Acinonyx Cervidae Hircus

Child-Led Evaluation of the PPA programme in Cambodia

Laura Hughston

Table of contents

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

Acknowledgements

The child evaluators:

ប្រមចាន់ឡៃ
Brom Chanlai
17 (grade 8)

ឆ័យឈុំ
Chhai Chhom
16 (grade 9)

ចាន់លីណា
Chann Lyna
16 (grade 9)

ឌានយុនដើយ
Dean Khum Douey
16 (grade 9)

ធ្លើមផ្លាយ
Thloeum Phlay
15 (grade 9)

លើបធារិន
Loueb Thearen
17 (grade 9)

យុងស៊ីដា
Young Sida
16 (grade 8)

ធឿនថាន
Thoeurn Than
16 (grade 8)

ណាំថយ
Nam Thoy
17 (grade 9)

វឿនវង
Voeun Vong
16 (grade 9)

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 Cambodia.

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 Cambodia the PPA programme is implemented across five districts within two provinces: Siem Reap and Kampong Cham, and aims to address the outcomes above[2]. Siem Reap province, where this evaluation was conducted, is located in the north-west of Cambodia. Residents of these districts are mostly rice farmers. Many people, including adolescents and young adults, migrate to nearby Thailand in search of work.

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 focus on reflection, learning and mainstreaming the voices of beneficiaries. The inclusion of

---

[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] Appendix I – Plan Cambodia PPA Logframe
[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

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, visual 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 X – Evaluation Questions.

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, generally they are only asked to evaluate the level of child involvement rather than entire projects or programmes.[6] In fact we found only a handful of evaluation reports[7] incorporating meaningful involvement of children assessing entire projects. The majority of these were small scale projects in developed or middle-income countries, and generally involved youth rather than children. 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.

---

[5] http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm
[6] 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.
[7] See further reading section

Thoy Nam 17, conducting a FGD with girls.
© Laura Hughston, Plan International UK

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. To fully 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.

Eight FGDs with girls and eight with boys were conducted and entirely facilitated by the CEs. They also carried out three FGDs with mothers and three with fathers. Key Informant Interviews with three community leaders and three interviews with teachers also formed part of the evidence collected.[8]

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 Cambodia's staff for translation. However, the processes by which the CEs would be enabled to arrive at conclusions were not shared with Plan Cambodia staff prior to the evaluation. This was purposely done to avoid influencing staff's responses.[9]

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 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 ensure there was respect and understanding, maintaining high accountability and explaining every choice or decision made. The EAT also regularly requested feedback from the CEs.

---

[8] See Questionnaires in Khmer with summary translation in English.
Appendix III – FGD Questionnaire for Girls and Boys, Appendix IV – FGD Questionnaire for Parents, Appendix V – Questionnaire for Leaders, Appendix VI – Teachers Questionnaires
[9] 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.

The EAT was comprised of Laura Hughston, Learning and Impact Assessment Officer at Plan UK and Ky Heu Thap, Monitoring & Evaluation Officer, Plan Cambodia. 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 Sovann Phoum (Plan Cambodia's local partner), 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
- Which teachers to interview

All of the evaluation conclusions were arrived at by the CEs entirely **by consensus**, with the exception of the level of attainment for the SRHR component of the programme (see results section).

Once they knew they would be taking all the decisions, the CEs quickly settled into the driving seat. On the very first day, the CEs asked for instructions on a few occasions, for example "what should we do?". By the second day, they didn't need any help – they were proposing specific courses of action, and were always allowed to pursue them.

We encouraged all the CEs to take up the opportunity to facilitate groups, rather than always keeping the same facilitator and note taker – although we made it clear that it was entirely their choice. By the end of the process all CEs had facilitated at least one group discussion, and they definitely looked like they were enjoying the experience.

1.1.2   Selection criteria for the child evaluators

The criteria[10] 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. Some of the CEs had recently failed some routine monthly exams. This is not necessarily an indication of their academic ability[11]- it may be an indicator of the challenges faced by these children at home. We were only able to recruit one CE with a physical impairment due to availability to participate.

---

[10] Appendix VII - Criteria for child-evaluators selection
[11] This expression should not be interpreted as defining a cognitive impairment

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, 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. The exclusion of partner staff and all adults, except for the EAT 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 Cambodia policies.

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. The evaluation was conducted during term time. To ensure participation in the evaluation would not interfere with the CEs' education, activities were conducted after school and at weekends. This required commitment and flexibility on the part of our staff as well which we deeply appreciate.

Finally, considering the challenges faced by the CEs and their commitment to the process, we felt it was appropriate to compensate them. Since this kind of exercise had never taken place before, setting the compensation level proved challenging for our internal policies and procedures. To recognise the time commitment that the CEs would normally dedicate to economically productive activities or household chores, the CEs received the same level of compensation set for staff attending meetings outside of their normal duty station. They also received some school materials.

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 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

Chanlai Brom 17, interviews community leader.
© Laura Hughston, Plan International UK

e) Selecting the data collection tools

Not surprisingly, the CEs appeared to have very little experience of facilitating participatory discussions. They were more familiar with direct interrogation methods, such as questioning the quiet person, rather than welcoming them into the conversation more gently.

The CEs seemed to particularly enjoy discussing various techniques for encouraging everyone to speak up. They came up with ever-escalating (and sometimes unrealistic) scenarios of challenging group dynamics. Responding assertively to all the scenarios, no matter how impossible, instilled confidence in the CEs to own the data collection tools and enabled them to adapt to the dynamics of each group. Techniques included acting as scribe for those who feel less confident with pen and paper, or doing the exercise first themselves to demonstrate it to the group.

a) The problem tree and shadow analysis[12]

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**.

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 education:[13]

> *To increase the number of girls who enrol in school and reduce the number of girls who drop out, by convincing parents and the community of the importance of education and improving the quality of teaching.*

---

[12] This analysis was conducted separately by girls and boys and the results compared and debated in plenary.
[13] 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.'

SRHR:

> *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.*

Gender equality:

> *To ensure girls are valued as much as boys and given the same opportunities in school and in the community.*

Accountability and participation:

> *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.*

Economic barriers to girls' education:

> *To provide some material support to the 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.*

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.

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.

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.

Boys express level of confidence using confidence snails.
© Laura Hughston, Plan International UK

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.[14] 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. In category one are most children who might be facing some difficulty, but are nevertheless able to continue their education. Interestingly, disability was only ranked in category two, as was being from a single-parent household. The CEs explained this by mentioning the availability of support from NGOs such as Plan, providing scholarships and help to disabled students. They also mentioned remittances from migrated parents as support received by those children who are missing a parent.

In the third category, they included the ultra-poor and most disadvantaged. In their assessment, they were not the targets of the programme since the focus of most activities was education, and primarily school-based education. One example they gave in this category was 'homeless orphans' for whom the concern for survival trumps education. The CEs' assessment was fully consistent with our understanding of the programme and target beneficiaries.

After the exercise, the CEs were asked to put themselves in a category. Six of the CEs ranked themselves in category one (man with one brick) and four in category two (man with two bricks). This is consistent with the fact that some of CEs were in receipt of scholarships by Plan, which are allocated through a thorough process aimed at identifying the neediest.

d) Defining the questions

The CEs were asked to **develop some questions for each stakeholder** (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.

---

[14] Images courtesy of World Vision UK. The exercise can be found in Appendix VIII –Who carries the biggest burden?

Piloting the questions and data collection tools enabled the EAT to observe how the CEs worked with the groups. Whilst they appeared to be naturally able to ask for further explanation, we observed that in the two adolescent pilot groups (but not in the parents' group), one participant, typically one of the older children, would quickly become the spokesperson for the group. This is not uncommon even in FGDs facilitated by adults; however the CEs accepted the spokesperson's views as those of the group. During a review session after the pilot, more guidance was provided on how to avoid this and manage group discussions in a fully participatory way.

e) Selecting the data selection tools

After selecting the information they wanted to collect from the programme stakeholders, the CEs were presented with a list of **data collection tools**,[15] 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 and some were adapted for this research by the Learning and Impact Assessment Officer at Plan UK. 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.

To the EAT's surprise 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. This was perhaps due to the nature of the tools presented and their more visual and intuitive format. The very short demonstration of each tool was sufficient for the CEs to fully understand the kind of information each tool would yield. This was further validated when they proposed to use the same tool (pie chart) in two different ways: first to gather data on practice (how things are) and secondly to gather data on attitudes (how things should be). This demonstrated that the CEs were able to own the concept and adapt it to different needs.

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]

---

[15] Appendix IX - Data collection tools
[16] Appendix III – FGD Questionnaire for Girls and Boys, Appendix IV – FGD Questionnaire for Parents, Appendix V – Questionnaire for Leaders, Appendix VI – Teachers Questionnaires

Chanlai Brom, 17 demonstrates the daisy tool during a FGD with girls.
© Laura Hughston, Plan International UK.

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. Confidence 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.

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 snails[17]

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.

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.

---

[17] Images courtesy of Emily Woodroofe.

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 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.

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.

This formed a nice package of activity-based debates that alternated questions with activities to stimulate discussion. The CEs also interviewed the staff of Plan Cambodia and partners using the timeline technique[18]. The CEs received additional instructions from the EAT about how they could gather information on the levels of consultation[19] with beneficiaries at the various stages of the programme, as well as probing how the programme responded to unexpected events and incorporated learning.[20]

> 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.

---

[18]   Appendix IX - Data collection tools.
[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 in 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] This information formed the basis for the decision on Appendix XVI – Rubric: Making use of opportunities and mitigating risks.

Chhom Chhai, 16 and Douey Dean Khum, 16 facilitate a group discussion with boys using the pie chart tool.
© Laura Hughston, Plan International UK

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 are particularly useful to enable a nuanced judgement as they present different levels or degrees of achievement, clearly describing each level.

For the entire evaluation thirteen rubrics were created by the Learning and Impact Assessment Officer in Plan UK and translated into Khmer. 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] 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 the 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 was also based on the data collected through OMS in order to ensure a broader

---

[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.
[22] Quality Education, SRHR, Gender, Accountability and Participation, Economic Barriers.

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. The most prominent example of this was observed during the discussion on SRHR, but there were several other instances where the depth of analysis and validity of the conclusions rested on the availability of OMS data.

1.5   Apodeixis Ornithorhynchus[25]

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 children 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.

