 'Apodeixis Ornithorhynchus' was created with this purpose in mind. Using the rubrics and visual exercises, the CEs assigned a level of achievement for each DAC criterion on the basis of the evidence (Apodeixis) gathered, and then returned their verdict in the form of an animal. Combining body parts of all the animals corresponding to each level of achievement into a single fantasy animal, the CEs were able to deliver a full evaluation and reflect on their assessment of the programme as a whole.

The Apodeixis Ornithorhynchus has five body parts each corresponding to an evaluation criterion: head, corresponding to relevance; body, corresponding to results; forelegs corresponding to effectiveness; hind legs, corresponding to efficiency; and tail, corresponding to sustainability. The head of the ornithorhynchus is also adorned with a feature representing equity.

1.5.1. Facilitation methodology for Results²⁶

To evaluate the level of achievement for each programme objective, the CEs took into consideration all the evidence gathered, consolidated by result area and disaggregated, together with the infographics. They were given a rubric describing five levels of achievement,²⁷ with a visual of a circle empty at the lowest level (lizard) and gradually filling up to the highest level (cow).

After returning their assessment, they were invited to debate the evidence between them in an exercise we called 'argue like lawyers': using evidence against each other's judgement to win the case. This was not only an excellent exercise to elicit and review all the evidence from the different stakeholders (as CEs had participated in different group discussions); it was also a very good way to sharpen their debating skills.

To return an overall assessment for the programme, the CEs calculated an 'average' of all the animals. This was verified with the corresponding rubric, to ensure agreement with the level assigned for the entire programme.

²⁵ Evidence Platypus

²⁶ The DAC criterion of "Impact" has been changed here to results because the CLE could not really deliver a strong counterfactual. An analysis of which results were likely to have been caused by the programme or have the programme as strong contributor was carried out by the CEs using the evidence from the T frame, interviews with leaders, staff, partners and teachers in relation to other actors supporting education in the area.

²⁷ Appendix XV – Rubric: Results.

Great care was taken not to display any surprise, disappointment or any other emotion at the CEs' selection of levels, to avoid introducing bias - although previous experiences also taught us that CEs are unlikely to be influenced if the process and atmosphere have been empowering them all along. The exclusion of all Plan Kenya staff from the analysis phase of the evaluation provided additional confidentiality for the CEs to express their unbiased opinions.

1.5.2. Facilitation methodology for Relevance²⁸

The first of the three questions considered under the criterion of Relevance was **how closely the intervention addressed the causes of the problem**. Their answer to this came from the analysis of the problem tree and the shadow review carried out by the CEs on the first day of training. Further validation of both the programme logic and any need-gaps identified by the CEs was obtained through the ranking exercise, which was repeated in each FGD. This enabled the CEs to validate the level of relative importance of each issue not simply from their own perspective but from the perspective of all the stakeholders.

The second question under this criterion was the **level of alignment between the programme priorities and the needs** and expectations of the beneficiaries. To assess this, the average between all the ranking scores from the ranking exercise was drawn up. The CEs then lined up cards with the programme objectives, including the additional priorities they had identified, in ascending order on the basis of the average ranking score. Next to these, the CEs lined up a duplicate set of cards according to Plan's own ranking.²⁹ The coloured cards were then linked using ribbon to visualise both close and distant links representing close alignment or misalignment. With the use of a rubric³⁰ the CEs reflected on how closely the programme priorities were aligned to the needs and desires of the community by looking at long and short links, selecting the appropriate level in the rubric.

The final question to answer regarding relevance was **the level of transparency, involvement and inclusion of beneficiaries in deciding programme activities**. Reviewing the evidence collected and with the help of a rubric,³¹ the CEs selected the corresponding level of achievement.

To assess the relevance of the programme as a whole, the CEs were asked to find the 'average' between the animals: the one resulting from the assessment of the alignment exercise and the one for transparency and accountability. They were then presented with a summary rubric³² for Relevance and asked to verify if the average animal's description in the summary rubric corresponded to their experience. Finally, they were asked to debate and justify their overall assessment.

1.5.2.1. Facilitation methodology for Effectiveness³³

To assess the extent of the achievement in relation to the relative importance of each programme objective, the CEs compared the ranking of each programme area with the

²⁸ See Appendix XI - Evaluation Questions for the questions considered under the criterion of Relevance.

²⁹ Prior to commencing the Kenya Country team had been requested to rank the results area as well as identify the proportion of funding allocated to each result area.

³⁰ Appendix XII - Rubric Linking Programme Priorities with Needs

³¹ Appendix XIII - Rubric Involving, consulting and sharing information with community

³² Appendix XIV - Rubric: Relevance

³³ See Appendix XI - Evaluation Questions for the questions considered under the criterion of Effectiveness.

proportion of individuals reached, the depth of their transformation and the extent to which the programme had engendered statutory changes.

For change to be felt across an entire community, it must transform the lives of a sufficient number of individuals, creating a critical mass of role models who embrace new ways of behaving. If the transformation experienced is only superficial or if only a small minority of community members adopt the new behaviours, the tipping point for new social norms to be established will not be reached. If a change in practice has become inscribed in rules or laws it will be almost impossible to revert, particularly if enforcement of the new practice has also been institutionalised.



Jerry Onyango Otieno, 11, Bavon Omondi Ochieng, 16 and Salah Omondi, 16 lead a group discussion with boys using the ranking exercise.

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To assess whether the transformation experienced by targeted community members had been sufficiently deep to maintain the new practices even in the face of social pressure, the CEs were given a rubric³⁴ describing five levels of transformation. They were asked to identify the level that matched their observations for each of programme objectives.³⁵ To help the CEs with the concept, the visual of a diamond shape, empty at the lowest level (lizard) and gradually filling up to the highest level (cow) was included in the rubric. After each programme objective had been assigned a level, the levels of the rubric were translated into points: the highest level, cow, receiving five points and the lowest level, lizard, receiving one point.

³⁴ Appendix – Depth of Transformation rubric

³⁵ Support for Quality Education, SRHR, Gender, Accountability and Participation, Reduced violence and abolish corporal punishment, Economic Barriers to girls' education

To assess the extent to which a sufficient critical mass of community members had been transformed by the programme in order to create a powerful voice for change, the CEs were given a rubric³⁶ describing five levels of coverage. They were asked to identify the level that matched their observations for each of programme objectives. To further help the CEs visualise the concept, the diamond visual was again used, and the levels of the rubric were translated into points as above.

In addition to the dimensions above (coverage and depth of transformation), the CEs considered if the programme had brought about changes in rules and laws that would make the changes harder to reverse or even capable of propagating the changes beyond the boundaries of the programme. Both the nature of any new rule and the strength of the enforcing mechanisms associated with any new rule were considered. The CEs were given a rubric³⁷ to help them assess the differences between a local change, and a change in district or national laws. For example, a local change might be the internal regulations of a school, with no mechanism for enforcement, which could easily be repealed. A change in district or national laws would be harder to reverse and encompasses a system to enforce its practice. To further help the CEs visualise this concept, a star visual was included in the rubric. After each programme objective had been assessed, the CEs would assign a number of stars according to the level of statutory changes brought about by the programme.

Adding the points achieved for the depth of transformation, coverage and statutory change, each programme objective obtained an overall achievement score.

Finally, the CEs assigned points in reverse order to each programme objective, according to the level of priority assigned by the beneficiaries through the ranking exercise. The highest priority of the six programme objectives received six points, the second priority received five points and so on.

The achievement score for each programme objective was multiplied by the corresponding priority score. This enabled the CEs to visualise the relative level of achievement under each programme objective in relation to its importance for the beneficiaries, as shown below.

Priority level	Priority score	Stars	Points	Depth/coverage level	Points
1 =	Five points		No points		One point
2 =	Four points		One point		Two points
3 =	Three points		Two points		Three points
4 =	Two points		Three points		Four points
5 =	One point				Five points

³⁶ Appendix XVI - Rubric: How many people have been reached by the programme in relation to the need.

³⁷ Appendix XVIII - Rubric: Changes in Rules and Laws.

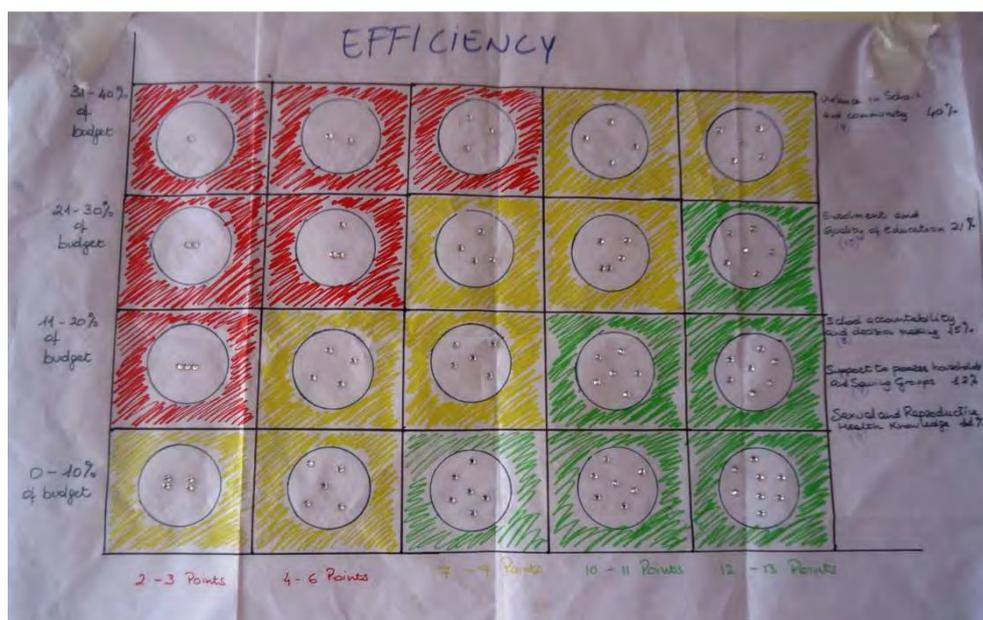
Effectiveness overall score = Priority x (Depth + Coverage + Stars)

With the help of a rubric,³⁸ the CEs then assessed the description corresponding to the total points achieved by the programme as a whole to make sure that the visual exercise had correctly gauged the level they wished to assign, in line with the evidence collected.

1.5.4 Facilitation methodology for Efficiency³⁹

A visual exercise, using a traffic light matrix, enabled the CEs to obtain a numerical score for the programme's efficient conversion of funds into depth of transformation and coverage for each programme objective. This matrix presented the percentage of the programme budget⁴⁰ on the vertical axis, and the numerical score obtained through the effectiveness visual exercise on the horizontal axis. Each cell in the traffic light matrix contained a number of diamonds increasing from left to right and from top to bottom. The colours on the matrix and the points enabled the CEs to visualise the extent to which each programme objective had been able to convert funds into change in the community.

The CEs added up the number of diamonds corresponding to each programme objective. Aided by a rubric,⁴¹ this enabled them to select the level of efficiency and verify whether the description provided in the rubric corresponded to the evidence.



³⁸ Appendix XVIII - Rubric: Effectiveness

³⁹ See Appendix XI - Evaluation Questions for the questions considered under the criterion of Efficiency.

⁴⁰ Year four budget allocations were used for this exercise instead of calculating the cumulative allocation for the duration of the programme, assuming similarities in allocations across the four years.

⁴¹ Appendix XIX – Rubric: Efficiency

1.5.5 Facilitation methodology for Sustainability⁴²

To assess the extent to which the benefits of the programme will endure after funding has ceased, we adopted a criminal framework to human behaviour. This assumes that people would need to have the motives, the means and the ability to sustain the changes. If any one of these dimensions were lacking, this would most likely affect the length of time during which the effects of the programme would be felt.

The CEs were aided with rubrics⁴³ and, based on the evidence, selected a level of achievement for each dimension – motivation, the means and opportunity. This process resulted in the identification of three animals corresponding to the three elements necessary for the programme's benefits to be sustained. By calculating an 'average animal' between the three dimensions and validating it with a summarising rubric,⁴⁴ the CEs were able to select an overall achievement level for sustainability.

1.5.6 Facilitation methodology for Equity

Having already drawn attention to the different challenges faced by different members of the community during the initial training, at analysis stage we revisited the concept. Aided by a rubric,⁴⁵ the CEs considered the evidence and how the programme affected the different groups. As equity is an additional criterion to the five considered standard DAC criteria, a different set of animals was used to designate the levels in the equity rubric: ant, snail, rooster, goat and deer.

1.6 Limitations

This study's limitations can be summarised as follows:

- The number of respondents consulted during the course of the evaluation was relatively small and selected only from the easier to access locations. This limits the possibility of generalising the results to the entire programme.
- The design of this study is primarily qualitative and does not follow previously used methodologies. Therefore the findings cannot easily be compared to the baseline or previous evaluations of this programme.
- The fact that school principals were responsible for the selection of respondents for the adolescent FGDs could potentially have introduced a bias. However, they were asked to select participants at random and frequently did so in our presence.
- The data collected by the CEs and the OMS data was collected in communities where Plan Kenya and partners implement several projects and other NGOs are present. Consequently it might be difficult for respondents to discern between providers for each activity or directly link changes observed to the work of a precise programme.

⁴² See Appendix XI - Evaluation Questions for the questions considered under the criterion of Efficiency for the questions considered under the criterion of Sustainability.

⁴³ Appendix XX – Rubric: Community's ability to continue with new behaviour (Sustainability), Appendix XXI – Rubric: Community's motivation to continue with new behaviour (Sustainability), Appendix XXII – Rubric: Community's opportunity to continue with new behaviour.

⁴⁴ Appendix XXIII - Rubric: Sustainability.

⁴⁵ Appendix XXIV – Rubric: Equity.

the baby Jesus that symbolized
made by Simeon about the baby Jesus
from the healing of the ten lepers.
words spoken 66 This is my own dear son,
you pleased listen to him matthew 17:5.
part of the believers are called

- 12 Why did Pilate wash his hands after trying Jesus?
- 13 How did Cleopas and his friend on their way to Emmaus discover that they were talking to the risen Christ?
- 14 State the 5 rites of passage in their correct order.
- 15 Name the first person to see the risen Christ.

go — goes.
do — does.
sell — sells.
Practise



Merolyn Achieng, 15, Belinda Auma Weje, 16 and Irene Adhiambo Ochieng, 17 lead a discussion with girls in a classroom.
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2. Evaluation findings

2.1 Ranking

Following the shadow problem tree analysis (see page 7), the CEs identified the following as additional important factors for keeping girls and boys in school:

- Physical disability and learning difficulties
- Exam failure and poor school performance
- Stigma and discrimination in relation to HIV
- Alcohol and drug abuse

The CEs ranked all of the nine problems (the five areas tackled by the programme plus the additional four), in order of their importance for keeping girls and boys in school.

The ranking by girl CEs was:

- 1 Accountability and participation
- 2 Reduce violence and corporal punishment
- 3 Stigma and discrimination due to HIV
- 4 SRHR
- 5 Quality of education
- 6 Physical disability and learning difficulties
- 7 Exam failure and poor school performance
- 8 Economic support for households through VSLA
- 9 Alcohol and drug abuse

The ranking by boy CEs was:

- 1 Economic support for households through VSLA
- 2 Quality of education
- 3 Accountability and participation
- 4 SRHR
- 5 Stigma and discrimination due to HIV
- 6 Physical disability and learning difficulties
- 7 Reduce violence and corporal punishment
- 8 Exam failure and poor school performance
- 9 Alcohol and drug abuse

Previous studies⁴⁶ have found that financial barriers are the main problem forcing both girls and boys out of school; however only boys ranked these as the highest concern, whilst girls ranked them much lower. This was surprising particularly for a programme that aims to

⁴⁶ Baseline study, mid-term evaluation, Y3FR

address the specific challenges faced by adolescent girls, of which poverty is the primary concern.

However, according to the girl CEs the burden of domestic chores trumped the concern over educational costs. They reflected that many girls, whilst being able to afford educational costs, could not allocate sufficient time to their studies. Girl and boy CEs also disagreed on the relative importance of corporal punishment in dissuading students from pursuing their education. Boy CEs felt that corporal punishment was a fact of life and was compensated by the value of the knowledge they acquired in school. Boy CEs also objected to the girls' ranking of HIV stigma above knowledge of SRHR, as they believed that knowledge was the best defence. However, girls believed that stigma and caring duties were also a considerable burden. All CEs agreed on the importance of accountability and participation, and that strengthening their ability to take sound decisions was important for the future.

As the ranking exercise was repeated during each FGD, this provided the CEs with an opportunity to validate their views with a broader range of community members. The average ranking of each issue is shown below:

Overall ranking – all respondents	
Quality of education	2.23
Economic support for households through VSLA	2.61
Accountability and participation	3.65
Reduce violence and corporal punishment	4.46
SRHR	4.59
Stigma and discrimination due to HIV	6.25
Physical disability and learning difficulties	6.42
Exam failure and poor school performance	6.95
Alcohol and drug abuse	7.85

Girls ranking		Boys ranking	
Quality of education	2.25	Quality of education	2.11
Accountability and participation	2.50	Economic support for households through VSLA	2.44
Economic support for households through VSLA	3.88	Accountability and participation	3.78
Reduce violence and corporal punishment	4.50	SRHR	3.78
SRHR	5.50	Reduce violence and corporal punishment	4.89
Physical disability and learning difficulties	5.50	Stigma and discrimination due to HIV	5.67
Stigma and discrimination due to HIV	6.63	Physical disability and learning difficulties	6.67

Exam failure and poor school performance	6.63	Exam failure and poor school performance	7.33
Alcohol and drug abuse	7.50	Alcohol and drug abuse	8.33
Parents ranking		Teachers ranking	
Quality of education	1.50	Economic support for households through VSLA	1
Economic support for households through VSLA	1.50	Quality of education	3
Reduce violence and corporal punishment	3.50	Reduce violence and corporal punishment	4
Accountability and participation	4	SRHR	4.67
SRHR	4.50	Accountability and participation	5.67
Stigma and discrimination due to HIV	6.50	Exam failure and poor school performance	6.33
Exam failure and poor school performance	7.50	Physical disability and learning difficulties	6.67
Physical disability and learning difficulties	8	Stigma and discrimination due to HIV	6.67
Alcohol and drug abuse	8	Alcohol and drug abuse	7.33

As only one FGD with mothers and one with fathers were carried out in this evaluation, the ranking of both parents groups were combined for this analysis. The two groups did not show substantial differences.