---

[23] Knowledge, attitudes and behaviour surveys from 85 girls and 71 boys, four FGDs with girls and four with boys with a total of 64 participants, key informant interviews with 12 leaders (nine males and three females) and FGD with 32 parents (17 mothers and 15 fathers) in the province of Siem Reap alone. OMS also includes data from other programme areas within Cambodia but not utilised for this exercise.
[24] Appendix XXIV- Child-friendly infographics
[25] Evidence Platypus

Than Thoeurn, 16 demonstrates the T frame during a FGD with boys.
© Laura Hughston, Plan International UK

1.5.1 Facilitation methodology for Results[26]

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.

> The EAT was always extremely careful not to display any level of surprise, disappointment or any other emotion at the CEs' selection of levels, to avoid introducing bias. However, we noticed that at no point during the analysis did the CEs attempt to verify with us if their choices or judgements were 'correct'; in fact, our opinion was never sought! We were simply given a chosen level (animal) for each of the rubrics, and a rationale with evidence supporting that choice.

1.5.2 Facilitation methodology for Relevance

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.[28]

---

[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 a strong contributor was carried out by the CE 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 XIV – Rubric: Results

[28] Prior to commencing the Cambodia Country team had been requested to rank the results area as well as identify the proportion of funding allocated to each result area.

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 rubric [29] 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**.[30] Reviewing the evidence collected and with the help of a rubric, 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 rubric[31] 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.

Lyna Chann 16, Chhom Chhai 16, Thoy Nam 17, conduct a timeline interview with two representatives of the Ministry of Education.
© Laura Hughston, Plan International UK.

---

[29] Appendix XI - Rubric Linking Programme Priorities with Needs
[30] Appendix XII - Rubric Involving, consulting and sharing information with community
[31] Appendix XIII - Rubric: Relevance

1.5.3   Facilitation methodology for Effectiveness

To assess the effectiveness of the programme in relation to the relative importance of each programme objective, the CEs compared the ranking of each programme area with the results level achieved. They assigned points in reverse order for the level of priority, (five points for the top priority, four for the second etc.), and points for the level of achievement (one point for the lizard, two points for the goose etc.). They multiplied the two scores, and then totalled the programme's score.[32]

Points for achievement level		Points for priority	
⬤	= 1 point	Lowest priority	= 1 point
◔	= 2 points	Fourth priority	= 2 points
◑	= 3 points	Third priority	= 3 points
◕	= 4 points	Second priority	= 4 points
⬤	= 5 points	Top priority	= 5 points

With the help of a rubric,[33] the CEs then assessed the description corresponding to the total score and decided whether the visual exercise had gauged correctly the level they wished to assign to effectiveness, in line with their observations and evidence.

In addition, making use of the information gathered through the interviews with staff, partners and leaders, the CEs used a rubric[34] to assess how well the programme had been able to leverage opportunities and mitigate risk along the course of implementation.

Combining the outcome of both the reflections, the CEs averaged the animals from the first and second rubric to deliver a final assessment on the effectiveness of the programme.

1.5.4   Facilitation methodology for Efficiency

A visual exercise, using a traffic light matrix, enabled the CEs to arrive at a general score for the efficiency of the programme. They compared the level of achievement, (as already assessed under results), with the level of budget allocated for each result area[35], as shown in the figure on the next page.

By placing the coloured cards for each result area on the corresponding place on the matrix, the CEs were able to visualise the extent to which programme activities had converted funds
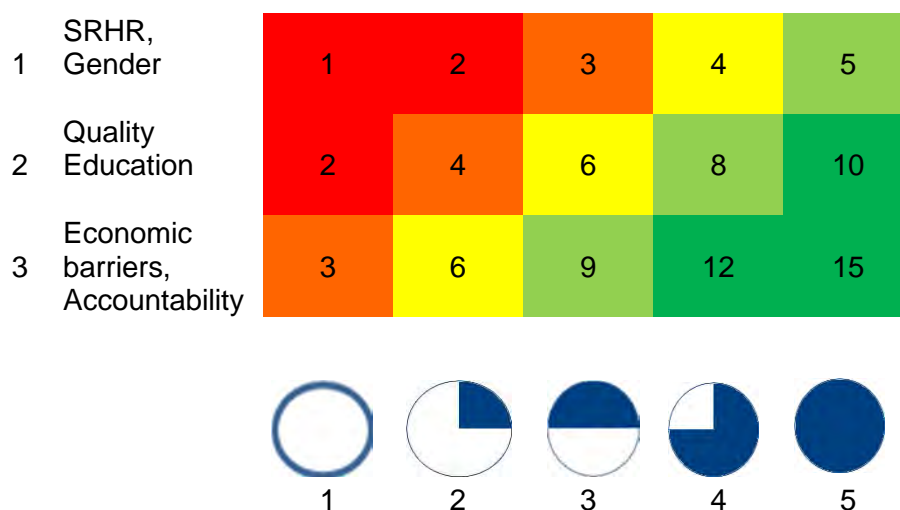
---

[32] Appendix XXV – Effectiveness calculation (boys) photo
[33] Appendix XV - Rubric: Level of achievement in relation to importance
[34] Appendix XVI – Rubric: Making use of opportunities and mitigating risks
[35] Year four budget allocations were used for this exercise instead of calculating the cumulative allocations for the entire duration of the programme assuming similarities in allocations across the four years.

into change. Aided by a rubric[36], the CEs selected the level of efficiency corresponding to what they had witnessed.

1	SRHR, Gender	1	2	3	4	5
2	Quality Education	2	4	6	8	10
3	Economic barriers, Accountability	3	6	9	12	15

1	2	3	4	5

1.5.5   Facilitation methodology for Sustainability

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.

Phlay Thloeum 15, demonstrates the T frame for a group of mothers.

© Laura Hughston, Plan International UK.

---

[36] Appendix XVIII – Rubric: Efficiency

The CEs were aided with rubrics[37] 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 dimensions 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[38], the CEs were able to select an overall achievement level for sustainability.

1.5.6   Facilitation methodology for Equity: Goofy glasses

Having already drawn attention to the different challenges faced by different members of the community during the initial training[39], at analysis stage we revisited the concept. Aided by a rubric[40], the CEs considered the evidence and how the programme affected the different groups. As equity is an additional criterion to the five standard DAC criteria, a different set of animals was used to designate the levels in the equity rubric: ant, snail, rooster, goat and deer. To further encourage discussion, particularly after a long day of data analysis, we got the CEs to wear goofy glasses, to symbolise looking at issues from a different perspective or "looking at the programme with an equity lens".

1.6 Limitations

This study's limitations can be summarised as follows:

Sida Young, 16 uses the daisy tool to understand a mother's choices during an FGD.

© Laura Hughston, Plan International UK.

- The number of respondents the CEs consulted during the course of the evaluation was relatively small and selected only from the easier to access locations, which 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, hence 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, although they were they were asked to select participants at random.
- The data collected by the CEs as well as the OMS data was collected in communities where Plan Cambodia 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.

---

[37] Appendix XIX – Rubric: Community's ability to continue with new behaviour (Sustainability), Appendix XX – Rubric: Community's motivation to continue with new behaviour (Sustainability), Appendix XXI – Rubric: Community's opportunity to continue with new behaviour, Appendix XXII - Rubric: Sustainability
[38] Appendix XXII - Rubric: Sustainability
[39] 'Appendix VIII –Who carries the biggest burden?
[40] Appendix XXIII – Rubric: Equity

Sida Young, 16 and Phlay Thloeum, 15 facilitate a group discussion with mothers expressing their confidence level with snails.
© Laura Hughston, Plan International UK

2. Evaluation findings

2.1   Ranking

Following the shadow problem tree analysis (see page 6), the CEs identified the following as additional important factors for keeping girls and boys in school:

- Migration
- Stigma and discrimination in relation to HIV
- Alcohol and drug abuse

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

The ranking by girl CEs was:

1   Drugs and alcohol
2   Quality education
3   Gender
4   Stigma and discrimination due to HIV
5   Financial barriers
6   Migration
7   Accountability and participation
8   SRHR

The ranking by boy CEs was:

1   SRHR
2   Gender
3   Quality education
4   Drugs and alcohol
5   Migration
6   Stigma and discrimination due to HIV
7   Accountability and participation
8   Financial barriers

Previous studies[41] have found that financial barriers are the main problem forcing both girls and boys out of school; however they ranked in the middle for girls and lowest for boys. This was surprising for a number of reasons, including the fact that some of the CEs are receiving scholarships from Plan Cambodia due to poverty. The CEs cited the scholarships themselves and other forms of help as reasons for de-prioritising financial barriers, since help is available for those who need it (including from institutions other than Plan).

The boy CEs' choice to rank SRHR as top priority was also interesting. This highlighted both their perception of SRHR and how the message has been received by boys and girls in the

---

[41] Baseline study, mid-term evaluation, Year 3 formative review

community. They explained they were primarily drawn to the word 'health' and prioritised it on the basis that "without health nothing can be achieved and even education is impossible". The girl CEs, however, delivered the opposing verdict, ranking SRHR last. This was perhaps because, as previously noted,[42] these activities had focused on girls and issues of menstrual hygiene, mutual respect and delaying sexual debut. However, data indicated that menstruation was not a major reason for missing school.[43]

The relatively high ranking of HIV stigma and discrimination is surprising and could not be explained by actual high incidence.[44] The high emotional content of this issue could explain the high ranking. Some of the CEs made reference to cases of children affected by HIV suffering bullying and exclusion in school. They also referred to the permanent effects of the disease as a reason to prioritise this.

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	
Financial barriers	3.29
Migration	3.29
Quality education	3.54
Drugs and alcohol	4.17
Gender	4.25
SRHR	5.33
HIV stigma and discrimination	5.75
Accountability and participation	6.38

Girls ranking		Boys ranking	
Quality education	2.22	Financial barriers	2.78
Migration	2.56	Migration	3.44
Financial barriers	4.11	Gender	3.89
Drugs and alcohol	4.33	SRHR	4.33
Gender	4.78	Quality education	4.44
HIV stigma and discrimination	5.22	Drugs and alcohol	4.67
SRHR	6.11	Accountability and participation	6.11
Accountability and Participation	6.67	HIV stigma and discrimination	6.33

---

[42] PPA Cambodia mid-term evaluation
[43] Year 3 formative review, Cambodia Country Report: Data revealed only 3 out of 100 girls had missed school in the last year due to menstruation.
[44] Prevalence of HIV among adults aged 15 to 49 (%), Cambodia, 2013: 0.7. Source WHO.

Mothers ranking		Fathers ranking	
Quality education	3.33	Financial barriers	1.67
Drugs and alcohol	3.33	Drugs and alcohol	3.00
Financial barriers	4.00	Gender	4.00
Gender	4.00	Migration	4.33
Migration	4.00	Quality education	5.00
SRHR	5.33	HIV stigma and discrimination	5.00
Accountability and participation	5.67	SRHR	6.00
HIV stigma and discrimination	6.33	Accountability and participation	7.00

Although there are clear differences in the ranking by each group, it is possible to group priorities into three categories on which all generally agree:

Most important	Of middle importance	Of lesser importance
Financial barriers	Gender	Participation and accountability
Migration	SRHR	HIV stigma and discrimination
Quality of education		Drugs and alcohol

As expected, the two issues related to poverty, namely financial barriers and migration, ranked at the top or close for most groups. This is also corroborated by the findings of the programme baseline and the OMS data which indicates that economic reasons, including the opportunity cost of attending education, are the main reasons for dropout or failing to enrol.

Quality of education, as defined by Plan, ranked in the middle for all the groups. This indicates, according to the CEs, that perhaps the progress already made has rendered this less of a concern or reason for drop out. This is entirely consistent with the programme data obtained through OMS, which shows that violence in school is not very frequent and rarely serious. A large proportion of the violence that does take place is perpetrated by students themselves (bullying etc.) rather than by teachers.

The CEs observed that adolescent respondents might have felt it would be inappropriate for them to rank SRHR education as a high priority, as this would indicate an interest in the topic. Some respondents said they had gained sufficient awareness and felt it was no longer needed.

Participation and accountability ranked near or at the bottom for all groups. This indicates that it is not an area of particular concern, or that at the very least it is not deemed to have a major role in keeping children motivated in school. The OMS data suggests that adolescents are reasonably satisfied with their levels of participation in school decision making, but parents are perhaps less satisfied. Given that both groups of parents have ranked this issue at or near the bottom, we can conclude that their lower level of involvement in school decision making, as detected by the OMS, is not a major concern to them.

Drug and alcohol abuse scored considerably higher with both parents groups than with adolescents. This, in the view of the CEs, is due to the fact that parents do not observe the actual impact that this has on education, but are more concerned about their child's safety.

It was not possible to consolidate all the stakeholders' rankings into programme-wide ranking because of the substantial differences between the different groups. However, the rankings for males (boys and fathers) and females (girls and mothers) bore many similarities and were consolidated by the CEs[45]. The final rankings were:

	Females (girls and mothers)	Males (boys and fathers)
1	Quality education	Financial barriers
2	Migration	Migration
3	Financial barriers	Gender
4	Drugs and alcohol	SRHR
5	SRHR	Quality education
6	HIV stigma and discrimination	HIV stigma and discrimination
7	Gender	Drugs and alcohol
8	Accountability and participation	Accountability and participation

Boy uses the pie chart tool to express his views about the programme.
© Laura Hughston, Plan International UK.

[45] Since only three group discussions were held with both mothers and fathers the rankings obtained for these two groups were less sound than those obtained from the eight discussions with adolescents. The adult rankings were therefore given slightly less importance in the deliberations.

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. They noted however, that the economic challenges faced by many students have not really been addressed permanently by the programme. They also quoted a group of students who mentioned the relative inexperience of their teachers and their desire to receive better quality teaching in school. Finally they found that, although enrolment has increased for both sexes since the beginning of the programme, dropout is still very high. This led them to conclude that scholarships alone may not be sufficient to keep all in school.

The EAT noted that, whilst the data from the OMS (entirely collected by adults) shows there is a very high level of satisfaction among students with the teachers' level of subject knowledge. However, during child-led data collection some children expressed their wish for more 'experienced' teachers. Although the two qualities are different, we believe this indicates that children were more comfortable expressing their views when speaking to other children than through questionnaires collected by adults, even when these are anonymous. We therefore concluded that we might not have had access to this insight if we had not asked children to lead the evaluation.

The CEs were entirely confident in their judgement and noted that the programme had done much work in the communities surveyed. In fact all the girls consulted stated they had benefitted from at least 5 or 6 of the activities (using the daisy tool). Boy respondents also stated that they had benefitted from the programme, but they had not received the same package of support that had been given to girls.

The CEs' findings are consistent with previous evaluations[46] and with the evidence obtained through OMS[47]. All of these point towards a considerable shift in attitudes towards education

---

[46] Plan Cambodia PPA II Year two evaluation and Plan Cambodia PPA II Y3FR.

and a reduction in the acceptance of corporal punishment (part of Plan's definition of quality education)[48] as a result of the programme.

2.2.2 Results: Gender

The CEs unanimously assigned the achievement level of **cheetah to gender**, as described in the rubric (see above).

In support of this assessment, most interviewees said the programme had fully achieved its objectives in this area. However, not all respondents agreed. Girls' rights and gender equality training had been given to both boys and girls and appeared to have been well received and understood. The great majority of respondents stated that they were in favour of equal rights for girls and boys (using the pie chart tool). CEs however remarked that, although provided to both sexes equally, it appeared that the training did not always have the same level of effect on boys. This may have been because the topic was not as appealing to them.

One father said that boys were participating in programme activities even more than girls. Another father said that before the programme, people in his community thought sending girls to school would only result in them learning to write love letters, and were concerned about the risk of early pregnancy.

Lina Chann, 16 leads a focus group discussion aided by Thoy Nam, 17 taking notes. © Laura Hughston, Plan International UK.

---

[47] OMS includes far more data than that displayed in the child-friendly infographics, for which only a few key statistics were selected in order not to overwhelm the CEs with information.
[48] See footnote 13

Interestingly, the CEs also noted that the mothers' focus groups were less dynamic than the fathers'. The CEs related this to underlying gender roles and expectations. One girl CE noted that a male leader (who she had just interviewed) had said to her, as she was probing mothers for more answers during a focus group: "[…] *of course, you are interviewing mothers, they can't give good answers*".

The issue of scholarship was obviously a big point of contention in the communities. Many mentioned this as a reason for not having yet achieved gender equality. One mother raised the issue that boys have fewer opportunities for scholarships than girls, as there are several organisations giving scholarships to girls alone. However, teachers said that the programme activities had benefitted everyone equally except for the scholarships.

The CEs' findings are consistent with previous project evaluations[49] and with the evidence obtained through OMS. This indicates that there has been a considerable shift in attitudes towards greater gender equality and equal value being given to the education of girls and boys.

One example of the CEs' integrity as evaluators emerged during a discussion over migration as a cause of drop out. A boy CE mentioned that in one FGD a father said that his son had migrated. However, after an awareness session on the importance of education, he had brought his son back from Thailand. The other CEs quickly replied that there were many stories in the community of migrants returning because they had failed to adapt or find a better situation. Therefore it was not credible to attribute the return of the boy to school to Plan's awareness session. This example demonstrates the commitment of the CEs to delivering a reliable and evidenced evaluation above any intention to praise Plan.

2.2.3   Results: Sexual and reproductive health rights

The only result area where the CEs could not reach consensus on the level of achievement was SRHR. As a consequence, two different levels of achievement were selected: **goose** - supported by four CEs; and **deer** - supported by six CEs. Both groups of CEs were composed of girls and boys, so the diverging opinions cannot be attributed to gender differences.

Goose corresponds to the following description:

> *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**.*

Deer corresponds to the following description:

---

[49] Plan Cambodia PPA II Year two evaluation and Plan Cambodia PPA II Y3FR.

> ***Most people have changed at least a little*** *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.*

The main point of contention was raised by a statistic from the OMS showing a very low level of knowledge of the topic, and even a worsening in the level of knowledge for boys since baseline.[50]

The CEs reflected that during group discussions, girl respondents appeared to fully understand the messages and were able to discuss issues of condom use and HIV. Their impression was that the vast majority had received and understood the information and found the OMS statistic surprising. Debating further, it emerged that none of the CEs actually knew the correct answers to the three basic questions on SRHR that the OMS statistic refers to.[51] This can be explained by the type of messages promoted by the programme, which focuses on morality, highlighting the risks associated with sex, but fails to explain in detail how the reproductive system works. Pregnancy and ovulation were not covered by the curriculum, whilst the focus for girls in particular was on menstrual hygiene.[52]

The primary evidence in support of assigning goose to this area was the OMS and that 96% of targeted adolescents failed to important questions on the topic correctly. This led the CEs to conclude that adolescents had yet to be enabled to make informed choices through the provision of all the relevant information.

The CEs who assigned deer to this area argued that respondents had received and understood the messages promoted to them. They felt that the failure to respond to questions not actually covered in the curriculum should not be considered. A further reason in support of a middle level of achievement was that observing the advice received from the programme (delaying sexual activity until after the completion of studies and marriage) would indeed keep them safe, hence achieving the programme's objective.

---

[50] See Appendix XXIV- Child-friendly infographics, particularly percentage of boys and girls who correctly answer three questions on SRHR.

[51] 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.

[52] Plan UK and Plan Cambodia became aware of the very low levels of knowledge demonstrated by adolescents on the topic of SRHR after the introduction of OMS earlier in the year. Consequently, Plan Cambodia, in partnership with Plan UK, took the necessary steps to change the content of the training manuals used. However at the time of the evaluation, the new content had just started to be rolled out and any changes in knowledge could not yet be detected by the OMS.

2.2.4 Results: Participation and accountability

The CEs assigned the achievement level of **cheetah to participation and accountability** (see above for description).

Interestingly, here the CEs noted a difference between their opinions and those of the adolescents they had interviewed. They said that they would have chosen cow level (the highest), but the evidence collected indicated that the result has not been completely achieved. This conclusion was primarily based on the evidence collected through the confidence snails about confidence to speak out. Most people interviewed felt confident, but there was a small minority that did not feel very confident and did not always take up opportunities to speak out. The CEs also noted that parents always chose lower levels of confidence than adolescents, who typically ranked themselves at either four or five. The CEs attributed this difference to the lower literacy level of adults, leading to them feeling less articulate when expressing their views publicly. However, the CEs also noted that adults had participated less in the programme, and this could also be a reason for lower levels of confidence.