The similarities between the opinions of the different stakeholder groups were striking and largely revealed a shared diagnosis of the issues affecting adolescents' education.

The ranking exercise provided invaluable insights into the realities of our beneficiaries across the countries where this exercise was conducted, especially into the programme's logic from their perspective. In Kenya in particular, this exercise demonstrated that the programme's logic rested on solid foundations, as all the programme objectives occupied the top spots in all the beneficiaries' rankings.

All the beneficiary groups, except for teachers, ranked quality of education as their top concern. This demonstrates their understanding of the programme's goal, and the importance of quality in attracting and retaining adolescents in school. It was not surprising to see financial barriers at or near the top for all groups. When examining the ranking of these two objectives in conjunction, the opportunity cost of education, already raised by many adolescents, gains prominence. We can easily conclude that, in the eyes of our beneficiaries, attending school has a cost (both direct and for the opportunity). The quality of the education children receive largely determines if they believe the cost is worth paying.

The teachers' and parents' ranking of corporal punishment as their third priority is also very interesting. It suggests that the programme has successfully raised their awareness that the practice deters children from education.

Given the broad similarities between all the groups' ranking, the CEs decided to retain the overall ranking for the programme as a whole for use during the rest of their analysis.



Priscah Akinyi Otieno, 16, Irene Adhiambo Ochieng, 17, Geoffrey Ouma Arina, 15, and Lavender Akinyi Okeyo, 14 interview Joy Ouma – Program Implementation Manager, Bondo PU.

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2.2 Results

2.2.1 Results: Quality of education

The CEs unanimously assigned the achievement level of **cheetah to quality of education**, as described in the rubric:

*The majority of the people in the community have experienced **deep transformation** in the way they think and behave. Both those easiest to those harder to reach have experienced a deep transformation in the way they think and behave, and there is strong evidence that this was **caused by the programme**. Very few people or nobody at all has experienced negative change, or there is no evidence that any negative change was caused by the programme. Whilst other factors might have contributed a little, **the majority of the positive changes and the depth of the changes seen are due to the work done by the programme.***

They supported this choice with evidence from the various group discussions about the changes in levels of awareness and commitment to quality education for both girls and boys as a result of the programme. The CEs were entirely confident in their judgement and noted that the programme had done much work in the communities surveyed. They reported that the adolescents interviewed were committed to continuing their education and parents were also supportive.

However, they also noted the OMS statistic indicating a persistent decline in enrolment figures for the duration of the programme. They found this statistic confusing since some adolescents had reported an increase in enrolment in their school. However, they also had heard that some adolescents prioritised income above studies and were questioning the value of education in relation to their future earnings. This is entirely consistent with the findings of the PPA Year Three Formative Review (Y3FR), which highlighted the tension in the trade-off between immediate income gains from engaging in economic activities, and potential return on the investment in education at a later date. However, the PPA Y3FR had only revealed this tension among parents. Here for the first time it was highlighted as a concern for adolescents too.

Interestingly, the CEs noted how the programme's objective to increase the quality of education also aims to ensure education is accessible to all. They observed that these two objectives can be somewhat in contradiction if no additional resources are allocated by the State. In one school they visited, there was a class with ninety-two students. In this particular instance, enrolment had increased, as per the programme objective, but the quality of the education received was bound to have declined due to the large class size.

The CEs also reported that in some schools grades had improved, according to the adolescents interviewed. The students felt this could engender a virtuous cycle towards increased quality of education, as they believed better performing schools were more likely to attract increased funding from the State.

Reflecting on the reasons that might drive students to abandon school, they presented evidence from the adolescents interviewed regarding the amount of chores and domestic work that was distracting students from homework. Failing to perform in class due to tiredness or lack of study time at home was less frequently punished with physical violence

(see results on corporal punishment). However they also observed that in some cases, corporal punishment had been substituted with exclusion from class or even expulsion, again highlighting tensions between the programme's objectives. Finally the CEs mentioned the economic downturn and pressure on households, boys in particular, as a further reason behind the OMS statistics on enrolment.

The CEs proved they had an outstanding ability to link together the programme objectives logically and detect the ambiguity between them. Their observation of the tension between increasing enrolment and improving the quality of the education was very insightful. They also observed very perceptively that the abolishment of corporal punishment could genuinely contribute to driving up the quality of education only if replaced by better forms of punishment. The CEs fully understood that the contemporary realisation of both those objectives transcended Plan Kenya's intervention and required increased investment into school infrastructure and resourcing.

2.2.2 Results: Sexual and reproductive health rights

The CEs unanimously assigned the achievement level **of cheetah to SRHR** (see above for description of the rubric).

In support of this assessment the CEs presented evidence from adolescents whom they felt had been exposed to the information and mostly had assimilated the message. Girl respondents reported a decrease in dropout rates due to pregnancy. There were also reports among adolescents that the rate of sexually transmitted diseases among students had dropped, although this can't be verified. Mostly, adolescents said that they had joined health clubs and had received health education. They also reported having learned how to protect themselves from sexually transmitted diseases. Many knew their own HIV status or knew where and how they could be tested.

Whilst the CEs presented evidence of broad support among all stakeholders groups for the awareness raising work conducted by Plan, they also reflected on evidence from the OMS⁴⁷ indicating extremely low levels of actual knowledge acquisition.⁴⁸ Interestingly all the CEs, including the younger ones (11-14), knew the answers to all of the OMS questions without hesitation, whereas in Cambodia none of the CEs had known the answers. This led the CEs to conclude that the programme had successfully disseminated the correct message and reached the target group, even if some students had not been sufficiently committed to learning the subject. This may have been because they did not find it relevant given their age.

⁴⁷ See Appendix XXV- Child-friendly infographics, particularly percentage of boys and girls who correctly answer three questions on SRHR.

⁴⁸ Combined statistic of adolescents able to correctly answer three questions correctly. The questions are:

- A woman is more likely to get pregnant halfway between two periods
- A girl can get pregnant the very first time she has sex
- A girl cannot get pregnant if she washed herself thoroughly after sex

Answer categories for all three questions are: true – false – don't know.

2.2.3 Results: Participation and accountability

The CEs assigned the achievement level of **cow to participation and accountability**, as described in the rubric:

Everyone in the community has experienced deep transformation and everyone thinks and acts very differently. Those that were harder to reach or harder to persuade, have changed the most and now demonstrate very different ways of thinking and behaving. If anybody now would speak or behave in the old ways (for example send a boy to school but not his sister), the whole community would strongly disapprove of them. There is strong evidence that this was caused by the programme and whilst other factors might have contributed a little, the change and the depth of the change is due to the work done by the programme. There is no real evidence of any negative change caused by the programme.

Their decision was based on hearing both students and parents describing the changes that had occurred over the life of the programme. They observed how every group interviewed had made reference to at least some level of change (using the confidence snails). However, in line with the OMS findings, the CEs revealed that girls were more satisfied with the new opportunities for participation and school accountability than boys. In the CEs opinion this could be due to two different factors. On the one hand, some boys may have resented the loss of privilege that comes with more accountable and equitable schools. On the other hand, there were also reports, to which some CEs gave credit, of overcompensation by some teachers who were now giving more attention and importance to girls. OMS data would also support this conclusion.

The CEs proved they had a solid understanding of the principles of good leadership during the reflection session following an interview with a community leader. The two interviewers said the interviewee was a 'good leader'. Prompted to explain why they had reached this conclusion, they replied: *"He is a good leader because he has achieved many things for his people and demonstrated that he truly cares. Some leaders only do [tackle] easy problems to get the credit, but this one also tries for the difficult ones. Leaders like this are difficult to find"*.

Respondents had also received training on rights and the CEs reported that this had increased girls' and boys' confidence (again using the confidence snails). The CEs observed that girls had reported a greater increase in confidence, although both sexes had learned greater assertiveness. Both girls and boys expressed their particular appreciation for this strand of work. They felt that sound decision making skills were important and more transferable to other domains of life compared to other subjects or skills learned in school.

The teachers also remarked that the training provided to children had resulted in a change in the children's behaviour. Greater participation in decision making by girl and boy students through the representation mechanisms was reported in every school visited. The CEs also used the T frame tool to confirm that the changes seen were due to the work of the programme. Further confirmation of this came from teachers, who noticed greater

involvement of parents in school decisions. This in turn led to greater accountability from school management. Adolescents also felt that their parents were getting more and more involved in school matters and felt more confident approaching school management. Moreover, the CEs reported that some students had not only said they felt more involved in decisions, but that this new engagement had caused them to experience a greater sense of belonging in school.

2.2.4 Results: Economic barriers to education

The CEs unanimously assigned the achievement level of **cheetah to economic barriers** to education (see above for description of the rubric).

Although the programme had been signposting poorer households to scholarships, the main strategy to tackle economic barriers to education had been through the creation of village savings and loans associations (VSLAs). The CEs reported that in most cases this had been a successful strategy. Parents were now able to allocate part of their increased income to educational costs. Whilst the programme was well on the way to addressing the issue of educational costs, the CEs noted that the opportunity cost of education remained a challenge for many. Students of both sexes reported spending much time on chores and work in support of their household. This distracted them from their school work and eventually drove some to abandon their studies all together.

The CEs therefore concluded that this strand of work had largely been largely successful in achieving the objective of enabling households to pay for educational costs. However, they acknowledged that challenges still remained for many, as attested by the steady decline in school enrolment highlighted by OMS.



The boys CEs lead a discussion with fathers using the confidence snails.
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2.2.5 Results: Reduce Violence and abolish corporal punishment

The CEs unanimously assigned the achievement level of **cheetah to reducing violence and corporal punishment** (see above for description).

All CEs agreed that progress had been achieved. However, there was also wide agreement that corporal punishment was still occasionally practiced by some teachers, although it was no longer the norm. Most students reported that indiscriminate and disproportionate punishment had largely stopped. Some students stated that corporal punishment had been completely abolished from their schools. Others reported that the practice was still present. Adolescents believed this was due to the programme, as the changes happened after the training. Increased school accountability was also cited as a reason for the decrease in corporal punishment. Adolescents did however say that corporal punishment was still widely used at home, and therefore it had not been completely banished from the community. The CEs felt it was important to note that any differences in opinions among students were linked to the schools where discussions were held rather than to the sex of respondents.

Overall the CEs felt the programme had made good progress but, alongside reinforcing the awareness of teachers, it was probably appropriate to strengthen the awareness of parents as well. This conclusion was supported by what they had heard from parents. Some parents had been sensitised and were now opposing the practice, whilst others still condoned it. This is consistent with the OMS statistic indicating that a small proportion of parents, both mothers and fathers, still support the practice in school.

All teachers reported having changed their practice, although some felt it was still acceptable but only as a last resort. Interestingly, adolescents observed that student behaviour had also improved with the reduction in violence. The CEs attributed the positive change in student behaviour to a greater sense of mutual respect between students and teachers. They also felt that in the advent of more accountable school management and greater clarity about rules, it was easier for students to adhere to the agreed conduct.

The CEs' findings are consistent with the OMS and with previous evaluations of this programme. This all indicates that the practice of corporal punishment has considerably declined and its acceptability is increasingly questioned by all programme stakeholders.

2.2.6 Results: Overall achievement

Having assigned a level of achievement for each programme objective, an 'average animal' was agreed upon to represent the level of achievement for the programme as a whole.

The CEs assigned to **the entire programme the level of achievement: cheetah**.



Belinda Auma Weje, 16 and Irene Adhiambo Ochieng, 17 interview the deputy chief.
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2.3 Relevance⁴⁹

To understand the extent to which programme priorities are aligned with the needs identified by the beneficiaries, the ranking by the programme's beneficiaries was compared to the ranking carried out by the programme staff.⁵⁰

Plan Kenya

- 1 Quality of education
- 2 Reduce violence and corporal punishment
- 3 Economic support for households through VSLA
- 4 Accountability and participation
- 5 SRHR

The four missing priorities identified by the CEs during their initial analysis of the programme's logic (see shadow problem tree analysis) were included in all the ranking exercises conducted with all beneficiary groups. However, they were consistently ranked below the five areas tackled by the programme. From this the CEs concluded that the programme's diagnosis of the barriers faced by adolescents in accessing and remaining in education was accurate.

The outcome of the ranking and relevance elements of this evaluation were the hardest to predict or influence, since they were based on the average rankings and on Plan's own ranking prior to the evaluation. As such we can conclude that they are entirely unbiased. This process validated the programme's theory of change by proving that the areas of intervention selected are in fact those most important to achieve the goal.

The CEs observed a very high level of **alignment between the community's priorities and those of the programme**, with quality of education ranking first for both the beneficiaries and Plan. Perfect agreement was also found on the ranking of SRHR as the least important among the programme's objectives. In conclusion, the CEs assigned the **cheetah level** of achievement for the level of alignment, described as:

There is **good alignment** between the programme priorities and what the community needs and expects. **Most of the problems** addressed by the programme are **what the community wants and needs** but there are some small differences in the importance given to those problems. There are **no very long links** and there are **no important problems** stopping girls from enrolling and staying in school that **the programme is not working to address**.

⁴⁹ See Appendix XI - Evaluation Questions for the questions considered under the criterion of Relevance.

⁵⁰ Prior to the evaluation taking place, programme staff were asked to rank programme objectives in order of importance. They were not aware of how this information would be used during the evaluation.

The CEs asked all respondents about the levels of consultation and participation of the community during the design of the programme. They also asked whether further consultations had taken place when changes needed to be made in response to learning or emerging opportunities or threats. Key to assessing this was evidence that information had been shared in an accessible way, for example verbally to those unable to read or meetings held at times convenient for people to participate.

The CEs found that everyone interviewed was well informed about the programme and its objectives, and had been consulted. Respondents also felt that decisions had been taken collectively. However, the boy CEs reported that some of the fathers had felt the level of Plan's accountability had recently declined. They also observed that this was not the case among mothers, teachers or adolescents. The CEs concluded unanimously that the level of **transparency and accountability reached by the programme is that of cow**, for which the description reads:

All members of the community have chosen the programme objectives by themselves, including men, women, girls and boys. They all had a say in deciding the priorities for the programme and they chose the criteria for selecting beneficiaries. To ensure vulnerable people were able to participate in the decision making, **Plan made information available to them in different ways** (for example, verbally presenting information to people who can't read or translating it into their preferred language etc.) and Plan made sure they were invited, at a time that suited them and facilitated them to come. This also happened when things changed and new decisions needed to be made. Everybody knows that success for this programme means achieving the objectives chosen by the community together and equally: girls, boys, women and men, including those who face greater challenges due to poverty, poor health or belong to a minority. **Plan shares both the reports and the data they produce about the programme so that the whole community learns together** about what is going well and what can be improved. **Information about the budget and how resources are allocated is known** to members of the community and easily available.

This conclusion is consistent with the findings of OMS⁵¹ which shows high levels of satisfaction and accountability by Plan and high levels of trust, whilst highlighting lower levels of knowledge of complaints mechanisms available to communities, especially among boys.

Drawing an 'average animal' between the two elements of **relevance** (alignment and transparency) the CEs selected **cow as the level of achievement**, for which the full description reads:

*The programme priorities have been entirely chosen by the community who takes responsibility for the programme. **With special efforts**, the programme was able to facilitate even the **most marginalised to have their voice** in the programme and*

⁵¹ See Appendix XXV- Child-friendly infographics.

*now the programme activities target **exactly what is needed to keep every girl and boy in school.***

To reach this conclusion, the CEs also drew on the previous exercise and reflected on the perfect targeting of programme priorities. In their view this could only be achieved through strong consultations at the onset of the programme and open dialogue throughout implementation.

2.4 Effectiveness⁵²

To assess effectiveness, the CEs looked at the transformation and coverage in relation to the needs and aspirations expressed by the beneficiaries through the ranking exercise. They also looked at the extent to which the programme had engendered statutory changes. The issues identified but not addressed in the programme design were not considered, as the programme effectiveness could only be assessed for the intended objectives.

The extent to which the beliefs, attitudes and behaviours of the target groups had been transformed by the programme was assessed by the CEs with a rubric.⁵³ To evaluate the extent to which a sufficient critical mass of community members had been transformed by the programme to engender a broader shift in social norms, the CEs made use of a second rubric.⁵⁴ Both deliberations were supported by the evidence generated by the CEs and the OMS data.

Overall a good level of transformation had occurred in the CEs' assessments of all programme objectives. A large proportion of individuals within the community had been reached by most activities, although some activities had been more widely felt than others.