2.2.5 Results: Economic barriers to education

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

The main strategy adopted by the programme to tackle the economic barriers to adolescent girls' education was the use of scholarships. The CEs felt these had been well received and targeted those who needed them the most. They also identified some cases where the scholarships had not been enough to prevent drop out. The most widely known PPA programme activity, scholarships were mentioned by each group (using the daisy tool), with high levels of appreciation expressed by respondents. However, the CEs noted that scholarships can only be a temporary and limited way of easing the problem.

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**.

2.3 Relevance[53]

To understand the extent to which programme priorities are aligned with the needs identified by the beneficiaries, the ranking[54] by females (girls and mothers) and males (boys and fathers) was compared to the ranking carried out by the programme staff.[55]

---

[53] See Appendix X - Evaluation Questions for the questions considered under the criterion of Relevance.
[54] See section on ranking above.
[55] Prior to the evaluation taking place, programme staff were asked to rank programme objectives in order of importance and were not aware of how this information would be used during the evaluation.

Plan Cambodia's ranking was as follows:

Plan Cambodia	
1	Quality education
2	SRHR
3	Gender
4	Financial barriers
5	Accountability and participation

The CEs' analysis of the alignment between the priorities expressed by girls and mothers revealed that the three priorities missing from the programme design (migration, drugs and alcohol and HIV stigma) ranked at places 2, 4 and 6 respectively. Therefore, only one issue of serious concern to them, namely migration, had not been touched upon by the programme. Reflecting on why this might have been, the CEs discarded the possibility that this issue might have risen in priority only in recent times. On the other hand, the CEs acknowledged that gender might have been a higher priority at the time of programme design, and may have come down in the ranking due to the work carried out by the programme.

Girls rank programme activities in order of importance during a FGD.
© Laura Hughston, Plan International UK.

Despite some differences, the CEs felt that there was a good level of alignment between the programme and the priorities of girls and mothers. Some of the misalignment could be explained by the programme having achieved, at least in part, its objectives. Therefore they assigned the **level of goose**, corresponding to the description:

> *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 barriers** to keeping girls in school **not addressed by the programme but they are not very important**.*

The CEs observed that overall there was a lack of alignment between the priorities of boys and fathers and those of the programme. However, there was a closer match with what they had chosen as their top priorities. Again the issue of migration was highly prominent. They noted that gender and girl empowerment was given equal priority by the programme and the boys and fathers. Participation and accountability was also an area of agreement. The CEs therefore selected **level goose** in this instance too.

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. This included people with disabilities and students who had dropped out of school. 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 also supported by the findings of OMS[56] which shows high levels of satisfaction and accountability with Plan Cambodia.

The Plan UK Learning and Impact Assessment Officer's direct observation of the openness with which budgetary information was shared with the CEs right from the start of the evaluation process supports the assignment of level cow to participation and accountability. There were no signs of surprise from the CEs when this information was shared, nor any sense of unease among the staff presenting it.

Vong Voeun verifies with a group of fathers the data captured with the pie chart tool.
© Laura Hughston, Plan International UK

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

> *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.*

---

[56] Appendix XXIV- Child-friendly infographics

This may seem a generous scoring given that goose was assigned to the alignment of priorities. However, the CEs reflected that perfect alignment is almost impossible to obtain as priorities are likely to change during the course of a programme. They felt that Plan had genuinely attempted to consult and involve everyone, but perhaps a little more could have been done in explaining the programme objectives.

2.4 Effectiveness[57]

To evaluate effectiveness, firstly the CEs assessed the level of transformation achieved by the programme in relation to the needs and aspirations of beneficiaries, as expressed during the ranking exercise. The three additional priorities missing from the programme design were not considered, as the programme effectiveness could only be assessed for the intended objectives.

A simple calculation multiplying the priority level (in reverse order to assign more points for the highest priority)[58] by the result level was used to pre-select a level in the relevant rubric. This process was done twice because of the two different rankings for male and female beneficiaries. Once the issues of migration, drugs and alcohol abuse and HIV stigma were removed, SRHR, the only issue that had not achieved level cheetah, was ranked in third place for both females and males. Consequently the calculations returned the same value, 55.5 points. As there was no consensus on the level of achievement for SRHR, an average for the two levels was drawn for this calculation.

Having reviewed the corresponding description on the rubric, the CEs were happy to confirm that the data supported the conclusion that: *there is very good achievement on most results and especially the most important.*[59]

Secondly, the CEs looked at major events in the course of the programme, changes, opportunities and threats, and how the programme had responded to these events. As part of the data collection, the CEs interviewed two Plan Cambodia staff[60], two Sovann Phoum employees[61] involved in delivering the programme and two employees[62] from the Ministry of Education.

Making use of a rubric[63] the CEs reflected on the evidence gathered and the examples provided by the key informants, who had mentioned that there were other organisations also working alongside Plan with similar objectives. For this purpose they considered separately opportunities and risks and the way the programme was able to capitalise on them. In their analysis the external environment in which the programme operated had enabled the programme's objectives:

> *A powerful external event/force (such as a new rule, law or*
> *popular campaign, funding increase for schools etc) with the*
> *same objectives of the programme, has transformed the way*

---

[57] See Appendix X - Evaluation Questions for the questions considered under the criterion of Effectiveness.
[58] See facilitation methodology for Effectiveness, Facilitation methodology for Effectiveness
[59] Appendix XV - Rubric: Level of achievement in relation to importance
[60] Hang Bona, Program Unit Manager in Siem Reap and Him Thory, Learning and Education Project Officer
[61] Chea Sreng, Senior Project Officer and Pen Sin, Project Officer
[62] Seng Rithy, Chief of DOE and Phoeurn Makara, Teacher and Girl Counsellor
[63] Appendix XVI – Rubric: Making use of opportunities and mitigating risks

Douey Dean Khum, 16 and Chhom Chhai, 16 discuss with boys the changes brought about by the programme and those due to other factors using the T frame tool.
© Laura Hughston, Plan International UK

people think and behave in relation to Quality of Education, Gender, SRHR, Accountability, Violence and Corporal Punishment, Economic Barriers to girls' education.

The second element of this rubric considered how well the programme had capitalised on the external environment. Here the CEs selected a medium level of achievement:

> *The programme has many linkages with other actors that have the ability to influence how people in the community think and behave. When these influences are positive, the programme works alongside them and share information and support; when these influences are negative the programme tries to counter them.*

Combining both these elements, the CEs concluded that the programme had worked alongside other organisations with similar objectives well and was well positioned to influence them, but not entirely able to drive the agenda. Drawing an 'average animal' between these two elements, the CEs selected **cheetah as the level of achievement for the effectiveness of the programme.**

2.5 Efficiency

A traffic light matrix[64] enabled the CEs to visualise the results areas in relation to investment. Multiplying the level of achievement by the tier of budget spent enabled the CEs to achieve a score of 38.5 points. This corresponded to a level on the efficiency rubric[65], which the CEs then discussed.

Once they had reviewed and debated the evidence, the CEs were happy to confirm **cheetah** level of achievement for efficiency:

> *Most activities have been successful and **the most costly activities did give good results**. The most expensive activities achieved good results and therefore it was worth investing in them, but **funding is not sufficient to ensure all** the activities will give absolutely excellent results. The programme has set slightly ambitious objectives and may not achieve them all.*

They found that the majority of areas targeted by the programme had brought about considerable change and funds had been well utilised, with the exception of SRHR.

2.6 Sustainability[66]

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.[67]

---

[64] See Facilitation methodology for Efficiency
[65] See Appendix XVIII – Rubric: Efficiency
[66] See Appendix X - Evaluation Questions for the questions considered under the criterion of Sustainability.

With regards to motivation, the CEs observed that parents' attitudes had changed in favour of girls' education to the point that they had not encountered a single respondent who said they did not want to send their children to school. However, they felt that if scholarships came to an end many would drop out, and others migrate. They noted that whilst all parents value education, some may value income more. This is consistent with the findings of the PPA Y3FR which highlighted the tension in the trade-off between immediate income gains from children engaging in economic activities, and potential return on the investment in education at a later date. This can lead to education losing out to other more pressing needs.

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 programme's chosen approach to tackle economic barriers, namely through scholarships, weighed heavily in the consideration of people's future ability to continue on the path set by the programme. The CEs recognised that schools, leaders and partners had all attained good levels of capacity and mostly will have the means to sustain the changes introduced by the programme. However, they felt that parents had the lowest capacity. The programme had only addressed this to a limited extent.

The CEs deemed that **deer** level of attainment was appropriate:

> 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.

Whilst the CEs unanimously felt that the programme had achieved good levels of change and transmitted important knowledge, they also felt that 'something was missing'. They observed that during interviews not all adolescents could answer some of their probing questions or give actual examples of what they had learned. Since however this was only in a minority of cases, the CEs felt that **cheetah** level of achievement best described the beneficiaries' future level of opportunity to apply the new practices and behaviours introduced by the programme:

---

[67] Appendix XIX – Rubric: Community's ability to continue with new behaviour (Sustainability*), Appendix XX –* Rubric: Community's motivation to continue with new behaviour (Sustainability)*, Appendix XXI – Rubric: Community's opportunity to continue with new behaviour*, Appendix XXII - Rubric: Sustainability

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.).

After drawing an 'average animal' between two cheetahs and a deer, the CEs consulted the sustainability rubric[68], and were happy to confirm that **level cheetah** best corresponded to the evidence they observed:

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.

Lina Chann, 16 and Thoy Nam, 17 conduct a FGD with girls.
© Laura Hughston, Plan International UK.

---

[68] Appendix XXII - Rubric: Sustainability

2.7   Equity

The CEs deliberations on equity were guided by a rubric[69] with visual representations of various possible combinations of the effects the programme could have had on disparities within the community.

The CEs felt that the programme had alleviated the burdens for everyone at least a little bit. They felt that those individuals in category one (lighter burden) did not have too many challenges at the start, but had still been helped by the programme with training and other activities, for example training and advocacy done by Plan on gender equality.

Those belonging to category two (heavier burden) had been given additional support in the form of scholarships and other help by the programme or other Plan interventions even if not directly through the PPA programme. For example, children with mobility impairments had been given wheelchairs and ramps had been constructed. Other beneficiaries belonging to categories two and three (heaviest burden) had also been supported by the programme, for example through the receipt of bicycles to enable them to attend school. Evidence heard by the CEs also confirmed the absence of tensions from jealousy or rivalry. However, the CEs felt that the programme had not completely erased all disparities and that some were still facing considerable challenges.

Consequently, in the CEs' opinion the programme has achieved **level goat** in its attempt to level inequalities, described as:

> *The programme has changed things differently for different people, some are now better off and some are worse off[70].*
> **Disparities still exist even if they have changed.**

CEs wearing goofy glasses to analyse the programme under and "equity lens".
© Laura Hughston, Plan International UK.

---

[69] Appendix XXIII – Rubric: Equity
[70] In this case 'worse off' should be interpreted as comparatively to others rather than having worsened their situation.

2.8 Conclusions: Acinonyx Cervidae Hircus[71]

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), hind legs (efficiency) and tail (sustainability) of the cheetah, the head (relevance) of a deer and horns of a goat (equity).
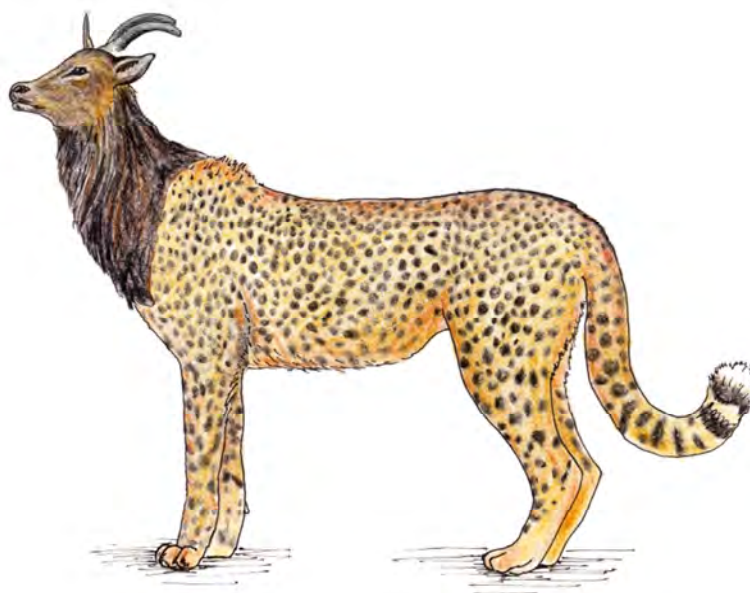
The evaluation process enabled the CEs to look at each criterion individually and in depth, and then extract an understanding of how the programme as a whole was performing. Their overall assessment of the programme was broadly positive, with the majority of the evidence being assessed as 'cheetah', indicating an achievement level of four points in a five point scale.

The evaluation took place towards the end of the fourth year of implementation, with a fifth year remaining. 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, such as SRHR, or bring the priorities identified by the boys more to the forefront.

The process also revealed some interesting findings that the programme has not attempted to either tackle or mitigate, in particular migration. The programme's stakeholders recognised that migration affects boys more than girls, whilst the programme has deliberately adopted a focus on girls. However, we must recognise that this specific focus on girls' remains less than intuitive for communities that have experienced higher enrolment rates for girls than for boys consistently throughout the programme.[72]

---

[71] A cheetah with a deer head and goat horns
[72] Appendix XXIV- Child-friendly infographics

The strategy to address the issue of economic barriers to education through paying school fees for one cohort of girls has also come under scrutiny in this exercise from another perspective: that of sustainability. This was a predictable concern with the end of the programme approaching. The payment of school fees has been very welcome and has certainly resulted in many girls who would otherwise not have been able to study being able to continue their education. However, the question remains as to what will happen to them and their younger sisters after the end of the programme.

The examination of the programme under an equity lens also revealed, not unexpectedly, that the programme does not target the poorest of the poor but focuses on those at greatest risk of dropping out of school. This is in line with the programme's strategy and objectives. However, the equity assessment also indicates that, within the groups targeted, the programme has largely had an equalising effect whilst still benefitting the whole population at large.

Finally, the process also revealed that the SRHR awareness and training delivered by the programme has been well received and deemed to be important. However the messaging itself, focussing more on morality and delaying sexual relations, was not entirely in line with a rights based approach.

Overwhelmingly positive is the evidence that led the CEs to return a unanimous judgement of the highest possible level of achievement in relation to Plan Cambodia's efforts to consult and involve communities in the design and delivery of the programme.

Boy CEs facilitate the ranking exercise during a FGD.
© Laura Hughston, Plan International UK.

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 and findings. The highly engaged audience broadly confirmed the CEs assessment of the programme.

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 empowerment spiriting of the exercise.
- Although this process demonstrated that it is possible to conduct a CLE in a short period of time and without disrupting their school attendance, in future it might be preferable to conduct such exercises during school holidays.
- 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. All the tools were developed by the Learning and Impact Assessment Officer at Plan UK in English, but translated well both linguistically and culturally. The following key learning points should be taken into account:

- The use of visuals was particularly helpful to introduce abstract concepts. On the other hand, the rubrics to assess the extent to which the programme responded to learning, leveraged on opportunities and mitigated risk, proved more time consuming to explain than expected.
- 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.

Interestingly in the post evaluation questionnaire completed by the CEs, two made a direct reference to the rubrics as source of valuable learning: "scoring and deciding on something properly".

- Children, particularly those in school, are very accustomed to honestly admitting when they do not understand something and asking for more information. This was very helpful during training and data analysis, as the EAT could be sure that further explanation would always be requested when necessary.

- 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.

Phlay Thloeum 15, explains the T frame to a group of girls.
© Laura Hughston, Plan International UK.

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.

Interestingly, in an anonymous pre-evaluation questionnaire, 'delivering a good evaluation honestly' was the aspect of the process the CEs most looked forward to. This suggests that their commitment to delivering a fair assessment of the programme preceded our request for total honesty. Following the evaluation, they chose 'pride for delivering a good evaluation' and 'taking decisions' as aspects of the process they enjoyed the most. Their increased level of confidence in expressing themselves in public and to adults was probably the most empowering part of the process for the CEs.

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 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.

The data collected by the CEs was entirely qualitative. 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 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.

Finally we cannot fail to mention the courage and integrity of Plan Cambodia 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.

Appendices

GAD Number:	KHM0195	
Country Office:	Cambodia	
Programme Name:	PLAN UK - PPA 2 EXTENSION - BUILDING SKILLS FOR LIFE FOR ADOLESCENT GIRLS OR PROMOTING THE RIGHTS OF ADOLESCENT GIRLS TO QUALITY BASIC EDUCATION	

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		7659	7663		
		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		776	619		
		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		1.13			
		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			ALL MILESTONES SHOULD BE CUMULATIVE FROM PPA Y1				Assumptions
Girls and boys access and benefit from quality education that responds to their needs and rights. See output 1-2-3-4	**Overall Outcome A Indicator 1**		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	
	% 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		n.a	n.a	
		Achieved		n.a			
		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	50% (14/14 schools)	70% (20/28 schools)	100% (28/28 schools)	100% 28/28 schools)	
		Achieved	90% (27/28 schools)	96% (27/28 schools)	100% (28/28 schools)		
		Source	Plan monitoring - quarterly reports, documents review and children's assessment. Score card (a participatory monitoring and evaluation tool applied by adolescent girls and boys). Provide absolute numbers - the number of schools assessed and the number of schools improved. This should be noted under the % figure for each milestone/target planned and achieved.				

OVERALL OUTCOME B							Assumptions
Policies at local, national, international level are responsive to rights of adolescent girls; and decision-making processes ensure girls' and boys' participation.	**Overall Outcome B (previously Specific C) Indicator 1**		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	
	# 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		0	0	
		Achieved		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		3	4	
		Achieved		1	3		
		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	Output Indicator 1.1		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	Assumption
Adolescent girls and boys have access to quality education. (SEE FOOTNOTE 2)	# of government officials and local leaders aware of their obligations in relation to girls rights and gender equality.	Planned	1,202people (389females&813males)	1,202people (389females&813males)	1,202people (389females&813males)	1250 (413females&837males)	
		Achieved	1,202people (389females&813males)	1,202people (389females&813males)	1250 (413females&837males)		
		Source	CO M&E Framework. Plan monitoring - awareness sessions records of attendance, quarterly reports, post session reviews.				
	Output Indicator 1.2		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	
	# of boys, girls, and teachers trained in alternative discipline methods and alternative conflict resolution practices.	Planned	439teachers (363 men&76women)	439teachers (363 men&76women)	439teachers (363 men&76women)	439teachers (363 men&76women)	
		Achieved	439teachers (363 men&76women)	439teachers (363 men&76women)	439teachers (363 men&76women)		
		Source	Plan monitoring - quarterly reports, activity reports.				
	Output Indicator 1.3		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	
	# of girls, boys, men and women trained on sexual reproductive health and rights (SRHR).	Planned	697 (438girls,162boys, 35men and 62 women)	800(500girls, 203boys, 35men and 62women)	4181(2,100girls,1,853boys, 115women and 113men)	8353 (5,170 girls, 3,021 boys, 66 women and 96 men)	
		Achieved	697 (438girls,162 boys)	722 (530 girls, 192 boys)	4125 (2,633girls, 1,339boys, 61women and 92men		
		Source	Plan monitoring - training sessions records of attendance, quarterly reports, post session reviews.				

OUTPUT 2 --> OVERALL OUTCOME A	Output Indicator 2.1		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	Assumptions
Financial barriers to adolescent girls education are reduced	# girls accessing financial and material support from Plan, government or other local organisations.	Planned	613	650	950	950	
		Achieved	727	950	950		
		Source	Plan monitoring - school reports on financial assistance, disbursement records, registers of recipients.				
	Output Indicator 2.2		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	
	# of households (with adolescent girls) linked or signposted to financial support or income generating activities.	Planned	250HHs	300HHs	1140HHs	2055 HHs	
		Achieved	386HHs	421HH	1630HHs		RISK RATING
		Source	Plan monitoring - quarterly reports, activity reports.				