The result of their assessment was as follows:

	Reach	Depth of transformation	
Quality of education	Deer	Cheetah	
Economic support for households through VSLA	Deer	Cheetah	
Accountability and participation	Cheetah	Cheetah	
Reduce violence and corporal punishment	Cheetah	Cheetah	
SRHR	Cheetah	Cheetah	

The CEs reported that their investigations had revealed unequal progress across the different programme schools visited. For example, in some schools corporal punishment had been abolished completely, whilst in others it was still in practice, even if to a lesser extent.

⁵² See Appendix XI - Evaluation Questions for the questions considered under the criterion of Effectiveness

⁵³ Appendix XVII - Rubric: Depth of Transformation.

⁵⁴ Appendix XVI - Rubric: How many people have been reached by the programme in relation to the need.

Brian Otieno Adem, 14 and
Geoffrey Ouma Arina, 15 lead a
group discussion with boys.
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Some schools appeared to have better functioning student representation in decision making, whilst in others these processes appeared to be weaker, in the opinions of students.

The programme's work on quality of education and economic support was deemed by all interviewees to have transformed the experience of those reached, but not to have reached all who needed it. This conclusion was supported by the findings of the OMS in relation to the steady decrease in enrolment and the large proportion of respondents quoting economic factors as a reason for exiting education.

SRHR education was provided to students and the CEs believed they all had the opportunity to take part in this. However, the programme still had some ground to cover to persuade all adolescents of the relevance of this information to them personally. The CEs believed that students who had learnt about SRHR through fellow students rather than adult educators were in particular need of reinforcement. They felt that adolescents might have been less able to convey the message accurately, or might have carried less credibility with their peers. This could explain the OMS statistic indicating low levels of actual knowledge retention.

Equally the CEs found that parents were committed to education, and had been empowered by the programme to make different choices and support their children's education. However, not all were choosing to do so.

Finally, the CEs turned their attention to changes in rules and laws brought about by the programme. Both the nature of any new rule and the strength of the enforcing mechanisms associated with any new rule were considered. The CEs were aided in their assessment by a rubric,⁵⁵ and a visual assigning stars to each programme objective in relation to changes in rules and laws.

The CEs presented evidence from the five schools visited. In some of these schools, but not all, new rules had been introduced with the help of the programme banning **corporal punishment** completely. However, these new rules were localised and did not have institutionalised enforcing mechanisms. Consequently, the CEs assigned **one star** to this programme objective.

A new national law protecting underage girls found to be pregnant had also come into force during the life of the programme. The CEs discovered that the programme had been instrumental in disseminating information about this law and contributed to strengthening the community based mechanisms for its enforcement. Consequently they assigned **three stars** to the **SRHR** objective.

A new law regarding the right to education had also come into force during the life of the programme. The CEs heard evidence that Plan Kenya had been instrumental in supporting the passing of this law. This law guarantees the right to education for girls and boys and that mechanisms for its administration are in place. The CEs therefore assigned **three stars** to the programme objective concerned with **quality of education**.

In consideration of all the three elements reviewed under the criterion of **effectiveness** (depth of transformation, reach and changes in laws), the CEs assigned **cheetah level of achievement** to the entire programme, described as:

⁵⁵ Appendix XVIII - Rubric: Changes in Rules and Laws.

The programme has reached all of those who needed and obtained **deep transformation in most or all of the results areas targeted** (gender, corporal punishment, SRHR, etc). The **most important results reached all or a very large proportion of those who needed and achieved deep change in knowledge, attitudes and behaviour**. Many changes in norms and rules have also taken place and are now regularly enforced and will affect many future generations.

The methodology used to assess effectiveness developed with each evaluation in Cambodia, Zimbabwe and Kenya as we learnt from our experiences. Interestingly, if the same methodology used in Cambodia had been applied here, the visual exercise would have returned, narrowly, cow level of achievement. Cow level would also have resulted if the visual exercise used in Zimbabwe had been used here. However, both these results would still have undergone the CEs' scrutiny and cow level might not have been retained.

2.5 Efficiency

The CEs used a traffic light matrix to assess efficiency. They compared the depth of transformation, reach and statutory change achieved under each programme objective (see effectiveness calculation), with the proportion of funding allocated. This enabled them to obtain a numerical score representing the programme's efficient conversion of funds into change. Subsequently the CEs reviewed the description on a rubric⁵⁶ corresponding to the score obtained through the visual exercise to verify whether it mirrored the evidence they had collected.

Once they had reviewed and debated the evidence, the CEs were happy to confirm **deer level of achievement** for efficiency which reads as follows:

*The programme has reached a good proportion of people in some activities **but not in all and did not change all of them**. There are also activities that **have consumed a lot of funding but did not reach enough people or change them**. The cheaper activities delivered better results than the more expensive ones. The programme has probably **set too ambitious objectives on the most expensive activities** and too easy objectives on the cheaper activities.*

The main evidence in support of this conclusion was that the programme's progress towards abolishing corporal punishment, whilst noticeable, was absorbing approximately 40% of the project funding.⁵⁷ Moreover, although the students unanimously reported positive change in this area, they also acknowledged that the practice was far from being completely eradicated. The CEs noted that this finding was consistent with the OMS data.

⁵⁶ See Appendix XIX – Rubric: Efficiency.

⁵⁷ Year four budget allocations were used for this exercise instead of calculating the cumulative allocation for the duration of the programme, assuming similarities in allocations across the four years.

The second most resource-intensive programme objective, quality of education, absorbed approximately 21% of the funding. This had also registered some successes, but continued to be marked by a steady decline in enrolment.

The VSLA work was transformative to those involved. However, it had not yet reached all those who needed it.

On the other hand, the programme objective promoting knowledge on SRHR had empowered many adolescents with knowledge, or at least free access to information, whilst consuming a very small proportion of funding.

2.6 Sustainability

The CEs reviewed each of the relevant rubrics to determine the levels of the beneficiaries' motivation, means and ability to sustain the changes introduced by the programme.⁵⁸

With regards to **motivation**, the CEs observed that parents' attitudes had changed in favour of education. Students and teachers also reported an increase in enrolment in some schools, and had seen some school drop outs returning to their studies. Adolescents interviewed were also committed to continuing their education. However, the evidence from OMS and the CEs' experience showed that not everyone had adopted the new ways promoted by the programme. A small proportion of leaders and parents, for example, were still in favour of corporal punishment. A third of adolescents said that it is more important for boys to complete their education than girls. In the opinion of the CEs, whilst there was evidence of some peer to peer pressure in favour of maintaining the new behaviours, this was not universal.

The CEs concluded that there had been a very good change in the levels of motivation, although the transformation has by no means been total. They selected **cheetah level of achievement**:

Large numbers of community members have changed the way they think and behave and there is evidence that they are experiencing some benefits from the new ways of thinking and behaving. There is evidence that the change is genuine and not simply to be polite to Plan and they are unlikely to go back to the old ways. If someone starts to reverse back to their old ways of thinking and behaving, it is likely that someone in the community will notice and encourage them to continue with the new ways.

The CEs also noted that the coverage of the programme, in particular participation in VSLAs, suggested that many households had greatly benefitted from participating in the associations. There was incontrovertible evidence that this had had an empowering effect on them. However, the CEs could not be confident that every household had gained the **ability** to sustain the changes after the programme. The OMS statistics also indicated that the majority of those who had dropped out of school felt this was due to economic factors. However, parents of current students had not ranked economic concerns as the primary

⁵⁸ See Appendix XX – Rubric: Community's ability to continue with new behaviour (Sustainability), Appendix XXI – Rubric: Community's motivation to continue with new behaviour (Sustainability), Appendix XXII – Rubric: Community's opportunity to continue with new behaviour, Appendix XXIII - Rubric: Sustainability.

reason for terminating their child's studies. This indicated that parents now had greater confidence in their ability to support them in the future.

Consequently the CEs assigned **cheetah level** of achievement for ability to sustain the changes.

The CEs felt that the opportunities developed by the programme would remain after activities ceased. An example they gave was the health clubs set up by the programme to promote informed choices among adolescents. These clubs were now formed and resourced and were part of school structures, making them sustainable. The OMS statistics also showed a high proportion of students who felt confident in the competence of their teachers. It also presented a high proportion of students and parents who believed grades and academic results would determine a child's future education prospects as opposed to other factors, such as gender or family status. According to the OMS, a high proportion of students also felt confident they were equipped to solve problems. Nevertheless, for some adolescents, the CEs admitted that educational costs, including the opportunity cost as observed before, remained a challenge. The CEs assigned **cheetah level** of achievement in relation to the beneficiaries' level of future **opportunity** to sustain the changes beyond the duration of the programme.

The CEs consulted the rubric⁵⁹ and concluded that the **sustainability** level attained by the programme was **cheetah**:

Once the programme is over, people will have good, but not excellent, level on all three (ability, motivation, opportunity) or excellent on two but low level on one. The majority of girls and boys will continue to go to school, but some will still drop out.



Merolyn Achieng, 15 and Belinda Auma Weje, 16 lead a discussion with girls.
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⁵⁹ Appendix XXIII - Rubric: Sustainability.

2.7 Equity

Reviewing the evidence heard across different schools and localities, the CEs concluded that the programme had had an equalising effect in the community. In their opinion, Plan had helped everyone in the community, but not to the same degree. Those in lesser need had been equipped with knowledge and skills, and had benefited from some of the new structures put in place by the programme (e.g. health clubs). They also had benefitted from new rules or laws promoted by the programme.

However, those in greater need had received greater support from the programme to the point that many disparities had been erased. They quoted as an example the support received through the VSLAs and, for worse off households, the signposting to social protection schemes. The CEs also heard from teachers that the support received from Plan had been tailored to the needs of each school. Adult respondents (parents, teachers and leaders) also observed how adolescents with additional challenges had been given extra support.

Whilst the programme had not eradicated all problems from the community, the CEs were confident that it had had a strong equalising effect and that no tensions from jealousy had emerged. Consequently, in the CEs' opinion the programme has achieved **level deer** in its attempt to level inequalities, described as:

*The programme has made things better for everyone but much more for those who were worse off. **The disparities have been completely eliminated.***

2.8 Conclusions

Finally, after assessing the level of achievement under each criterion, the corresponding 'apodeixis ornithorhynchus' was created, to the CEs great amusement: an animal that has the body (results), forelegs (effectiveness), and tail (sustainability) of the cheetah, the hind legs (efficiency) of a deer, the head (relevance) of a cow and horns of a deer (equity).



The CEs named this fantasy animal **Okiko** which translates as "mixture of all things".

The evaluation process enabled the CEs to look at each criterion individually and in depth, and then extract an understanding of how the programme as a whole was performing. Their overall assessment of the programme was broadly positive, with the majority of the ornithorhynchus being assessed as ‘cheetah’, indicating an achievement level of four points in a five point scale. This is in line with our expectations for the fourth year of a five year programme.

The evaluation took place towards the end of the fourth year of implementation. It shows that the programme has made good progress in many areas against a challenging backdrop and in a limited time. The remaining year can be used to further strengthen the identified weaknesses. This includes ensuring more schools permanently ban corporal punishment, improving knowledge of SRHR, or ensuring that the message of gender equality is correctly understood by communities and schools.

The process also revealed that the programme’s diagnosis of the barriers faced by adolescents in accessing and remaining in education had been entirely accurate. All the programme stakeholders felt that the additional issues raised by the CEs, whilst holding some validity, were not as important as the issues tackled by the programme.

Substantial gains in beneficiary confidence and school accountability also emerged through this process. This had only in part been detected through other sources of programme data.

The most interesting finding is probably the remarkable gains made by the programme in empowering girls and boys. The CEs were assured in their finding that adolescents had now found their voice and were confident advancing their rights with duty bearers, particularly in school. The programme’s focus on good governance and accountability was clearly reflected in the CEs’ understanding of the objectives and can be seen in their choices of questions, in particular for leaders.

The assessment of the programme’s sustainability was also very encouraging and highlighted the remarkable progress made to empower the communities, especially adolescents.

Finally the assessment of the programme’s achievement under an equity lens was also very positive. This demonstrates that Plan Kenya not only accurately diagnosed the barriers faced by adolescents in their pursuit of education, but was also able to target the support to need, equalising disparities without engendering resentment.

2.8.1 Presentation of findings to stakeholders

To further validate the CEs’ assessment of the programme, they were asked to present their findings in an open meeting attended by all the programme stakeholders, including some children from the schools visited. The CEs described the methods used and the evidence that guided their conclusions. The audience actively participated in the validation processes by requesting clarifications from the CEs on the methodology, findings and possible strategies to adapt some of the most ambitious objectives for the remainder of the programme. The highly engaged audience broadly confirmed the CEs’ assessment of the programme.

The audience observed that CEs appeared more confident, articulate and empowered after participating in the evaluation. The process that had produced such a transformation therefore captivated much of the audience’s attention, particularly among school personnel.



Merolyn Achieng, 15, Salah Omondi, 16 and Jerry Onyango Otieno, 11 interview Caroline Datche, Programme Coordinator, Bondo PU.

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2.8.2 Recommendations for child-led processes

This process demonstrates that CLEs are entirely possible, are not more costly than those led by consultants and can deliver valuable insights into the programme. Plan could therefore consider taking steps to enable children to lead M&E activities more regularly.

If intending to do this, the following considerations may apply:

- Where there is no OMS equivalent source of quantitative data on programmatic outcomes (beneficiaries' knowledge, attitudes or behaviours) it might be more appropriate to have a mixed-team evaluation comprised of adults collecting and analysing quantitative and qualitative data whilst children conduct their evaluation in parallel.
- Where programme staff have not developed their confidence on the use and validity of qualitative methods, as was in the case here since the introduction of OMS, there is a risk that an entirely qualitative evaluation conducted by children may not be regarded as credible.
- It is also necessary to develop staff and donor confidence in the use and validity of qualitative evidence prior to routinely pursuing a child-led process. If a child-led assessment is regarded as less valuable or rigorous, this risks causing harm to CEs and invalidating the spirit of empowerment of this exercise.
- Although this process demonstrated that it is possible to conduct a CLE including children with disabilities among the CEs, Plan International should consider developing a policy for the routine inclusion and engagement of children with disabilities in M&E activities.
- Should Plan International want to involve children in evaluations more frequently, a specific policy on the issue of compensation will need to be developed.

2.8.3 Learning and reflections on the use of tools and methodologies

Overall the set of methodologies developed for this exercise worked superbly well, particularly in consideration of the language and cultural differences and the pilot nature of the research. The following key learning points should be taken into account:

- The use of visuals was particularly helpful to introduce abstract concepts.
- Rubrics proved invaluable in enabling children to deliver a nuanced assessment of each criterion. Although the use of rubrics in evaluations is well known, our research did not reveal any previous experience of using rubrics with children.
- The additional layers of analysis introduced since the Cambodia and Zimbabwe experiences, exploring the depth of transformation and coverage attained by the programme, and the level of statutory change, proved interesting and expanded the CEs' analysis. Although more challenging, this addition to the methodology demonstrated the CEs' ability to handle an additional level of complexity and deepened our understanding of the difference our programme is making in the communities.
- Using child-friendly data collection tools proved to be a great strategy to keep evaluators and respondents engaged in the data collection process, by making it more dynamic and interactive. The additional advantage that these tools minimise note-taking should not be underestimated.
- The tools proved excellent in enabling data analysis because they capture differences visually and render analysis more intuitive. The more visual tools such as the daisy or the snails also proved very effective with adult respondents with lower levels of literacy.

2.8.4 Learning and reflections on the child-led process

The child-led process used for this evaluation has been a fascinating experience for all those involved. It undoubtedly demonstrated that **children have the ability to deliver a credible and nuanced evaluation with integrity and analytical ability**. Noteworthy is the very short training time that was required for them to fully perform their function. A full day training followed by a pilot and reflection was all the training they received. This is very much comparable with the training provided to adults during evaluations.

The process required a high level of support and supervision to guarantee the logistics and safety of the children. This undoubtedly placed a greater burden on staff time than an evaluation entirely led by external consultants, although this still has costs and considerable logistical implications.

The data collected by the CEs was entirely qualitative. Therefore, prior to launching the OMS, this exercise would have been limited in its scope. Several insights revealed by the OMS shaped the analysis in this evaluation, and a number of weaknesses in the programme's approach would not have been detected through the uniquely qualitative research carried out by the CEs.

The total cost of this process was approximately US\$5000. This a modest figure when compared with evaluations carried out by external consultants. However, it is worth mentioning that no large scale data collection was carried out during this evaluation.

All the tools were developed by the Learning and Impact Assessment Officer at Plan UK, but were found to be entirely culturally appropriate for use in the Kenyan context. The whole evaluation process was in fact conducted in English with no translation support for the CEs

who, remarkably, conducted the entire evaluation in English despite this being their third language. The CE's proficiency in English also resulted in a reduced presence of adults during the process. No Plan Kenya staff were present during the data analysis, which was facilitated by a single adult (the Learning and Impact Assessment Officer at Plan UK). However, previous experiences in Cambodia and Zimbabwe would suggest that the presence of implementing staff during data analysis does not influence the CE's decisions once an open and accountable rapport has been established with the CEs.

The methodologies developed for this research also demonstrated children's ability, with the right facilitation, to deliver nuanced assessments that are not simply either positive or negative. Their insights greatly enhanced our understanding of the programme.

We cannot fail to mention the courage and integrity of Plan Kenya in supporting a process that had never been trialled before, with no guarantee it would deliver the desired output. We are very grateful to them for opening up their programme to scrutiny by beneficiaries.

Finally, it is worth noting that the process was a positive and empowering experience for the CEs who participated enthusiastically and visibly enjoyed themselves.

Appendices

Appendix I – Plan Kenya PPA Logframe

GAD Number:	KEN100265						
Country Office:	KENYA						
Programme Name:	PLAN UK - PPA 2 EXTENSION - BUILDING SKILLS FOR LIFE FOR ADOLESCENT GIRLS.						
IMPACT	ALL MILESTONES SHOULD BE CUMULATIVE FROM PPA Y1						
Impact Indicator 1 (previously overall outcome level)		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)		
# of girls and boys enrolled in target grades in project schools.	Planned	do not fill					
	Achieved		7113				
	Source	EMIS					
Impact Indicator 2 (previously overall outcome level)		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)		
# of girls who have dropped out of PPA supported schools in the last school year.	Planned	do not fill					
	Achieved		341				
	Source	EMIS					
Impact Indicator 3 (previously overall outcome level)		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)		
Gender parity rate (girls to boys) in year 9 in targeted schools.	Planned	do not fill					
	Achieved		0.83				
	Source	EMIS					
Note: All impact and outcome targets reflect change we expect to see over time and are not cumulative, at the exception of Indicator OA4, OB1 and OB2. The targets include the expected variance year by year.							
OVERALL OUTCOME A	Overall Outcome A Indicator 1		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	
Girls and boys access and benefit from quality education that responds to their needs and rights. See output 1-2-3-4	% of parents of adolescent girls in target communities who feel that meeting education expenses has been made easier due to access to Saving Groups. (SEE FOOTNOTE 1)	Planned	do not fill				
		Achieved		84%			
		Source	CO M&E Framework				
Overall Outcome A Indicator 2		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)		
% of schools assessed as improved following adolescents' monitoring of girl-boy friendly characteristics.	Planned	do not fill		86% (24/28 schools)	85% (34/40 schools)		
	Achieved		0				
	Source	Score card (a participatory monitoring and evaluation tool applied by adolescent girls and boys).					
OVERALL OUTCOME B	Overall Outcome B (previously Specific C) Indicator 1		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	Assumptions
Policies at local, national, international level are responsive to rights of adolescent girls; and decision-making processes ensure girls' and boys' participation.	# of cases where adolescent girls/boys groups have influenced decision-making of local or national government, international institutions or service provision.	Planned	do not fill				
		Achieved		0		0	
		Source	CO M&E Framework				
Overall Outcome B (previously Specific C) Indicator 2		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)		
See Output 5-6	# of policies affecting adolescent girls' education (new or revised) at international, national and local level, that are influenced by Plan programme experiences.	Planned	do not fill				
		Achieved		4	4	5	
		Source	Plan monitoring - country monitoring reports, copies of influenced policies, policy analysis, progress report on advocacy action plans.				

Note: All output targets are cumulative.									
REVISED OUTPUT 1 → OVERALL OUTCOME A Adolescent girls and boys have access to quality education. (SEE FOOTNOTE 2)	Output Indicator 1.1 # of government officials and local leaders aware of their obligations in relation to girls rights and gender equality.	Planned 0 Achieved Source	Milestone 2 (March 2013) 0 4140 (2258 women, 1882 men)	Milestone 3 (March 2014) 0	Milestone 4 (March 2015) 4180 (2278 women, 1902 men)	Target (March 2016) 4220 (2288 women, 1922 men)	Assumption		
	Output Indicator 1.2 # of boys, girls, and teachers trained in alternative discipline methods and alternative conflict resolution practices.	Planned 100 Achieved Source	Milestone 2 (March 2013) 100	Milestone 3 (March 2014) 150 274 (113 Women, 161 men)	Milestone 4 (March 2015) 314 (185 men, 129 women)	Target (March 2016) 392 (235 men, 157 women)			
	Output Indicator 1.3 # of girls participating in accelerated education or catch-up classes	Planned 0 Achieved Source	Milestone 2 (March 2013) 0	Milestone 3 (March 2014) 0	Milestone 4 (March 2015) 0	Target (March 2016) 0	We cannot monitor this indicator because catch up classes are banned in Kenyan schools due to RISK RATING		
	OUTPUT 2 → OVERALL OUTCOME A Financial barriers to adolescent girls education are reduced	Output Indicator 2.1 # girls accessing financial and material support from Plan, government or other local organisations.	Planned 15 girls Achieved Source	Milestone 2 (March 2013) 15 girls	Milestone 3 (March 2014) 24 girls 40 girls	Milestone 4 (March 2015) 128	Target (March 2016) 154	Assumptions	
		Output Indicator 2.2 # of households (with adolescent girls) linked or signposted to financial support or income generating activities.	Planned 360 Achieved Source	Milestone 2 (March 2013) 360	Milestone 3 (March 2014) 360 946	Milestone 4 (March 2015) 1,068	Target (March 2016) 1,200	RISK RATING	
		OUTPUT 3 → OVERALL OUTCOME A Girls and boys trained by Plan and partners to develop knowledge and awareness of sexual reproductive health and rights.	Output Indicator 3.1 # of girls, boys, men and women trained on sexual reproductive health and rights (SRHR).	Planned 425 girls, 425 boys, 180 women, 100 men Achieved Source	Milestone 2 (March 2013) 425 girls, 425 boys, 180 women, 100 men	Milestone 3 (March 2014) 440 girls, 440 boys, 188 women, 112 men 1391 (507 girls, 224 women, 504 boys, 156 men)	Milestone 4 (March 2015) 1451 (507 girls, 504 boys, 254 women, 186 men)	Target (March 2016) 1511 (507 girls, 504 boys, 284 women, 216 men)	Assumptions
			Output Indicator 3.2 # of health service delivery points that introduce youth friendly measures.	Planned 0 Achieved Source	Milestone 2 (March 2013) 0	Milestone 3 (March 2014) 0	Milestone 4 (March 2015) 0	Target (March 2016) 0	RISK RATING
			OUTPUT 4 → OVERALL OUTCOME A Institutions responsible for girls education become more inclusive and accountable.	Output Indicator 4.1 # of policy development processes (new or revised) supported by Plan and partners at local and national level to be more gender-responsive or address violence against girls in school.	Planned 2 Achieved Source	Milestone 2 (March 2013) 2	Milestone 3 (March 2014) 4 4	Milestone 4 (March 2015) 4	Target (March 2016) 5
		Output Indicator 4.2 # of girls and boys engaged in school governance or decision-making processes at school, local or national level.		Planned 150 girls Achieved Source	Milestone 2 (March 2013) 150 girls	Milestone 3 (March 2014) 320 girls 421 (305 Girls, 116 boys)	Milestone 4 (March 2015) 661 (425 girls, 236 boys)	Target (March 2016) 901 (545 girls, 356 boys)	RISK RATING
FOOTNOTE 1:	This is the percentage of those households/parents that have participated in related interventions since the start of the programme in 2011								
FOOTNOTE 2:	Plan's operational definition of quality education. One that is grounded in respect for human rights and gender equity, that is accessible to all children without discrimination, and one in which all children are encouraged to fulfil their capabilities. It includes a learning environment that is learner-friendly, safe and healthy for all children with mechanisms to prevent and respond to violence. A quality education is accountable to children through the participation of								

OMS

- In-house data gathering every quarter
- Gathering data on minimum common denominators across 7 different countries with different approaches
- Beliefs, behaviours and attitudes NOT how activities are implemented in each country
- Qualitative and Quantitative data is collected
- Increased focus on dropouts
- Analysis and reflection is integrated throughout
- Beneficiary feedback across all tools and all respondents

DATA COLLECTION TOOLS

KAB Knowledge, attitudes and behaviour surveys (KAB) with adolescents

Focus group discussions (FGD) with adolescents **FGD**

Focus group discussions (FGD) with parents **FGD parents**

DRS Drop-out follow up interviews

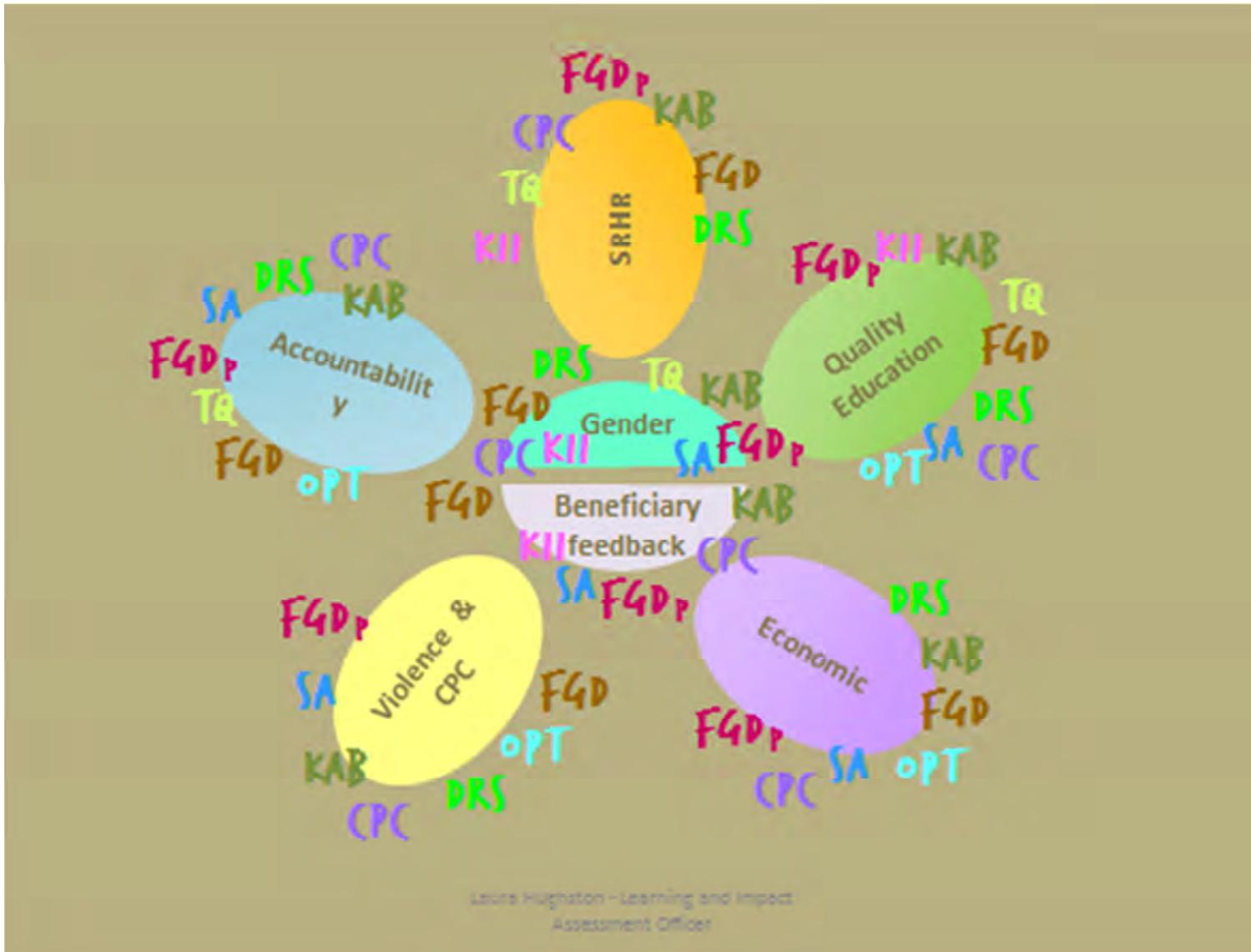
Key Informant Interviews (KII) with leaders **KII**

SA School assessments

Teachers questionnaires **TQ**

Stories, games & activities **OPT**

Child Protection Committees (CPC) assessments **CPC**



ONE YEAR OF OMS (7 COUNTRIES)

KAB with 2617 girls and 2196 boys

40 **FGD parents** with 465 mothers and 469 fathers

KII with 254 leaders **FGD** with 949 girls and 738 boys

Drop out Study with 244 girls and 57 boys

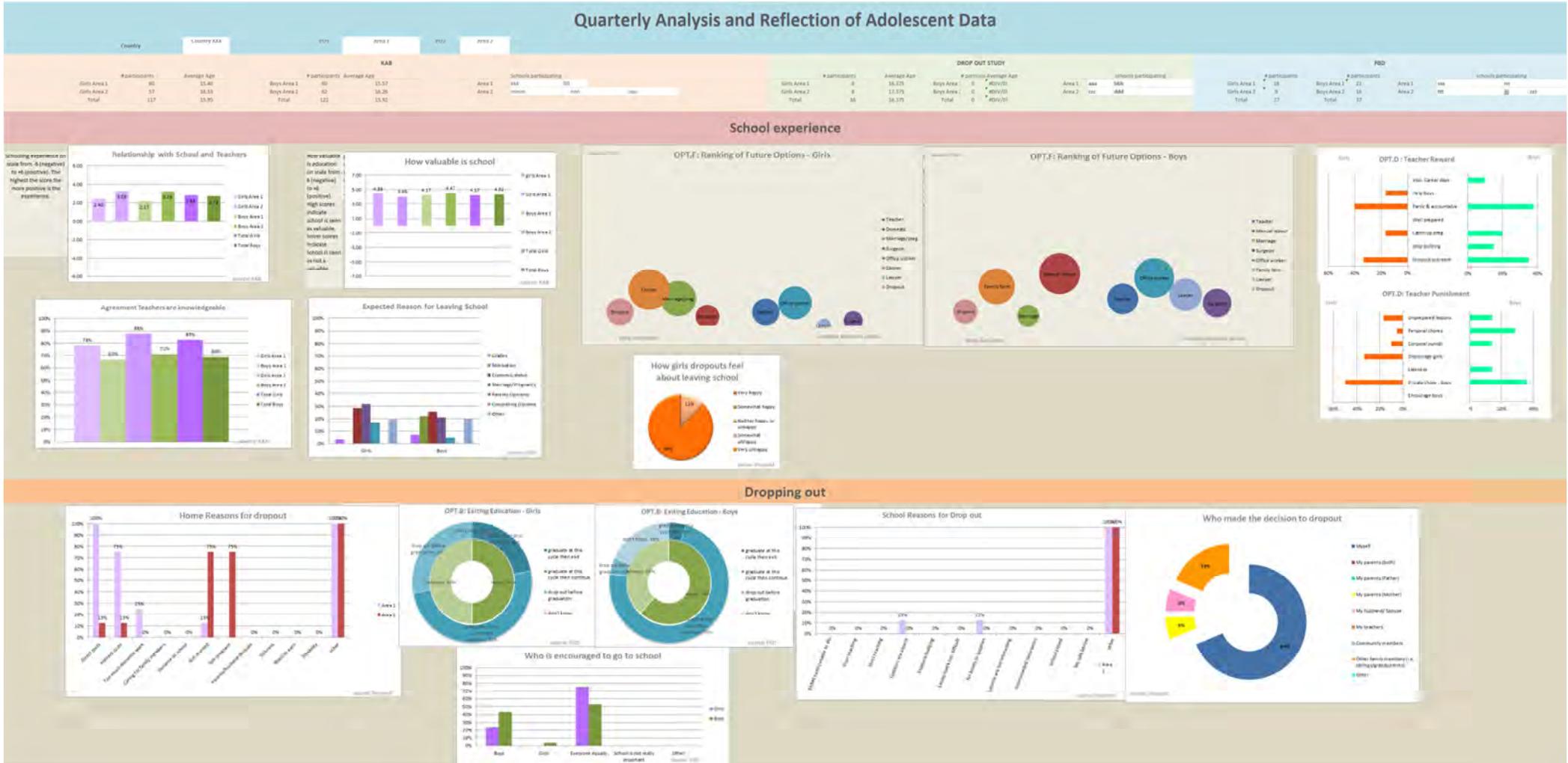
200 **Stories, games & activities** 226 **School Assessment**

Assessments with 152 **Child Protection Committees**

1374 **Teachers questionnaires**

What does it look like?⁶⁰

Quarterly Analysis and Reflection of Adolescent Data



⁶⁰ Screen view of OMS with facsimile data.

Appendix III – FGD Questionnaire for Girls and Boys

1. What is Plan? How has Plan helped you?
2. What challenges you were facing in relation to going to school, before you got assistance from Plan?
3. Are there some of your school mates who dropped out? What challenges did they face?
4. How do you think this (school drop-out) can be prevented?
5. Are the reasons for girls to drop out the same or different?
6. How much has Plan helped in relation to the need?
7. How many were helped? How were they helped? Were they the right people?
8. What kind of things has Plan done in your school?
9. What are the things you would like Plan to do for you?
10. Why is Plan's programme important to you?
11. Do your parents give you chores? How long do you spend on chores?

Appendix IV – FGD Questionnaire for Parents

1. Should parents provide their children with what is needed to go to school?
2. How do you react to your child about his/her performance at school?
3. What actions have you been taking when your child informs you of some challenges in education?
4. What do you do that can prevent your child from going to school?
5. What actions has Plan done to facilitate our child's learning process?
6. What is your child learning now?
7. Do you give your children chores? How much time are they taking? Do they have enough time to study? When are you giving them this work?
8. Are you giving the same chores to girls and boys? If not why?
9. Have you been consulted about the project?

Appendix V – Questionnaire for Leaders

1. Who was consulted and who was part of making decisions about the programme?
2. Has the programme provided what was needed?
3. What proportion of those who needed the programme were helped? How?
4. How were efforts made to include those worse-off or with extra difficulty?
5. How much has the community changed? How?
6. Which institutions responsible for girl education have worked with the programme? What have they achieved on their own?
7. Who was helped the most by the programme with knowledge, information and resources?
8. How will changes remain after activities have stopped? What will need to continue? What can you do to make the programme continue?
9. What action did you take [as a leader] to reduce student drop-out? Would you like to prevent those problems?
10. Are you supporting Plan with the work they are doing? What action did you take?
11. Would you like this programme to continue?
12. Are you happy with the people Plan selected to benefit from the programme?
13. Do you appreciate what Plan is doing?
14. Are you concerned for you people? Are you conscientious in your work? Are surprised by the work Plan is doing in your community?
15. Have people benefitted fairly? How, as a leader, do you ensure fairness?