OUTPUT 4 --> OVERALL OUTCOME A	Output Indicator 3.1		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	Assumptions
Institutions responsible for girls education become more inclusive and ...	# 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	1	1	3	5	
		Achieved	0	2	4		
		Source	Plan monitoring - portfolio of evidence, policy analysis.				
	Output Indicator 3.2		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	
	# of girls and boys engaged in school governance or decision-making processes at school, local or national level.	Planned	112 (56girls&56boys)	112 (56girls&56boys)	169 (115girls&54boys)	953 (507 girls & 446 boys)	
		Achieved	108 (54girls & 54boys)	169 (115girls&54boys)	169 (115girls&54boys)		RISK RATING
		Source	Plan monitoring - quarterly reports, activity reports.				

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 children, families and communities in school governance

Appendix II – OMS Overview

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

Laura Hughston – Learning and Impact Assessment Officer

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?
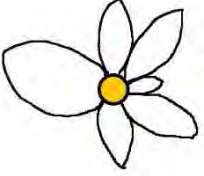
Appendix III – FGD Questionnaire for Girls and Boys

បញ្ជីសំនួរ សំរាប់ ក្រុមកុមារី និង កុមារQuestionnaires for girls & Boys

ចាប់ផ្ដើម៖ជំរាបសួរមិត្តទាំងអស់គ្នា, សុខសប្បាយជាទេ? ខ្ញុំឈ្មោះ.............................ជាសិស្សរៀនថ្នាក់ទី.........ខ្ញុំបានប្រជ្រើសរើសដើម្បីចូលរួមជាអ្នកវាយតំលៃ ក្នុងគំរោង។ លើកកំពស់សិទ្ធិកុមារី ដើម្បីទទួលបានការអប់រំកំរិតមូលដ្ឋានប្រកបដោយគុណភាព របស់អង្គការ ផ្លែន។ គំរោងនេះធ្វើសកម្មភាពល្អមាន៖ **ផ្ដល់អាហារូបករណ៍, សុខភាពបច្ចុប្បន្ន និង សិទ្ធិ, បរិយាធន៍, ពង្រឹងគុណភាពអប់រំ,** **ការទទួលទុសត្រូវខ្លួន និង ការចូលរួម, មិត្តភាពជំនិត, ផ្ដល់ភ្គូបណ្ដោះបណ្ដាលដល់និស្សិតកុមារាអំពី សមភាពយែនឌ័រ,** ។ គោលបំនងសំខាន់គឺ ចង់សិក្សាអំពី ដំនើរការ របស់គំរោង ។ សង្ឃឹមថា មិត្ត១ទាំងអស់និងចូលរួម បញ្ចញមិតិយោបល់ ដោយសេរី , ក្លាហាន និង ស្មោះត្រង់ ។ ការពិភាក្សានេះ និង ចំនាយពេលប្រហែលជា ៤០ នាទី ៍។ តែប៉ុណ្ណោះ ។ តើមិត្ត ទាំងអស់គ្មានយល់ព្រមចូលរួមកិច្ចពិភាក្សានេះ ទាំងអស់គ្នាដែរឬទេ ?

Starting: Hello, friends. How are you? My name is........................, from grade............ I am selected to participate as evaluator of project: Promoting girl's rights to access quality of basic education of Plan organization. The main purpose is to study the progress of project. I hope that you are free and brave and share ideas honestly. Discussion will take about 40 minutes only. Do you agree to participate in the discussion?

ឧបករណ៍ Tools	កុមារី/ កុមារៈgirls/boys	កំនត់ត្រាNotes
ក្រុមពិភាក្សា FGD	១. តើតួនាទី របស់កុមារី និងកុមារមានតំលៃ ដូចគ្នាដែរឬទេ? ហាតុអ្វី? Role of girls and boys have the same value? Why? ២. តើអ្នកធ្លាប់ចូលរួម ក្នុងគម្រោង ភីភីអេ ដែរឬទេ? បើបាន, តើអ្នកទទួលបានអ្វីខ្លះ ពីគម្រោងនេះ? កុមារីទទួលបានអ្វីខ្លះ? កុមារាទទួលបានអ្វីខ្លះ? Have you ever involved with PPA? What benefits you received? What boys received? What girls received? ៣. តើសកម្មភាពទាំងនោះគួរតែបន្តដែរឬទេ? ហាតុអ្វី? Activities should be continuing?	
	៤. តើកុមារី កុមារា មានភាពជឿជាក់ លើ ខ្លួងឯងក្នុងការចូលរួម និង ពិគ្រោះយោបល់ លើការសម្រេចចិត្តធ្វើអ្វីមួយកំរិតណា? What are the level of girls & boys self-confident to participate and consult on decision to do something?	
	៥. តើកុមារានិងកុមារី បានចូលរួមក្នុងការសម្រេចចិត្ត ក្នុងកម្មវិធី ភីភីអេ ដែរឬទេ? ហើយ ដូចម្ដេច? How girls and boys participate in decision making of the project? ៦. តើកុមារីទទួលបានទទួលការសិក្សាដូចកុមារាដែរឬទេ? ហាតុអ្វី? Have girls received education same as boys?	

	៦. តើអ្វីខ្លះ ដែលគំរោងបានអនុវត្តហើយមានសារ:សំខាន់សំរាប់អ្នក? What are the project have been done and importance to you?	
	៧. តើអ្នកបានឃើញលទ្ធផលជោគជ័យ (ផលប៉ះពាល់) អ្វីខ្លះនៅក្នុងសហគម, សាលារៀន និង ខ្លួនៗ? What have you seen the success result (impact) in community, school, and yourself?	
ចំណាត់ថ្នាក់ អទិភាព Prioritization	៨. ក្នុងចំណោមសកម្មភាពធំៗទាំង៨នេះ តើមួយណាដែល ចំបងជាគេដើម្បី ឧបាយកុមាររៀនបានចប់យ៉ាងហោច ណាស់ថ្នាក់ទី ៩ ។ សូមអានបន្តមួយយ ៗ , យឺតៗ, ច្បាស់ៗ ហើយបន្ទាប់មក សូមដាក់ចំណាត់ថ្នាក់អទិភាព ។ ហេតុអ្វី? Among eight objectives, which one is the main to help children to complete at least grade 9. Please read one by one, slowly and clearly then prioritization.	

កាលបរិច្ឆេទ: …………………………………………. ភូមិ: ………………………………………….. ឃុំ: …………………………………………

ឈ្មោះសាលា: …………………………………………………………………

ឈ្មោះអ្នកសំភាសន៍: …………………………………………… ឈ្មោះអ្នកកត់ត្រា: …………………………………………………

រយ:ពេល ៖ ចាប់ផ្តើម ម៉ោង……………………………………… បញ្ចប់ការសំភាសន៍ម៉ោង: …………………………………………………
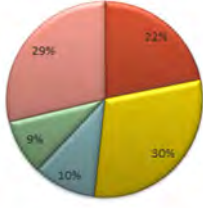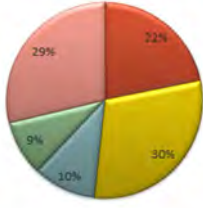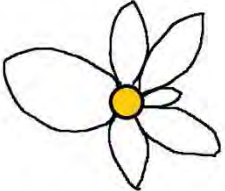
Appendix IV – FGD Questionnaire for Parents

បញ្ជីសំនួរ សំរាប់ ក្រុមឪពុកម្ដាយ Questionnaires for parents

ចាប់ផ្ដើម៖ជំរាបសួរអ្នកទាំងអស់គ្នា, សុខសប្បាយជាទេ? ខ្ញុំឈ្មោះ...ជាសិស្សរៀនថ្នាក់ទី..........ខ្ញុំបានប្រជ្រើសរើសដើម្បីចូលរួមជាអ្នកវាយតំលៃ ក្នុងគំរោង៖ លើកកំពស់សិទ្ធិកុមារី ដើម្បីទទួលបានការអប់រំកំរិតមូលដ្ឋានប្រកបដោយគុណភាព របស់អង្គការ ផ្លែន។ គំរោងនេះធ្វើឡើងកម្មវត្ថុគឺមាន: **ផ្ដល់អាហារូបករណ៍, សុខភាពបន្ដពូជ និង សិទ្ធិ, យែនឌ័រ, ពង្រឹងគុណភាពអប់រំ,** **ការទទួលចុះស្គ្រ្គស់ និង ការចូលរួម, ចិត្តអប់រំ, ផ្ដល់ឧបករណ៍បណ្ណាល័យដល់ឪពុកម្ដាយអំពី សមភាពយែនឌ័រ,** ។ គោលបំណងខាត់គឺ ចង់សិក្សាអំពី ដំនើរការ របស់គំរោង ។ សង្ឃឹមថា អ្នកទាំងអស់គ្នានឹងចូលរួម បញ្ចាញមតិយោបល់ ដោយសេរី, ក្លាហាន និង ស្មោះត្រង់ ។ ការពិភាក្សានេះ នឹង ចំនាយពេលប្រហែលជា ៤០ នាទី។ តើអ្នកយល់ព្រមចូលរួមកិច្ចពិភាក្សានេះ ទាំងអស់គ្នាដែរឬទេ?

Starting: Hello, friends. How are you? My name is………………….., from grade………… I am selected to participate as evaluator of project: Promoting girl's rights to access quality of basic education of Plan organization. The main purpose is to study the progress of project. I hope that you are free and brave and share ideas honestly. Discussion will take about 40 minutes only. Do you agree to participate in the discussion?

ឧបករណ៍ Tools	ម្ដាយ/ ឪពុកmother/father	កំនត់ត្រាNotes
សំភាសន៍ម្ដាក់ៗInterview	តើកុមារីនិងកុមារ គួរតែរៀងអំពីសុខភាពបន្ដពូជដែរឬទេ? ហាតុអ្វី? Girls & Boys should learn SRHR? Why?	
	• តើគួរមីង មានភាពជឿជាក់ លើ ខ្លួនឯងក្នុងការចូលរួម និង ពិម្ភាះយោបល់ លើការសម្រេចចិត្តធ្វើអ្វីមួយកំរិតណា? What level of self-confident to participate and consult on decision to do something?	
	• តើកុមារានិងកុមារី បានចូលរួមក្នុងការសំរេចចិត្ត ក្នុងកម្មវិធី ភីកំអេ ដែរឬទេ? ហើយ ដូចម្ដេច? <mark>(រូបៗ)</mark> How girls and boys participate in decision making of the project? • តើកុមារីទទួលបានទទួលការសិក្សាដូចកុមារាដែរឬទេ? ហាតុអ្វី? Have girls received education same as boys?	
	• តើប្រជាជនមានការយល់ដឹងអំពីសិទ្ធិ និង យែនឌ័រកំរិតណា? • How people have understanding on rights and gender?	☐មិនដឹងសោះ: ☐ដឹងតិចតួច ☐ដឹងមធ្យម ☐ដឹងច្រើន ☐ដឹងច្រើនណាស់

	▪ តើអ្វីខ្លះជាការផ្លាស់ប្ដូររបស់ភូមិ ឬដែល កើតឡើងពីគម្រោង? • What are the changes which are made by the project?	
Plan	• តើអ្នកបានឃើញលទ្ធផលជោគជ័យ (ផលប៉ះពាល់) អ្វីខ្លះនៅក្នុងសហគម, សាលារៀន និង ភូមិងផ្ទាល់? (ឬក ដក) What have you seen the success result (impact) in community, school, and yourself?	
ចំណាត់ថ្នាក់ អទិភាព Prioritization	ក្នុងចំណោមសកម្មភាពទាំង៨នេះ តើមួយណាដែល ចំបងជាគេដើម្បី ឱ្យកុមាររៀនបានចប់យ៉ាងហោច ណាស់ថ្នាក់ទី ៩ ។ សូមអានម្ដងមួយ ៗ, យឺតៗ, ច្បាស់ៗ ហើយបន្ទាប់មក សូមដាក់ចំណាត់ថ្នាក់អទិភាព ។ ហេតុអ្វី? Among eight objectives, which one is the main to help children to complete at least grade 9. Please read one by one, slowly and clearly then prioritization.	

កាលបរិច្ឆេទ: ………………………………………… ភូមិ: ………………………………………… ឃុំ: …………………………………………

ឈ្មោះអ្នកសំភាសន៍: ………………………………………………………… ឈ្មោះអ្នកកត់ត្រា: …………………………………………………………

រយៈពេល ៖ ចាប់ផ្ដើម ម៉ោង………………………………………… បញ្ចប់ការសំភាសន៍ម៉ោង: …………………………………………………………

Appendix V – Questionnaire for Leaders

បញ្ជីសំនួរ សំរាប់សំភាសន៍ អ្នកដឹកនាំ Questionnaires for Leaders

ចាប់ផ្តើម៖ជំរាបសួរលោកគ្រូ/ អ្នកមីង, សុខសប្បាយជាទេ? ខ្ញុំឈ្មោះ.........................ជាសិស្សរៀនថ្នាក់ទី.........ខ្ញុំត្រូវបានជ្រើសរើសដើម្បីចូលរួមជាអ្នកវាយតំលៃ ក្នុងគំរោង។ លើកកំពស់សិទ្ធិកុមារី ដើម្បីទទួលបានការអប់រំកំរិតមូលដ្ឋានប្រកបដោយគុណភាព របស់អង្គការ ប្លែន។ គំរោងនេះធ្វើសកម្មភាពមាន៖ **ផ្តល់ការបរិច្ចាកបរិក្ខា, សុខភាពបន្តពូជ និង សិទ្ធិ, វ័យនេត, ពង្រឹងគុណភាពអប់រំ, ការទទួលសុខក្រុស្រស់ និង ការចូលរួម, ចិត្តអប់ចិត្ត, ផ្តល់វត្ថុគ្មាះបណ្ណាលមលសិទ្ធុកម្ពាយតំពី សមភាពយេនឌ័រ,** ។ គោលបំងសំខាន់គឺ ផងសិក្សាអំពី ដំនើរការ របស់គំរោង ។ សង្ឃឹមថា លោកគ្រូ/ អ្នកមីងនឹងចូលរួម បញ្ចេញមតិយោបល់ ដោយសេរី , ក្លាហាន និង ស្មោះត្រង់ ។ ការពិភាក្សានេះ នឹង ចំនាយពេលប្រហែលជា ២០ នាទី។ តើលោកគ្រូ/ អ្នកមីងយល់ព្រមចូលរួមកិច្ចពិភាក្សានេះ ទាំងអស់គ្នាឬអ៊ីទេ?

Starting: Hello, friends. How are you? My name is......................, from grade............ I am selected to participate as evaluator of project: Promoting girl's rights to access quality of basic education of Plan organization. The main purpose is to study the progress of project. I hope that you are free and brave and share ideas honestly. Discussion will take about 20 minutes only. Do you agree to participate in the discussion?

អ្នកដឹកនាំLeaders	កត់ត្រា Notes
១. តើគំរោងភីភីអេ បានចាប់ផ្តើមតាំងពីឆ្នាំណា? តើនរណាខ្លះបានចូលរួមក្នុង ការផ្តល់យោបល់ និង សំរេចចិត្ត មុនអនុវត្តសកម្មភាព? Do you know when the PPA started? Who involved consulting and deciding before implementation activities?	
២. តើមានអង្គការណាខ្លះ ដែលចុះមកបង្រៀន សហគមន៍មីង ក្រៅពីគំរោង ភីភីអេ? បង្រៀនអ្វីខ្លះ? What are the others NGOs in your community beside PPA2? What are they doing/teaching about?	
៣. តើស្ថាប័ននាក់ពន្ធ័ទទួលខុសត្រូវអប់រំកុមារីបានធ្វើអ្វីខ្លះ? (ស្ថាប័ន: គណៈកម្មការរួទ្រង់សាលា, អង្គការ, គណៈកម្មការរស្រី និង កុមារ, ភូមិ, ឃុំ....) What are the related institutes that responsible to educate the children have been done? (Institutions: School Support Committee, NGOs, committee of women and children affair...)	
៤. បើសិនជាគំរោងមានការផ្លាស់ប្ដូរសកម្មភាព អ្វីមួយ តើមានការពិគ្រោះ យោបល់ ជាមួយប្រជាពលរដ្ឋ ដែរឬទេ? ហេតុអ្វី? If project have change or adjusting activities, did they consulted with people?	
៥. តើគំរោងកម្មវិធី មានការឆ្លុះបញ្ជាំង, រៀនសូត្រ ហើយយកទៅកែសំអែរ ដូចម្តេច? How project have reflection & learning and adjusted?	
៦. តើប្រជាពលរដ្ឋបានផ្លាស់ប្ដូរការគិត អ្វីខ្លះ? Do people have change their thinking?	
៧. តើធ្យោភ្យាងបានផ្តល់ធនធានអ្វីខ្លះដល់សហគម ? ហើយប្រើប្រាស់មានប្រសិទ្ធិភាព ដែរឬទេ? ហេតុអ្វី? What are the resources given to community? Is it using effective? Why?	
៨. តើប្រជាជន ប្រហែលប៉ុន្មាននាក់ ដែលបានចូលរួម វគ្គបណ្ណុះបណ្ណាលអំពីសុខភាពបន្តពូជ? ហើយប្រហែលប៉ុន្មានភាគរយ ដែលបានយល់ដឹង? តើពួកគាត់ នៅតែត្រូវការ ចំនេះដឹងនេះ បន្តទៀតដែរឬទេ? ហេតុអ្វី? How approximately of people participated in the SRHR training? And approx. Percentage of understanding? Do they still need the knowledge?	
៩. តើអ្នកបានឃើញលទ្ធផលជោគជ័យ (ផលប៉ះពាល់) អ្វីខ្លះនៅក្នុងសហគម, សាលារៀន? What have you seen the success result (impact) in community, school?	

កាលបរិច្ឆេទ: ....

ភូមិ: .... ឃុំ: ....

ឈ្មោះអ្នកសំភាសន៍: .... ឈ្មោះអ្នកកត់ត្រា: ....

រយៈពេល ៖ ចាប់ផ្តើម ម៉ោង... បញ្ចប់ការសំភាសន៍ម៉ោង: ....

Appendix VI – Teachers Questionnaires

បញ្ជីសំនួរ សំរាប់សំភាសន៍ គ្រូបបង្រៀនQuestionnaires for teachers

ចាប់ផ្ដើម៖ជំរាបសួរលោកគ្រូអ្នកគ្រូ, សុខសប្បាយជាទេ? ខ្ញុំឈ្មោះ.......................................ជាសិស្សរៀនថ្នាក់ទី......... ខ្ញុំបានប្រជ្រើសរើសដើម្បីចូលរួមជាអ្នកវាយតំលៃ ក្នុងគំរោង៖ លើកកំពស់សិទ្ធិកុមារី ដើម្បីចូលបានការអប់រំកំរិតមូលដ្ឋានប្រកបដោយគុណភាព

របស់អង្គការ ផ្លែន។ គំរោងនេះធ្វើឡកម្មការពារមាន៖ **ផ្ដល់អាហារូបករណ៍, សុខភាពបន្តពូជ និង សិទ្ធិ, ព័យធន៍, ពង្រឹងគុណភាពអប់រំ, ការទទួលខុសត្រូវផ្សេងៗ និង ការចូលរួម, ចិត្តអំពើចិត្ត, ផ្ដល់វត្ថុឧបករណ៍បណ្ដាលដល់ឪពុកម្ដាយអំពី សមភាពយែនឌ័រ,** ។ គោលបំងសំខាន់គឺ ដង់សិក្សាអំពី ដំនើរការ របស់គំរោង ។ សង្ឃឹមថា លោកគ្រូអ្នកគ្រូនិងចូលរួម បញ្ចេញមតិយោបល់ ដោយសេរី , ក្លាហាន និង ស្មោះត្រង់ ។ ការពិភាក្សានេះ និង ចំនាយពេលប្រហែលជា ២០ នាទី តែប៉ុណ្ណោះ ។ តើលោកគ្រូអ្នកគ្រូយល់ព្រមចូលរួមកិច្ចពិភាក្សានេះ ទាំងអស់គ្នាដែរឫទេ?

Starting: Hello, friends. How are you? My name is......................, from grade........... I am selected to participate as evaluator of project: Promoting girl's rights to access quality of basic education of Plan organization. The main purpose is to study the progress of project. I hope that you are free and brave and share ideas honestly. Discussion will take about 20 minutes only. Do you agree to participate in the discussion?