Appendix VI – Teachers Questionnaires

1. When Plan came, who was given information about the programme?
2. Was all the information about the programme shared or only some?
3. Who was consulted and who was making decisions about the programme?
4. Who was helped the most by the programme with knowledge, resources or services?
5. What proportion of those who needed the programme were helped?
6. What proportion of people in the community changed? What made them change?
7. What were the attitudes and values before the programme? And now?
8. What resources services and knowledge were provided to the whole community?
9. What have institutions achieved on their own?
10. How were efforts made to involve those with extra difficulties?
11. What challenges do you face at school?
12. How important is the work of Plan?
13. What challenges do you face from the children?

Appendix VII – Questions for Plan Staff

1. Why did you start this programme? What problems did you see that made you start this programme?
2. Are you seeing the changes you want to see in the people you are helping? Are you happy with the changes?
3. When was this programme started?
4. What will happen when the programme finishes? What benefits will stay?
5. Are you keeping your promises?
6. How many people have you helped? Was it everyone who needed it or just a few?
7. What are the challenges you face? Do you face the same challenges since the start or are they different?
8. What could you have done better?
9. Are you helping those who really need it? How do you know they are the ones that need the most?
10. How do you help them? How do they reach to your help?
11. Have you taken your time to research the need?
12. Did you involve children in decision making about the programme?
13. What would you need to [in order to] achieve more?
14. How could this programme continue better?
15. Would you like to know more about our problems?

Appendix VIII - Criteria for child-evaluators selection

We would like to select 5 girls and 5 boys who are willing to work with us as evaluators. At least one of the participants should have a disability, but ideally we would like one girl and one boy with a disability. The children with disability should also be attending one of the PPA schools.

The boys and girls should be:

1. Attending one of the PPA supported school in the target areas for at least one year
2. In grades 7, 8 or 9
3. Of an age between 11 and 18
4. They should have a good level of literacy (based on what is to be expected at their age and grade)
5. They **must have parental consent to participate**
6. They should NOT be exclusively selected from among those who always participate in activities or have a leadership role (student reps, child advocates etc.), we would prefer a cross-section of adolescents
7. They should be willing to work with us and with a full understanding what this will involved
8. A special effort should be made to include those from the poorest families and children evaluators will be compensated for their time. This should be explained to them when selecting participants
9. They should be prepared to be responsible, accountable and work collaboratively between them and with us. We require them to be truthful with us, not just polite.
10. They should be in acceptance of our values and respectful of our procedures
11. They should have a reasonable level of confidence or understand that the role requires them to speak out, interview and probe adults, including leaders parents etc. (They will lead discussions, including with adults, which may include conflicting opinions and may be responsible for ensuring everyone has the opportunity to voice their opinions etc.). Children who wish to increase their confidence or assertiveness are welcome, but they need to understand that, once invested with the role, they will have to fulfil this function.
12. Prepared to ask for help when they don't understand something or feel they need more help without being ashamed or embarrassed.

They should have a reasonable level of numeracy (as expected for their age and grade), and able to be understand percentages; and interest in science would also be beneficial.

Appendix IX –Who carries the biggest burden?

In every community there are people who face different challenges and have different burdens. Most people have some burden, but some have many challenges all at once. For example there are people who are often sick or they are weak, there are others who live in very remote areas. There are also some children who only have one parent, whilst some have to look after younger sibling or sick members of their family. All these challenges can add up and make it very difficult to attend school and concentrate when at school.



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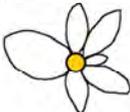
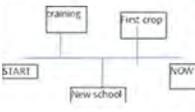


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**Who is in this group?
Why?**

Appendix X - Data collection tools

Tool	Description	To be used with	Advantages	Disadvantages	How is data analysed?	What data can we get?
Individual interview questionnaire	A questionnaire is a list of questions to ask one individual at the time. To facilitate data analysis it is easier to pre-prepare a list of possible answers, but it is also possible to allow the respondent total freedom on how they respond. Example: "Which animals do you like?" the possible pre-prepared answers could be: 1. dog 2. cat 3. cow	Used with individuals . Best to use this tool when there are very few people who have the information needed. Also best used when asking questions about issues that may make the respondent shy in a group.	Easy to develop questions and collect the data. Pre-preparing the possible answers takes more preparation time but simplifies the data analysis.	If trying to interview many respondents this can be very time consuming. Example: if you would like to know how students like their school. If there are 300 students attending the school it would take a very long time to interview them all.	Generally the data is analysed by extracting the percentage of respondents who have given similar answers.	Percentages or number of people who hold a certain view. Example: the % of those who said they like cats.
Group interviews (Focus Group discussions)	This is a discussion where questions are asked of a group of people who have something in common (f.e: they are all boys, they are all farmers etc). Example: with a group of rice farmers: why do you prefer planting rice to carrots?	Used with small groups (6-10) . Best use when wanting to understand the practices of a group/community. It is also useful to understand the diverse reasons for individual choices (f.e: why farmers plant rice - even if all the farmers in the group plant rice, each of them could give a different reasons for this)	Easy to develop questions and collect data from several people at once.	Groups must be small to allow everyone to express their opinions. Data can be difficult to analyse when there are many contrasting opinions.	All the answers are read and a list of answers is created to understand common patterns.	Many different reasons behind an opinion or behaviour. Example: most farmers prefer planting rice because it sells well at the market, but some also plant rice because it doesn't require buying new seeds each year.
Pie Chart 	With this technique respondents are asked to draw a pie chart of how things are and how they should be according to them. Example: how frequently each sport <u>should</u> be practiced in the playground based on your preference for each sport. For the second pie chart, how frequently is each sport <u>actually</u> practiced in the playground.	Can be used with individuals or groups . Useful to compare individual and group preferences to the reality. It is useful to identify what can be improved.	Can be used with individuals and groups, it's easy to explain and easy to analyse.	It is limited to one question at a time.	The size of each pie chart wedge is measured to give a percentage.	Data on what is most important for the respondents. What is being neglected by the programme and changes that should be made to address the respondents priorities.
Ranking	Several options/pictures are presented to respondents who are asked to rank in order of preference. Example: rank this animals in order of preference: cat, dog, chicken, donkey Ranking: 1. dog 2. donkey	Use to find out the most and least favourite option. Can be used with groups and individuals .	Easy to use with individuals and groups.	Can only be used with limited options/pictures. The results only relate to the options presented. Example: if 'elephant' is everybody's favourite animal but it is not presented as an option, we will never know because we didn't present it as an option.	By counting the ranking of each option/picture.	The most favourite option/picture, the least favourite. Example: 90% of people say dog as their favourite animal. 30% of people rank cat as their least favourite animal.
Self confidence snail 	Measure self-confidence using five pictures of the snail. In each picture the snail progressively comes out from inside the shell.	Mostly used with individuals , can also be used with a small group . Use this tool to measure self confidence in public situation.	Very easy to use and fast data collection. Can be used even with very small children.	Can only measure self confidence.	To each picture corresponds a score. Picture one =1, picture 2 = 2 etc.	Number of boys or girls who rate their confidence as 4.

Tool	Description	To be used with	Advantages	Disadvantages	How is data analysed?	What data can we get?
Voting	Individuals vote on different options to identify their preference. The vote can be public by raising hands, or private where each voter casts a vote in secret.	To be used with groups . Use where there is only a limited number of options.	Easy to use and easy to analyse.	If there are large number of options, respondents can be confused. Secret voting can take a long time.	By counting the number of votes for each option.	Number or percentage of votes for each option.
Dilemma	A short story presenting an opportunity or a problem, asking respondents to say what they would do if they were in the story. 	To be used with groups , but could be used with individuals. Use to understand respondents' preferences when there are several equally valid options. Don't use when there is a very clear preferable answer or solution to the problem.	Respondents enjoy participating and pay attention to the question.	Data analysis can be difficult if there are too many possible answers.	All the answers are read and a list of answers is created to understand common patterns.	Number of people who prefer one option. Most frequently quoted reason behind each choice.
	<i>Example: A girl named Kiri has been offered a fully-paid place in a private school away from her family. If she takes the offer, she will have to leave her family and board at the private school and she will not be able to look after her old grandmother. What should Kiri do?</i>			<i>Example: If the story is too simple like 'Kiri has been offered a fully paid place in a private school not too far from her house'; there is no dilemma because the advantages are clear, but there are no real disadvantage in taking up the place at the private school.</i>	All the answers are read and a list of answers is created to understand common patterns.	Why people prefer one solution over another.
Ranking	Several options/pictures are presented to respondents who are asked to rank in order of preference. <i>Example: rank this animals in order of preference: cat, dog, chicken, donkey</i> Ranking: 1. dog 2. donkey	Use to find out the most and least favourite option. Can be used with groups and individuals .	Easy to use with individuals and groups.	Can only be used with limited options/pictures. The results only relate to the options presented. <i>Example: if 'elephant' is everybody's favourite animal but it is not presented as an option, we will never know because we didn't present it as an option.</i>	By counting the ranking of each option/picture.	The most favourite option/picture, the least favourite. <i>Example: 90% of people say dog as their favourite animal. 30% of people rank cat as their least favourite animal.</i>
Body mapping	Using a body outline divided in the middle, ask respondent to mention things they used to see, hear, say or do before the programme and what they hear, say, see or do now. Can be used to assess changes due to the programme .  <i>Example: changes after training on road safety. Before used to cross the road without looking, now always look both side; before drivers used mobile phone whilst driving, now no longer use mobile phone when driving etc.</i>	Exercise conducted in group . It is useful to understand the changes that have taken place.	Easy to use and explain to a group.	Can take a long time to do. There is a risk that people talk about changes not due to the programme, so the facilitators must constantly probe the group.	By understanding the different changes in knowledge and behaviour that have happened as result of the programme. Changes among pedestrians, changes among drivers etc.	Changes in knowledge or behaviour among particular groups (boys, mothers etc) and why these changes have taken place. <i>Example: drivers are more aware of dangerous behaviour but have not changed practice. Pedestrian are more aware of dangerous behaviour and have changed practice as trained.</i>
Daisy	Asking an individual or group to think of themselves as the heart of the daisy, ask to draw petals of different sizes to represent the importance of issues discussed. The bigger the size petal means the issue is very important, a small petal means the issue is not very important. 	Exercise to do with individuals or groups , to understand the relative importance of various issues or items. Can also be used to understand change over time .	Easy to use and explain to an individual or group.	Can take a long time to do. There is a risk that people talk about changes not due to the programme, so the facilitators must constantly probe the group.	How important or useful each component of a programme is to the individual or group. How perceptions of importance have changed over time.	Relative importance or value of each element of a programme. Similar to data obtained with ranking but, unlike ranking, does allow for different elements to have equal value.
	How valuable is each training by the programme: <i>Example: gender, child rights etc.</i>				<i>Example: which training was more useful.</i>	<i>Example: all students value mostly child rights training. Girls also thought the hygiene training was useful.</i>
Upside down T	Asking an individual or group to draw an X for each change they think has taken place: either in the right side, for positive changes or the left side for negative changes. The closer to the Plan line they draw the X, the more they feel the change was caused by the programme.  <i>Example: a drought affected the programme very negatively as farmers lost their entire crop. It was not caused by the programme but many children dropped out of school because families needed income.</i>	Exercise to do with individuals or groups , to understand changes over time and if those changes were caused by the programme .	Very useful to understand changes directly related to the programme.	Respondents can get confused when they talk about changes and forget what was caused by the programme and what was not. The facilitator must keep the respondents focused at all times.	By collecting all positive and negative changes and understanding which is caused by the programme.	Changes that have occurred as caused by the programme, positive or negative. <i>Example: a positive change is that the school built 2 new classrooms, but that was not due to Plan. Teachers also received lots of new teaching materials from Plan and this made lessons more interesting.</i>
Timeline	Through an interview, ask the respondent to tell you what significant events happened during the course of the programmes and when they happened marking them along a line that represents the project from the beginning to now. Ask them the respondent what effect each event had on the programme, how the programme responded and why.  <i>Example: the first training was a defining moment for the programme as everyone learned new skills.</i>	To be used with one well informed respondent .	Delivers information on significant events during the course of the programme. Can be used to understand how the programme responded to events.	Can take a long time. Can only be used with somebody who is very well informed about the project and its history.	By understanding how the programme responded to opportunities and challenges.	How effectively the programme took advantage of opportunities or responded to challenges. How well did the programme make use of learning? <i>Example: the new school building gave confidence to students and parents to ask for better services.</i>

Appendix XI - Evaluation Questions

1. Relevance:

- *The extent to which the programme activities target the identified causes of the problem as perceived by the beneficiaries*
- *How closely the programme priorities match the needs and expectations of the beneficiary groups*
- *The extent to which the programme involved and consulted the beneficiaries when the programme was designed and throughout implementation, and the extent to which efforts were made to include children and the most marginalised in these consultations*

2. Effectiveness:

- *The degree to which the programme's objectives have been achieved/likely to be achieved taking into account their relative importance or priority in the eyes of the beneficiaries themselves*
- *The extent to which a critical mass of community members has experienced a deep enough transformation to shift social norms in the entire community.*
- *The degree to which the programme has been able to influence norms, rules and laws in order to institutionalise new practices and behaviours.*

3. Efficiency:

- *The extent to which the proportion funds allocated by the programme to each result is reflected in the level of achievement, considering the relative importance each result area holds for the beneficiaries*

4. Sustainability:

- *The extent to which the benefits of the programme will endure after funding has stopped and in particular if the beneficiaries will still possess the willingness, ability and opportunity to sustain the changes*

5. Results:

- *The extent of the evidence that the desired changes took place and were brought about by the programme and that no undesired changes occurred as result of the programme*

6. Equity:

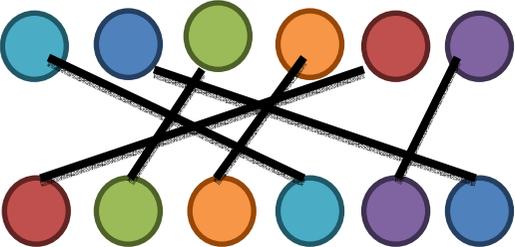
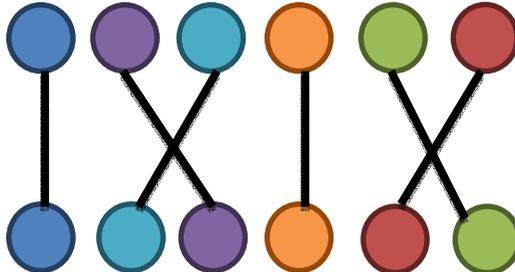
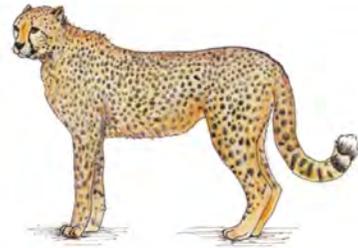
- *Did different groups of beneficiaries and especially the most vulnerable, benefit equally from the programme? Who experienced most change? Did any group experience negative change?*

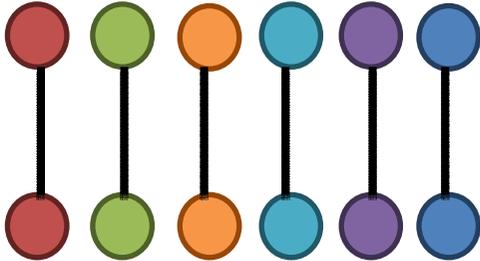
Appendix XII - Rubric Linking Programme Priorities with Needs⁶¹

We assess how well the programme chose priorities in relation to what is important to the beneficiaries.

	<p>Level Lizard</p>  <p>The programme priorities are not aligned at all with what the communities want and need. The programme is giving too much importance to areas not important to the community and too little importance to areas that are very important to the community. There are also problems that are important to keep girls in school that the programme is not addressing.</p>
	<p>Level Goose</p>  <p>The programme priorities are mostly misaligned with what the community wants and needs but not by too much (there are many very long links between the bubbles but there are also some short ones). There are some problems to keeping girls in school not addressed by the programme but they are not very important.</p>

⁶¹ Images courtesy of Emily Woodrooffe

	<p style="background-color: yellow; padding: 5px;">Level Deer</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>The programme priorities are partially misaligned with what the community wants and needs but not by too much (there are just a few long links between the bubbles but there are also some short ones). There is no problem to keeping girls in school that the programme is not addressing or they are only the least important.</p>
	<p style="background-color: yellow; padding: 5px;">Level Cheetah</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>There is good alignment between the programme priorities and what the community needs and expects. Most of the problems are addressed by the programme are what the community wants and needs but there are some small differences in the importance given to those problems. There are no very long links and there are no important problems stopping girls from enrolling and staying in school that the programme is not working to address.</p>

	<p>Level Cow</p>  <p>There is perfect alignment between the programme priorities and what the community needs and expects. All the issues the programme addressed by the programme are exactly what the community wants and needs. There are no important problems stopping girls from enrolling and staying in school that the programme is not working to address.</p>
<p>Which level best describes what you have seen?</p> <p>Why? What is the evidence for saying so?</p>	

Appendix XIII - Rubric Involving, consulting and sharing information with community⁶²

We assess how well the programme shared information, consulted and took decisions with all the people in the community, including girls, boys and people with additional difficulties.

Level Lizard

<p>Members of the community don't know about the project objectives and they were never asked what they needed or wanted. They were not involved in selecting beneficiaries and were not explained the criteria for selection. When things change, members of the communities don't know how decisions are made or why. They never see reports or data from the programme and they don't know if the expected results are being achieved. Members of the community don't know the programme budget or how resources are allocated.</p>
Level Goose

<p>Few community members were asked their opinion when the project objectives were set but they were not involved in making decisions. Only a few were asked for their opinion on the criteria to select beneficiaries but they did not take decisions. If things change, very few people are informed of the changes but they are not involved in taking decisions. The great majority of community members were never involved in selecting priorities for the programme, choosing the criteria for beneficiaries or when things change. Most people don't know how decisions about the programme are made or why and are not aware of how budgets are decided. They never see reports or data from the programme and they don't know if the expected results are being achieved. If people ask for information they mostly don't get a response.</p>

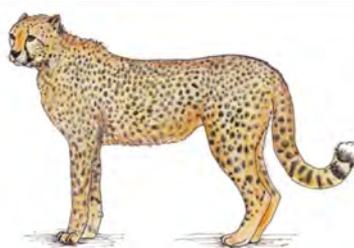
⁶² Images courtesy of Emily Woodroffe

Level Deer



Most members of the community, including girls and boys, **were involved** in deciding the programme objectives **but Plan made all the decisions** in the end. The **most vulnerable were not consulted and no special effort** was made to share information with them (like translating information, or arranging meetings where they could come). The criteria for selecting beneficiaries were discussed with members of the community but **it was mostly the opinions of educated and older people that Plan listened to**. When things change members of the community are consulted, but not everyone. Normally there is no time, so mostly just adults are asked for their opinions but then Plan takes all the decisions and then let everyone know. If people who can read want to see the reports and data about the programme, they can ask Plan staff but normally Plan will not share those with the community, so that **most people, girls and boys, don't know why decisions are taken**. The budget is not shared with members of the community and mostly don't know how resources are allocated.

Level Cheetah



The majority of members of the community **were involved in choosing some of the programme objectives** by themselves, including men, women, girls and boys they all had a say in the determining the priorities for the programme. **Girls, boys, women and men, all were also able to suggest** the criteria for selecting beneficiaries and the final decision reflected what they had said. To ensure vulnerable people were able to participate in the decision making, **Plan invited them to meetings and tried to facilitate their participation** (for example by arranging transport and support), but very few actually participated because it was too difficult for them to attend (for example because meetings were arranged too far or at a difficult time). Also information was not easy for them to access (for example: only written information, or only in English). This also happened when things changed and new decisions needed to be made, Plan involved everyone and listened to what people had to say, but only for those who were able to attend. When there is an important event in the programme like an evaluation, **Plan shares the reports** and the data with the whole community and discuss how things can be improved, **but sometimes this is difficult to access for some people** like girls and boys and others who are most vulnerable. Information about the budget and how resources are allocated is available if people ask, but it's not routinely shared by Plan.

Level Cow



All members of the community have chosen the programme objectives by themselves, including men, women, girls and boys they all had a say in deciding the priorities for the programme and they chose the criteria for selecting beneficiaries. To ensure vulnerable people were able to participate in the decision making, **Plan made information available to them in different ways** (for example, verbally presenting information to people who can't read or translating it into their preferred language etc.) and Plan made sure they were invited, at a time that suited them and facilitated them to come. This also happened when things changed and new decisions needed to be made. Everybody knows that success for this programme means achieving the objectives chosen by the community together and equally: girls, boys, women and men, including those who face greater challenges due to poverty, poor health or belong to a minority. **Plan shares both the reports and the data they produce about the programme so that the whole community learns together** about what is going well and what can be improved. **Information about the budget and how resources are allocated is known** to members of the community and easily available.

Which level best describes what you have seen?

Why? What is the evidence for saying so?

Appendix XIV - Rubric: Relevance⁶³

We assess:

The extent to which the programme activities target the root cause of the problem and the extent to which the programme activities reflect the need and aspirations of the community.

To make a decision, we calculate the average between the animal of the linking exercise and the involving and consulting exercise. Use the data you collected and the data we provided, then use the table below to check if you are satisfied with the final animal:

Level Lizard

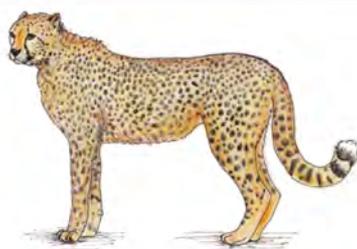
<p>The programme did not consult very well as a consequence did not know well the problems in the communities and therefore the programme activities do not address the real problems that are keeping girls and boys out of school.</p>
Level Goose

<p>The programme consulted only with very few people but most people were excluded from defining the programme priorities. Some serious problems were not identified or given the wrong level of priority.</p>
Level Deer

<p>The programme made an effort to involve as many different people as possible to ensure the programme set the priorities correctly but the most marginalised were not able to participate and as a consequence there is some misalignment between the programme activities and what is really needed for every girl and boy to go and stay in school.</p>

⁶³ Images courtesy of Emily Woodroofe

Level Cheetah



The programme made a **real effort to involve** as many people as possible to define the priorities and the programme priorities are mostly what is needed to keep girls and boys in school, but **more involvement could have resulted in perfect** alignment between the programme priorities and what is needed.

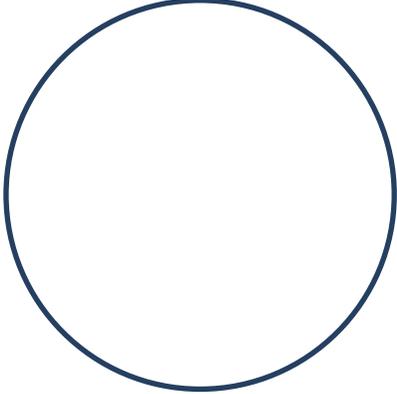
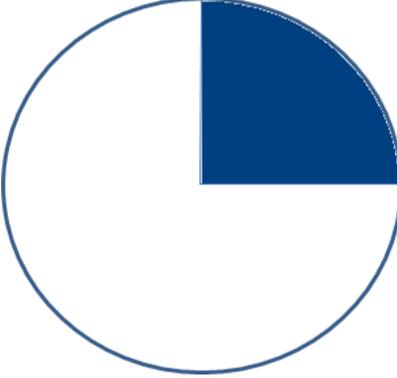
Level Cow



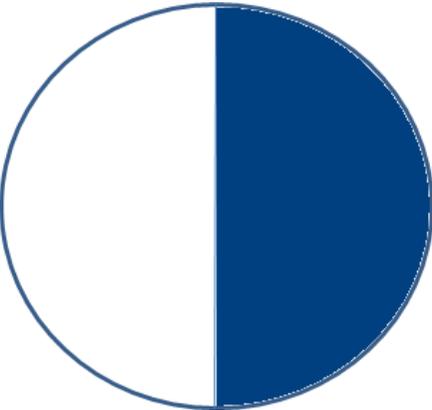
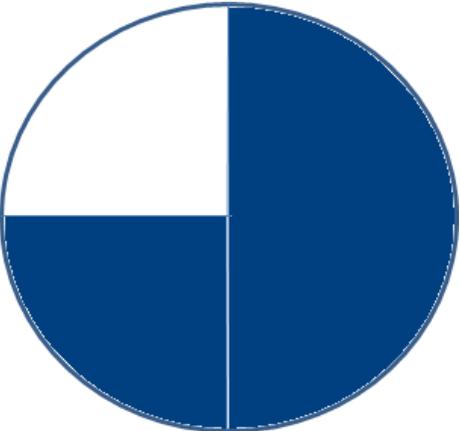
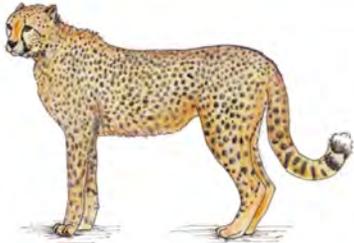
The programme priorities have been entirely chosen by the community who takes responsibility for the programme. **With special efforts**, the programme was able to facilitate even **the most marginalise to have their voice** in the programme and now the programme activities target **exactly what is needed to keep every girl and boy in school.**

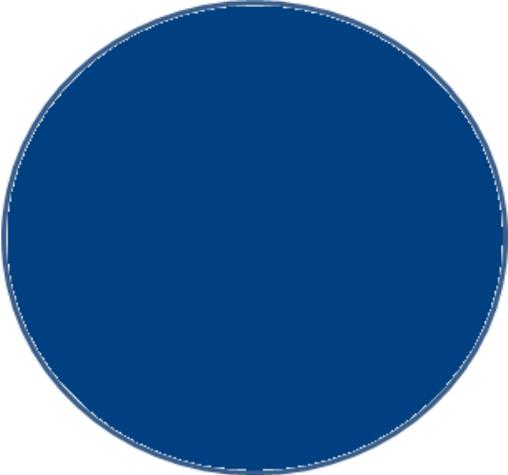
Discuss in your group: are you satisfied with the final animal size? In consideration of everything you have seen and learned and all the data you have available, do you think your final choice is right? Do you want to change it? If you want to change it, please explain your reason for changing the result:

We assess the level of achievement by the programme.

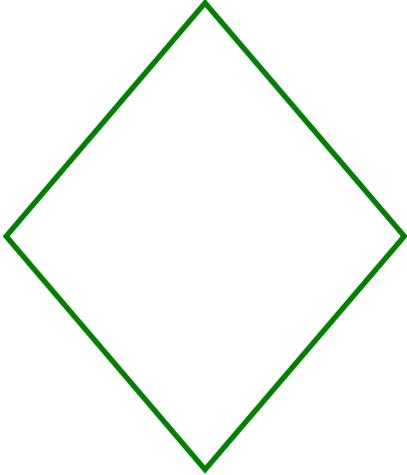
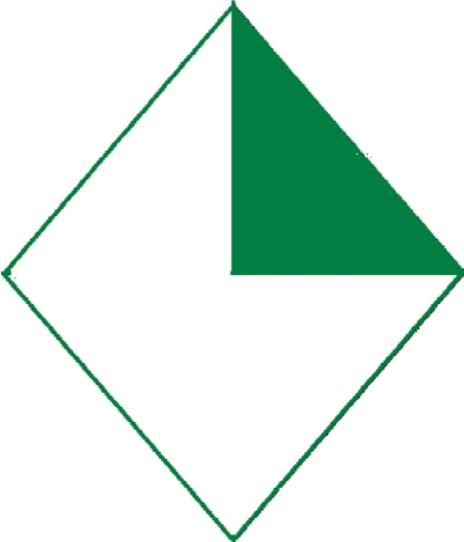
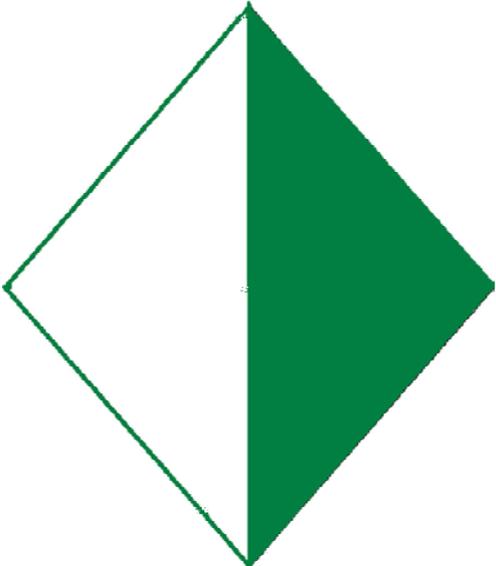
	<p>Level Lizard</p>
	<div style="text-align: center;">  </div> <p>There is no evidence that there has been any change at all in knowledge, attitudes or behaviours, as desired by the programme, or the evidence indicates that all the changes seen, have been caused by other factors and not the programme's work.</p>
	<p>Level Goose</p>
	<div style="text-align: center;">  </div> <p>Only a small proportion of community members have changed a little bit their knowledge, attitudes and behaviours. The changes are very superficial and small (for example they have changed from disagreeing a lot to slightly disagreeing with some practices). It is only the easiest to reach or easiest to persuade people, that show some change; the majority and those in greater need do not show any change; or major positive changes have taken place but the changes were most likely caused by other factors played an important role in causing the changes.</p>

⁶⁴ Images courtesy of Emily Woodroofe

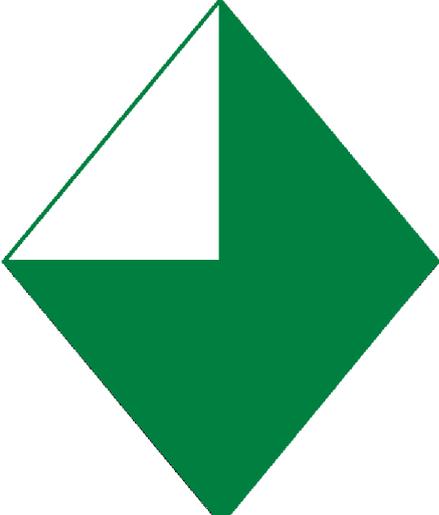
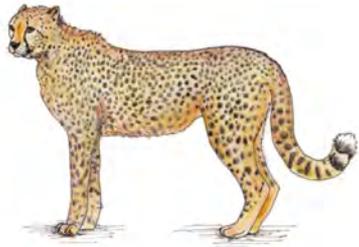
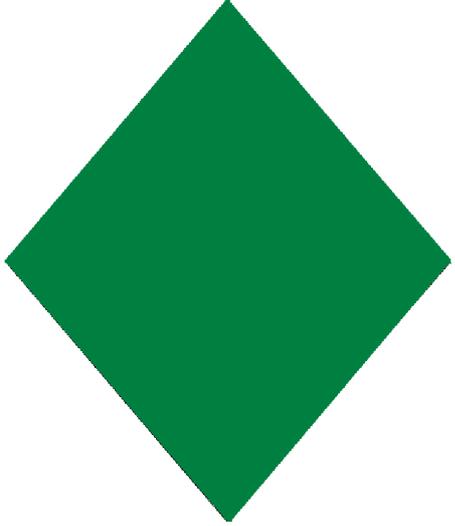
	<p>Level Deer</p>  <p>Most people have changed at least a little on how they think and behave, but not everyone in the community experienced the change in the same measure. The easiest to reach have experienced the biggest change whilst those most difficult to reach experienced very little change; or a group has also experienced negative change whilst many experienced positive change. There is enough evidence to conclude that the changes were caused by the programme and there is no evidence of serious negative changes caused by the programme to large numbers of people.</p>
	<p>Level Cheetah</p>  <p>The majority of the people in the community have experienced deep transformation in the way they think and behave. Both those easiest to those harder to reach have experienced a deep transformation in the way they think and behave, and there is strong evidence that this was caused by the programme. Very few people or nobody at all has experienced negative change, or there is no evidence that any negative change was caused by the programme. Whilst other factors might have contributed a little, the majority of the positive changes and the depth of the changes seen are due to the work done by the programme.</p>

	<p>Level Cow</p>
	<div data-bbox="1294 201 1711 488" data-label="Image"> </div> <div data-bbox="913 536 2092 842" data-label="Text"> <p>Everyone in the community has experienced deep transformation and everyone thinks and acts very differently. Those that were harder to reach or harder to persuade, have changed the most and now demonstrate very different ways of thinking and behaving. If anybody now would speak or behave in the old ways (for example send a boy to school but not his sister), the whole community would strongly disapprove of them. There is strong evidence that this was caused by the programme and whilst other factors might have contributed a little, the change and the depth of the change is due to the work done by the programme. There is no real evidence of any negative change caused by the programme.</p> </div>
<p>Which level best describes the achievement?</p> <p>Why? What is the evidence for saying so?</p>	

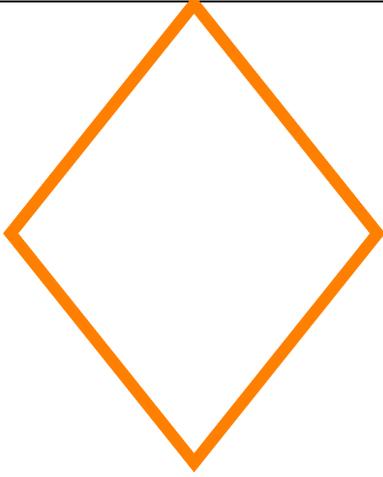
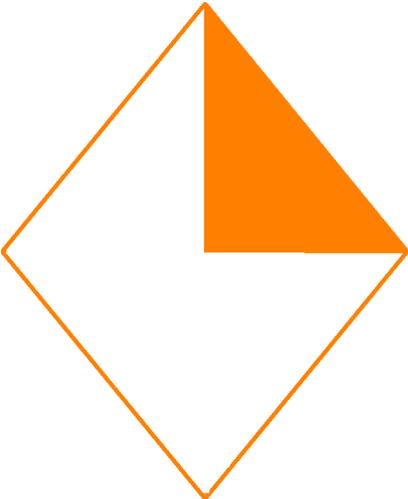
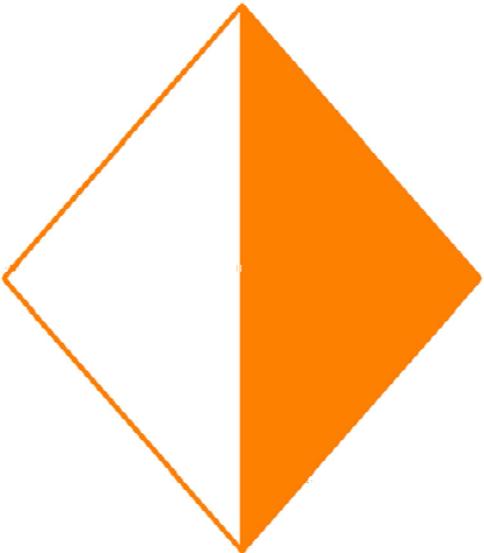
Appendix XVI - Rubric: How many people have been reached by the programme in relation to the need.⁶⁵

	<p>Level Lizard</p>  <p>The programme activities have benefitted a very small proportion of those who needed them and therefore the difference made by the programme is only felt by the very few who benefitted and not by the entire community.</p>
	<p>Level Goose</p>  <p>The programme activities have benefitted a small proportion of those who needed them and there are many who needed the activities that did not benefit. Therefore the difference made by the programme is not felt very strongly by the community.</p>
	<p>Level Deer</p>  <p>The programme activities have benefitted a good proportion of those who needed them but not everybody. The community is beginning to feel the difference made by the programme but not everybody.</p>

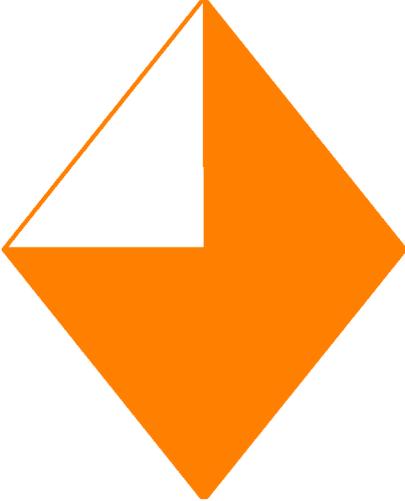
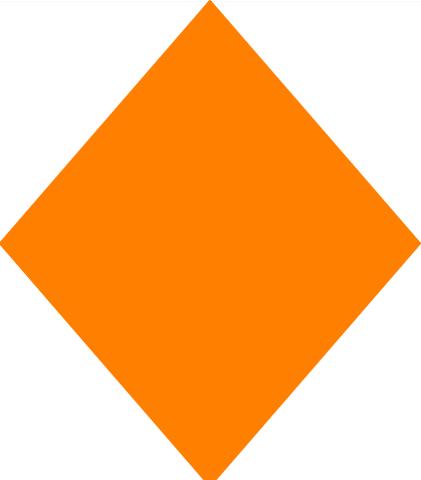
⁶⁵ Images courtesy of Emily Woodroffe

	<p>Level Cheetah</p>
	
	<p>The majority of those who needed the programme activities did benefit and therefore the entire community feels the difference made by the programme even if there are still some people that need the support from the programme.</p>
	<p>Level Cow</p>
	
	<p>All of those who needed the programme have been able to benefit therefore the entire community has been transformed.</p>
<p>Which level best describes the achievement?</p> <p>Why? What is the evidence for saying so?</p>	

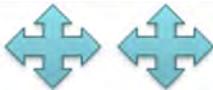
Appendix XVII - Rubric: Depth of Transformation.⁶⁶

	<p>Level Lizard</p>  <p>The programme has not changed the level of knowledge, attitudes or behaviour very much. Those who were involved in the programme activities have only acquired a little knowledge but not enough to strongly change the way they think or behave.</p>
	<p>Level Goose</p>  <p>The programme has changed a little the level of knowledge and attitudes but has not changed the way people behave. Those who were involved in the programme activities have acquired new knowledge and changed how they think a little but are still behaving as they did before.</p>
	<p>Level Deer</p>  <p>The programme has changed the level of knowledge, attitudes and behaviours in the community but not deeply and in only a few of the results area (gender, SRHR, economic barriers to girls' education, quality of education, corporal punishment and accountability). Those who have participated in the programme have gained new knowledge, think differently but don't always behave very differently because they are not fully convinced of all the new ways of thinking and behaving.</p>

⁶⁶ Images courtesy of Emily Woodrooffe

	<p>Level Cheetah</p>
	<div data-bbox="938 197 1295 448" data-label="Image"> </div> <div data-bbox="715 465 1517 757" data-label="Text"> <p>The programme has obtained a good the level of change in knowledge attitudes. People appear persuaded about some of the new ways of thinking and mostly have changed how they behave in some but not all the results area (gender, SRHR, economic barriers to girl's education, quality of education, corporal punishment and accountability) and still need regular encouragement to continue with the changes.</p> </div>
	<p>Level Cow</p>
	<div data-bbox="912 869 1311 1146" data-label="Image"> </div> <div data-bbox="715 1164 1497 1415" data-label="Text"> <p>The programme has obtained radical change in knowledge, attitudes and behaviours. People think very differently, have different values and behave very differently in every result area targeted by the programme (gender, SRHR, economic barriers to girls' education, quality of education, corporal punishment and accountability).</p> </div>
<p>Which level best describes the achievement?</p> <p>Why? What is the evidence for saying so?</p>	

Appendix XVIII - Rubric: Changes in Rules and Laws

	<p>There is change in practice for a whole school or community but there is no formal rule or law about keeping these changes and nobody is responsible for making sure the changes continue.</p>
	<p>The programme caused a change in practice for a whole school or community and there is a new rule/by-law etc (local level) to make the changes a new norm, but no one is responsible for enforcing the new norm or enforcement is still very weak and not many know about it.</p>
	<p>New formal rules/laws have come about as result of the programme in the local area (district etc). Someone (person or institution) is responsible for enforcing it but lacks capacity, ability, or funding. Enforcement in the future is not guaranteed.</p>
	<p>The programme caused a change in formal rules/laws at district or national. Someone (person or institution) is responsible for enforcing and the new system. Enforcement is in place and active.</p>

Appendix XVIII - Rubric: Effectiveness⁶⁷

We assess the degree to which the programme's objectives have been achieved taking into account their relative importance to the community. We consider how many were reached and how much they were changed and if the changes have become permanent with new rules that everyone will need to observe in the future.

This is an example of how we do it:

Priority	X (◀ + ▶ + ⇄)		
1 = 5	◀	▶	⇄ ⇄
2 = 4	◀▶	▶◀	
3 = 3	◀	▶	⇄

Level Lizard

<p>The programme has reached only a small proportion of those who needed and obtained only superficial change in awareness but not behaviour, especially on the results that are most important.</p> <p style="text-align: center;">Points: 30 to 62</p>
Level Goose

<p>The programme has reached only some of those who needed and obtained good change only in awareness and knowledge but not behaviour. The most important results did not reach the majority of those who needed and did not achieve deep transformation of behaviour.</p> <p style="text-align: center;">Points: 63 to 95</p>

⁶⁷ Images courtesy of Emily Woodroffe

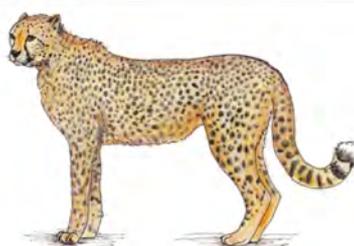
Level Deer



The programme has reached a **good proportion** of those who needed and obtained **good change only in some of the results areas targeted but not all** (gender, corporal punishment, SRHR, etc). Not all the **most important results reached all and did not achieve deep transformation of behaviour**. Some of the changes have now become new norms.

Points: 96 to 128

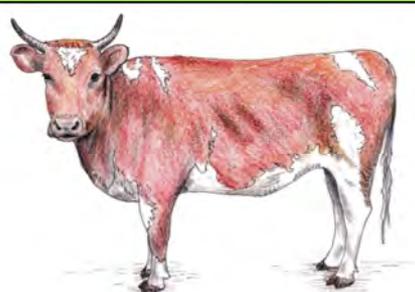
Level Cheetah



The programme has reached a **very large proportion** of those who needed and obtained **very good change in most of the results areas targeted but not all** (corporal punishment, SRHR, etc). The **most important results reached a large proportion** of those who needed and achieved **good transformation of knowledge, attitudes and behaviour**, but there are still some who have not experienced change. Some changes in norms and rules have also taken place and will affect future generations.

Points: 129 to 161

Level Cow



The programme has reached all of those who needed and obtained **deep transformation in most or all of the results areas targeted** (gender, corporal punishment, SRHR, etc). The **most important results reached all or a very large proportion of those who needed and achieved deep change in knowledge, attitudes and behaviour**. Many changes in norms and rules have also taken place and are now regularly enforced and will affect many future generations.

Points: 162 to 195

Appendix XIX – Rubric: Efficiency⁶⁸

We assess:

If the programme has used funding in an economical way by concentrating efforts to achieve the maximum possible results.

To make a decision we compare the proportion of budget for each activity with the overage and depth (Effectiveness).

The table below shows the animal that corresponds to the points we have given to each activity and also gives a definition.

Find the animal that corresponds to the points we have given then read the definition and decide if you think our calculation has given a fair result. If you feel that the level is not fair, based on the data you have collected and what we have given you, please explain which animal you choose instead and why.

Level Lizard

<p>Points: 52 to 97</p> <p>The project spent most funding on a few activities that were too difficult and could not reach all those that needed or make a difference. This has left too little funding available for other activities. The funding is not sufficient for all the results to be achieved and the programme should have concentrated the available funds to fewer priorities.</p>
Level Goose

<p>Points: 98 to 143</p> <p>The project spent most funding on difficult activities that were very needed. Some people were reached and changed a little but only on some desired results because funding was not sufficient to reach and change everyone who needed it with all the activities. The programme could have achieved better if it had concentrated the available funding on fewer priorities.</p>

⁶⁸ Images courtesy of Emily Woodroofe

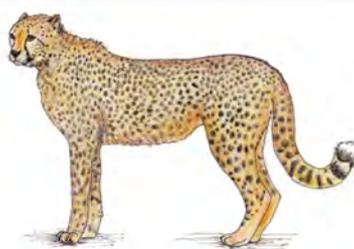
Level Deer



Points: 144 to 189

The programme has reached a good proportion of people in some activities **but not in all** and **did not change all of them**. There are also activities that **have consumed a lot of funding but did not reach enough people or change them**. The cheaper activities delivered better results than the more expensive ones. The programme has probably **set too ambitious objectives on the most expensive activities** and too easy objectives on the cheaper activities.

Level Cheetah



Points: 190 to 235

The programme has reached a **high proportion of people in most activities** but **there is still a small proportion that has not been reached or has not experienced the desired changes**. The programme has **set ambitious objectives** and may not be able to achieve them all with the funding available but will achieve most.

Level Cow



Points 236 to 280

All those who needed the activities have been reached and have changed completely. Funding was spent very wisely, because **more difficult problems absorbed more funding but delivered excellent** and less difficult results received sufficient funding to fully achieve their results.

Which level best describes what you have seen?

Why? What is the evidence for saying so?

Appendix XX – Rubric: Community’s ability to continue with new behaviour (Sustainability)⁶⁹

Level Lizard

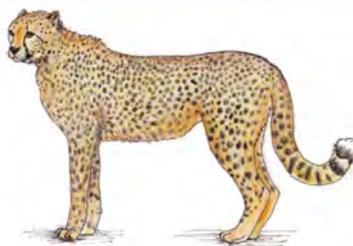
<p>Once the programme is over, people will not be able to carry on with any new behaviour or skill they have learned through the programme because it will cost them too much effort, money or time they can't afford. They are currently applying the new behaviours because Plan is taking care of the burden (money, effort, time etc.) for them, but without this support they would not be able to continue by themselves.</p>
Level Goose

<p>Once the programme is over, some people may be able to continue with the new skills, knowledge and behaviours but for the majority this will be very difficult because of the burden (money, time, effort) is very high.</p>
Level Deer

<p>Once the programme is over, most people will be able to continue with the new skills, knowledge and behaviours but it will be a small burden (money, time, effort) to them. The programme has given some of them the ability to take care of that burden and they will probably continue with the new ways but for some the burden will soon become too heavy and they will stop with the new knowledge, skills and behaviours.</p>

⁶⁹ Images courtesy of Emily Woodroffe

Level Cheetah



Most people have been **empowered with the ability to sustain the burden** (time, cost, effort etc.) of putting the new knowledge, skills and behaviour into practice but **for a small group, this will continue to be a challenge**. As more and more people put the new skills, knowledge and behaviour in practice, the new ways become more normal and easier.

Level Cow



People have been **equipped with all the resources and abilities they need** (for example: ability to generate money, to free up time, power etc.) to continue applying the new skills, knowledge and behaviour even after the programme is over. In fact it is easier for them to continue with the new skills, knowledge and behaviour and they will face some negative consequences if they don't.

Which level best describes what you have seen?

Why? What is the evidence for saying so?

**Appendix XXI – Rubric: Community’s motivation to continue with new behaviour
(Sustainability)⁷⁰**

Level Lizard

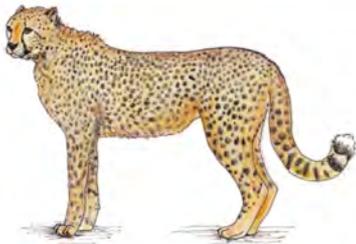
<p>There is no evidence to indicate that the programme has been successful in changing the way people think or behave. Those who think or behave differently are quickly shamed by others in the community to return to old ways of behaving.</p>
Level Goose

<p>There is some evidence that the programme has been successful in changing the way people think or behave but they are only doing it because Plan is present and monitoring. Those who think or behave differently have not been fully convinced about the new skills, knowledge and behaviour but have been persuaded to temporarily act like this.</p>
Level Deer

<p>There is evidence that the programme has been successful in changing the way people think or behave for themselves and not simply to be polite to Plan. Those who think or behave differently are only a minority and without on-going support from Plan there is a risk that they will be persuaded by the majority, that has not changed, to return to their old way of thinking and behaving.</p>

⁷⁰ Images courtesy of Emily Woodroffe

Level Cheetah



Large numbers of community members have changed the way they think and behave and there is evidence that they are experiencing some benefits from the new ways of thinking and behaving. There is evidence that the change is genuine and not simply to be polite to Plan and they are unlikely to go back to the old ways. If someone starts to reverse back to their old ways of thinking and behaving, it is likely that someone in the community will notice and encourage them to continue with the new ways.

Level Cow



Community members have experienced big benefits from the new ways of thinking and behaving and have seen how it improves their lives. Their way of thinking has been transformed and they show no intention of returning back to the old ways because this is their new mind-set. If someone starts to reverse back to their old ways of thinking and behaving, there will be many to hold them accountable and encourage them to continue with the new ways.

Which level best describes what you have seen?

Why? What is the evidence for saying so?

Appendix XXII – Rubric: Community’s opportunity to continue with new behaviour⁷¹

Level Lizard

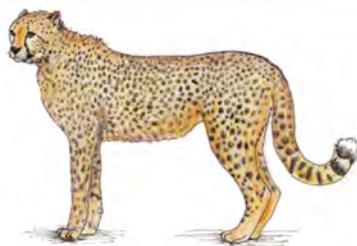
<p>When the programme is over, people will not have an opportunity to use their new skills, knowledge or behaviour because they will not have a choice to do so. (for example: services will no longer exist, structures like committees will not be maintained etc.)</p>
Level Goose

<p>Once the programme is over, for a short period of time there will be some opportunities for people in the community to continue putting the new skills, knowledge and behaviour in practice but soon after the end of the programme the opportunities and choices will start to diminish. (for example: committees will stop functioning, groups will stop meeting etc.)</p>
Level Deer

<p>Once the programme is over, there will continue to be some opportunities for people to put the new skills, knowledge and behaviour in practice but not for everybody. Over time fewer and fewer people will have the opportunity to put in practice the new skills, knowledge and behaviours whilst the majority in the community will revert to the previous ways.</p>

⁷¹ Images courtesy of Emily Woodroffe

Level Cheetah



The skills, knowledge and behaviour promoted by the programme will continue to be used after the programme has ended and members of **the community will continue to have opportunities to practice and strengthen the new ways of thinking and behaving.** The choice to practice the new skills, knowledge and behaviours is entirely theirs and they will not depend on others creating an opportunity (for example: decision making meetings, or using services etc.).

Level Cow



The skills, knowledge and behaviour promoted by the programme **will continue to be used long after the programme has ended because members of the community will continue to have opportunities** to practice and strengthen the new ways of thinking and behaving because they have full control over the decision to apply the new ways but also because they **will continue to create more opportunities** that were not there before (for example: new committees, new services, new groups etc.)

Which level best describes what you have seen?

Why? What is the evidence for saying so?

Appendix XXIII - Rubric: Sustainability⁷²

We assess:

The extent to which the benefits of the programme will continue after funding has stopped. We are considering only the benefits of the programme, not the specific activities because activities may change or stop, but will the community continue to feel the benefit?

To make a decision calculate the average between the 3 animals for Depth of change, Opportunity and Ability use the table below to check if you are satisfied with the final animal:

Level Lizard

<p>Once the programme is over, people will have little or no ability, motivation or opportunity to continue with the changes introduced by the programme. Girls and boys will continue to face many challenges going to school and many will continue to drop out, just as they did before the programme started.</p>
Level Goose

<p>Once the programme is over, people will have some ability, opportunity and motivation or high levels of one of the three but very little on the other two. Girls and boys will still face challenges in going to school and staying in school to grade nine even most are able to overcome these challenges, but many will still drop out.</p>

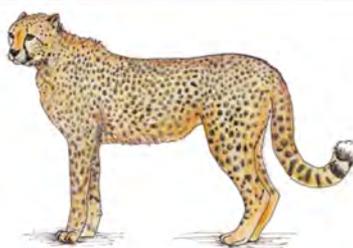
⁷² Images courtesy of Emily Woodroofe

Level Deer



Once the programme is over, people will have **good level of only two** (ability, motivation, opportunity) **and low level of one**. Most boys and girls will be able to go to school and stay to grade nine but many, especially the poorest, will still drop out before completing grade nine.

Level Cheetah



Once the programme is over, people will have **good, but not excellent, level on all three** (ability, motivation, opportunity) or excellent on two but low level on one. **The majority of girls and boys will continue to go to school, but some will still drop out.**

Level Cow



Once the programme is over, people will have **excellent ability, motivation, opportunity to continue with the new knowledge, attitudes and behaviours** and girls and boys will face no challenges and **everyone will be able to go and stay in school** at least to grade nine. Nobody will have to drop out before grade nine because of lack of support or financial means.

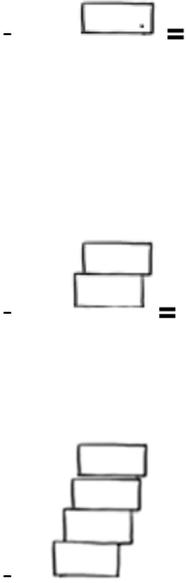
Discuss in your group: are you satisfied with the final animal size? In consideration of everything you have seen and learned and all the data you have available, do you think your final choice is right? Do you want to change it? If you want to change it, please explain your reason for changing the result:

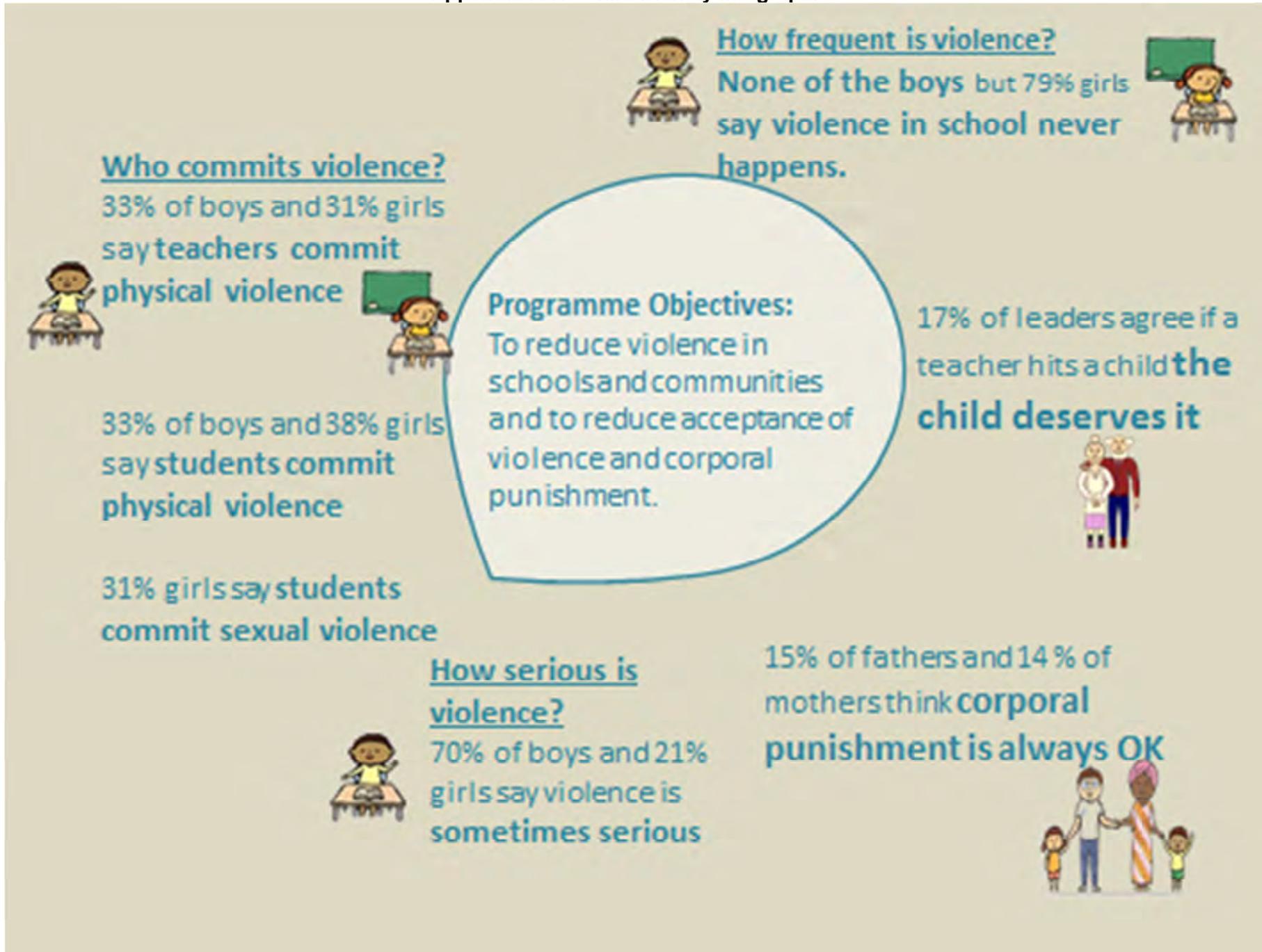
Appendix XXIV – Rubric: Equity⁷³

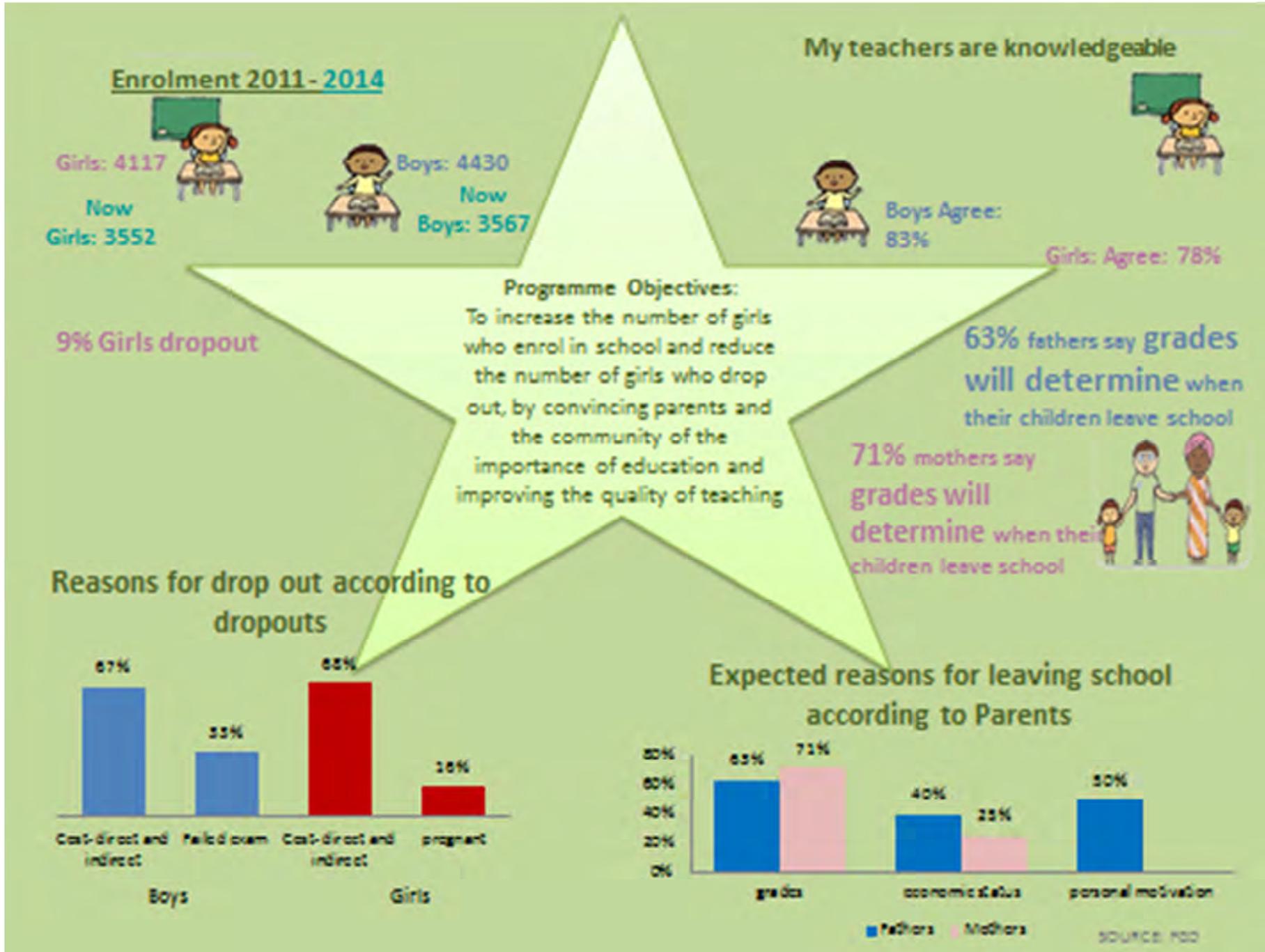
	<p>- <input type="checkbox"/> =</p> <p>- <input type="checkbox"/> =</p>		<p>Level Ant</p>  <p>The programme has improved things for those who were better off but has made no change for those who were worse off. Disparities have now increased.</p>
	<p>- <input type="checkbox"/> =</p> <p>- <input type="checkbox"/> =</p> <p>- <input type="checkbox"/> =</p>		<p>Level Snail</p>  <p>The programme has alleviated the challenges of <u>everyone equally</u>. Everyone is now a little better but we still have the same disparities.</p>

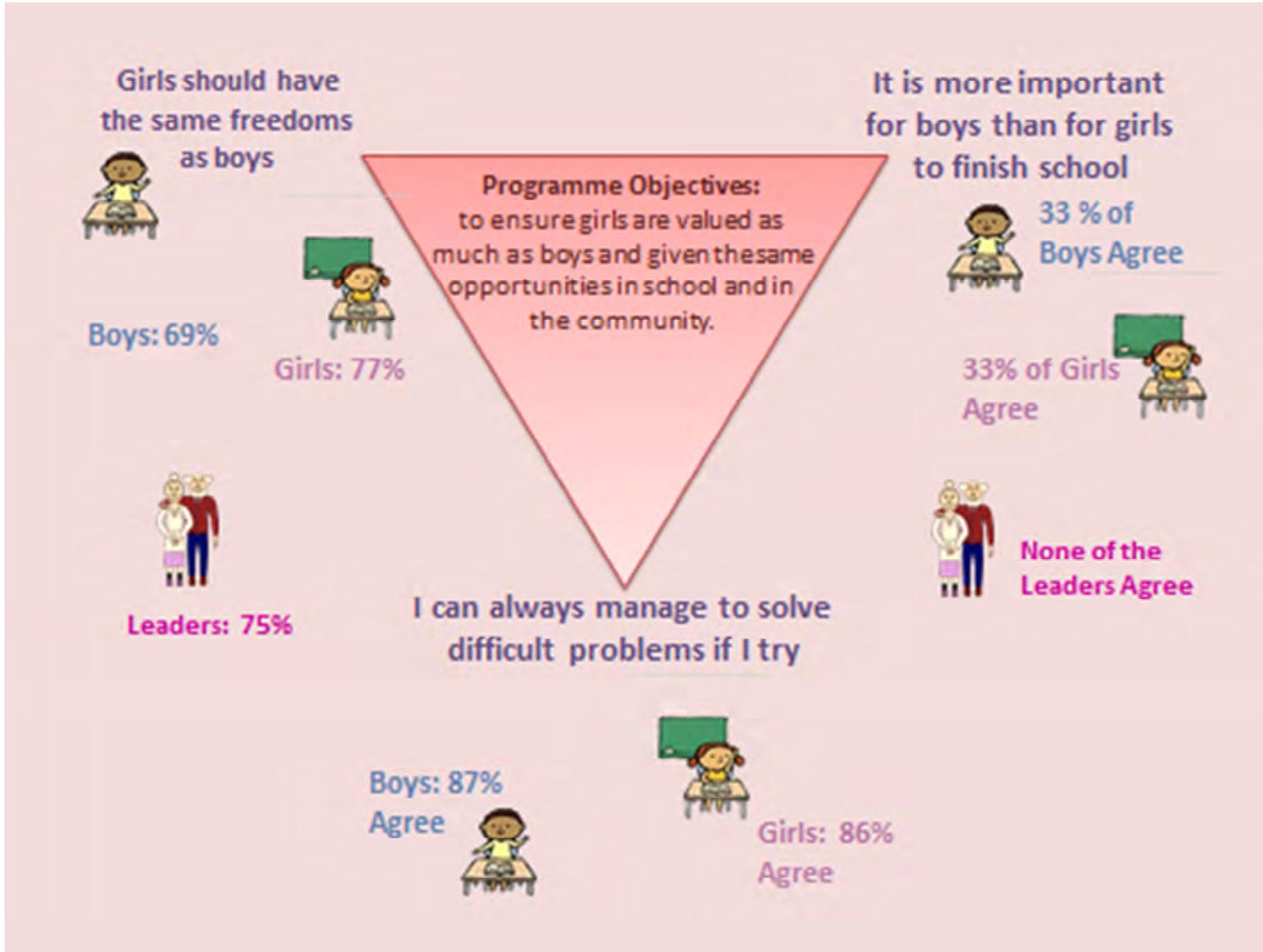
⁷³ Images left courtesy of World Vision UK, images right courtesy of Emily Woodroffe

  	<p style="text-align: center;">=</p> <p style="text-align: center;">-  =</p> <p style="text-align: center;">-  =</p>	  	<p style="background-color: yellow; padding: 5px;">Level Rooster</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>The programme has alleviated the challenges of those who were worse off and has not made a difference to those who were better off. Those who were <u>much worse off, are still worse off but they are a little better</u>. Some disparities still exist.</p>
  	<p style="text-align: center;">-  /</p> <p style="text-align: center;">-  =</p>	  	<p style="background-color: lightgreen; padding: 5px;">Level Goat</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>The programme has changed things differently for different people, some are now better off and some are worse off. Disparities still exist even if they have changed.</p>

			<p data-bbox="958 103 2056 156">Level Deer</p>  <p data-bbox="958 502 2056 614">The programme has made things better for everyone but much more for those who were worse off. The disparities have been completely eliminated.</p>
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83% of leaders say children should be taught SRHR in school



20% of boys and 17% of girls correctly answered 3 questions on SRHR



Programme Objectives:
 To increase knowledge of the body's reproductive system and to increase recognition among parents and community members that it is important for girls and boys to know about their bodies.



97% of fathers and 96% mothers think SRHR should be taught in schools

Programme Objectives:
 To provide some material support to most disadvantaged girls to enable them to go to school in the hope that they would become an inspiration to other disadvantaged girls and more would follow.

50% of dropouts say it was for economic reasons



26% of girls in school say they expect to exit education because of economic reasons

63% of mothers and 71% fathers who say economic factors are main reason for exiting school



64% of girls and 21% of boys agree **school management**



always listens to them



67% girls and 54% boys who **students have many chances to decide things in school**



52% fathers and 41% of mothers say **school management always listens to them**



Programme Objectives:

To increase the willingness and opportunities for girls and boys to participate in taking decisions important for their lives and education by convincing school management and leaders to involve and listen to young people.

92% of leaders think they **should consult with boys and girls** when taking important decisions about them



Know how to raise an issue with Plan

6% of Boys
50% of Girls
67% Mothers
67% Fathers
92% of Leaders
87% of Teachers



Would trust Plan to address any issue raised.

93% of Boys
98% of Girls
75% of Leaders
70% of Teachers



Programme Objectives:
For Plan to have a genuine partnership with all the community, facilitating them to develop and implement a programme based on objectives chosen by girls, boys, women and men all together according to their need and ability.

Appendix XXVI - Child-friendly Guidance Note to prepare evaluation questions

Inform,
consult &
decide
together

Individual

Community

Institution

WHO?

- Who was given information about the programme (girls, boys, men, women, leaders)?
- Who was consulted and who was part of making decisions for the programme?

WHAT?

- Was all the information shared or only some? (budgets, data etc)



HOW?

- How were efforts made involve those worse-off or those who have extra difficulties?

WHO?

- Who was helped most by the programme with knowledge, resources or services?

WHAT?

- What was the level of need before the programme started? (need for knowledge, need for resources)
- What is the level of knowledge/services or resources now? (ie know everything, know something, have some resources or have all resources?)
- What were attitudes/values before the programme? and now?



HOW?

- Is what the programme provided (knowledge, resources, services) what was needed?
- Is what the programme provided enough, too little, too much (knowledge, resources, services)?

WHO?

- What proportion of those who needed the programme were helped?
- Who still needs help?
- Who is valued in the community (girls, boys, women)? How was it before? Why?
- What proportion of people in the community changed? What made them change (the programme or something else?)

WHAT?

- What resources, knowledge and services were provided for the community as a whole?
- How much has the community changed? (a little, very much, completely)



HOW?

- Is what the programme provided for the whole community enough, too little, too much (knowledge, resources, services)?
- Did the programme did provide for the community's what was needed? (some of what was needed, all that was needed?)
- How will changes in the community remain after activities stop? Who? And why?

WHO?

- Which institutions responsible for girl's education have worked with the programme?

WHAT?

- What have those institutions done with the help of the programme?
- What have those institutions achieved on their own?



HOW?

- How has the programme changed those institutions?
- How will changes remain after activities stop? What will they need to continue?

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