គ្រូបបង្រៀន Teachers	កត់ត្រា Notes
១. តើគំរោងគឺកើអ បានចាប់ផ្ដើមតាំងពីឆ្នាំណា? តើនរណាខ្លះបានចូលរួមក្នុង ការផ្ដល់យោបល់ និង សំរេចចិត្ត មុនអនុវត្តសកម្មភាព? Do you know when the PPA started? Who involved consulting and deciding before implementation activities?	
២. តើគំរោងបានប្រជ្រើសរើស សិស្សទទួលអាហារូបករណ៍ ដូចម្ដេច? តើកុមារី និង កុមារាបានទទួល ដូចគ្នា ឬទេ? ហើតុអ្វី? How project selected scholarship? Do girls and boys received the same? Why?	
៣. តើចំនេះដឹងអំពីសុខភាពបន្តពូជយុវវ័យ និង សិទ្ធិ គួរតែបន្តបង្រៀននៅក្នុងសាលាឬទេ? ហេតុអ្វី? តើអ្នកមានអនុសាសន៍ អ្វីខ្លះ ដើម្បីឲ្យធ្វើអាយប្រសើរ ឡើង? Should SRHR continue in the school? Why? What is the recommendation for improvement?	
៤. តើស្ថាប័នពាក់ព័ន្ធទទួលខុសត្រូវអប់រំកុមារីបានធ្វើអ្វីខ្លះ? (ស្ថាប័ន៖ គណៈកម្មការទ្រទ្រង់សាលា, អង្គការ, គណៈកម្មការស្រ្តី និង កុមារ, ភូមិ, ឃុំ....) What are the related institutes that responsible to educate the children have been done? (Institutions: School Support Committee, NGOs, committee of women and children affair...)	
៥. តើគំរោងបានធ្វើអ្វីខ្លះ ដើម្បីពង្រឹងគុណភាពអប់រំ? What project has done to strengthen the quality of education?	
៦. តើគរម្យាងបានផ្ដល់ធនធានអ្វីខ្លះដល់សាលារៀន ? ហើយប្រើប្រាស់មានប្រសិទ្ធិភាព ដែរឬទេ? ហាតុអ្វី? What are the resources given to community? Is it using effective? Why?	
៧. តើអ្នកបានឃើញលទ្ធផលជោគជ័យ (ផលប៉ះពាល់) អ្វីខ្លះនៅក្នុងសហគម, សាលារៀន? What have you seen the success result (impact) in community, school?	
៨. អនុសាសន៍ផ្សេងៗ? Other recommendation	

កាលបរិច្ឆេទ: ....   សាលា: ....

ឈ្មោះអ្នកសំភាសន៍: ....   ឈ្មោះអ្នកកត់ត្រា: ....

រយៈពេល   ៖ ចាប់ផ្ដើម ម៉ោង...   បញ្ចប់ការសំភាសន៍ម៉ោង: ....

Appendix VII - 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.
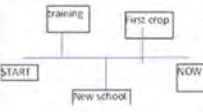
Appendix VIII –Who carries the biggest burden?

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.

	©World Vision	©World Vision	©World Vision
Who is in this group? Why?			

Appendix IX - 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.	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.	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: "Which animals do you like?" the possible pre-prepared answers could be: 1. dog 2. cat 3. cow	Example: if you want to find out about a particular training and there are only 3 people in the district who have attended that particular training.		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.		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).	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: with a group of rice farmers: why do you prefer planning rice to carrots?				Example: reason 1: rice is a valuable crop; reason 2: if you plant rice you don't need to buy new seed next year.	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.	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.
	Example: how frequently each sport should be practiced in the playground based on your preference for each sport. For the second pie chart, how frequently is each sport actually practiced in the playground.					
Ranking	Several options/pictures are presented to respondents who are asked to rank in order of preference.	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.	By counting the ranking of each option/picture.	The most favourite option/picture, the least favourite.
	Example: rank this animals in order of preference: cat, dog, chicken, donkey Ranking: 1. dog 2. donkey			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.		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.
	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?*			Example: if the story is too simple like 'Kiri has been offered a fully paid place in a private school not to 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.	All the answers are read and a list of answers is created to understand common patterns.	Why people prefer one solution over another.
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 the hear, say, see or do now. Can be used to assess changes due to the **programme.**	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 in knowledge or behaviour among particular groups (boys, mothers etc) and why these changes have taken place.
	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.				Changes among pedestrians, changes among drivers etc.	Example: drivers are more aware of dangerous behaviour but have not changed practice. Pedestrian are more ware of dangerous behaviour and have changed practice as trained.
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: Example: gender, child rights etc.				Example: which training was more useful.	Example: all students value mostly child rights training. Girls also thought the hygiene training was useful.
Upside down T Plan	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.	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.
– +	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.					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.
Timeline training First crop START NOW New school	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.	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 made use of learning?
	Example: the first training was a defining moment for the programme as everyone learned new skills.					Example: the new school building gave confidence to students and parents to ask for better services.

Appendix X - 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*
   - *How well the programme responded to major external contributing factors and incorporated learning*

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:**
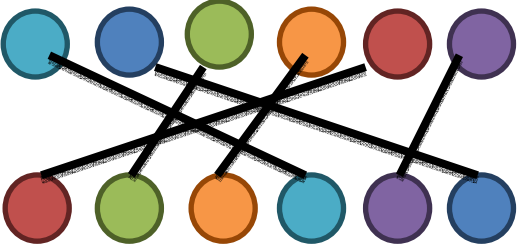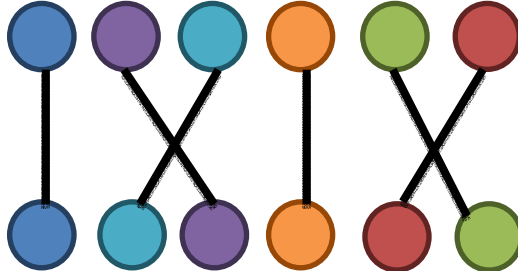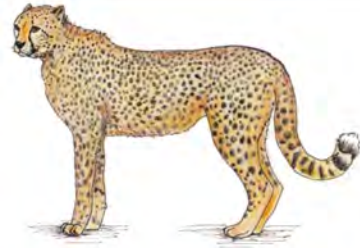
   - *Did different groups of beneficiaries and especially the most vulnerable, benefit equally from the programme? Who experienced most change? Did any group experience negative change?*
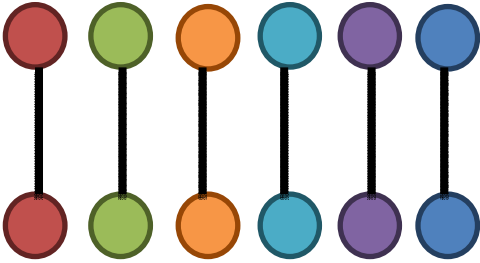
Appendix XI - Rubric Linking Programme Priorities with Needs[73]

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

	Level Lizard
	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**.
	Level Goose
	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**.

---

[73] Images courtesy of Emily Woodroofe

	Level Deer
	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.
	Level Cheetah
	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.**

	Level Cow
	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.**

Which level best describes what you have seen?

Why? What is the evidence for saying so?

Appendix XII - Rubric Involving, consulting and sharing information with community[74]

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
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 i**n 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.
Level Goose
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.

---

[74] Images courtesy of Emily Woodroofe

Level Deer

Most members of the community, including girls and boys, **were involve**d 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 was 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
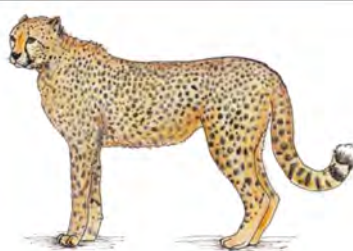
The majority of members of the community **were involved in choosing some of the programme objectives** by themselves, including men, women, girls and boys they all had a say in the determining the priorities for the programme. **Girls, boys, women and men, all were also able to suggest** the criteria 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 XIII - Rubric: Relevance[75]

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
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.
Level Goose
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.**
Level Deer
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.

---

[75] 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:
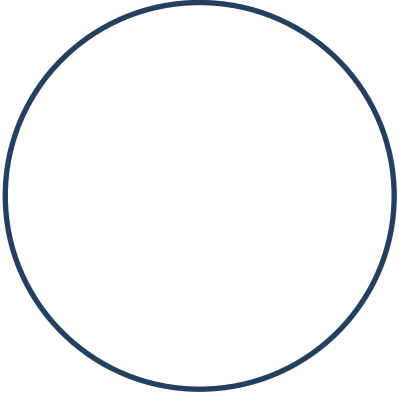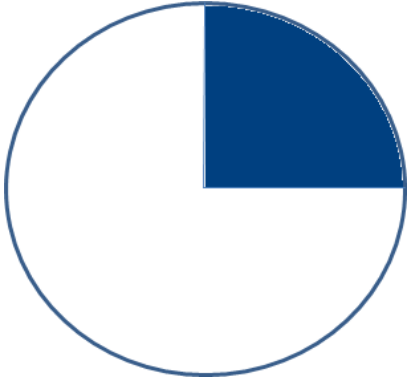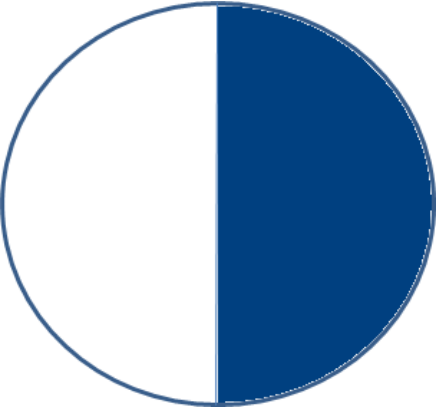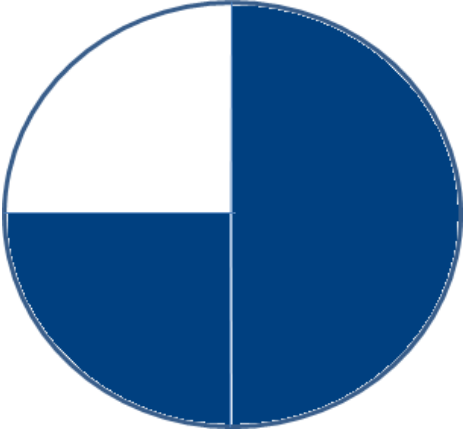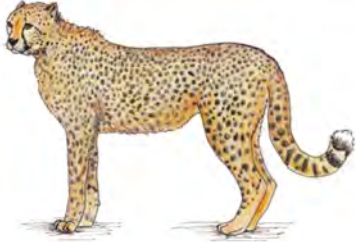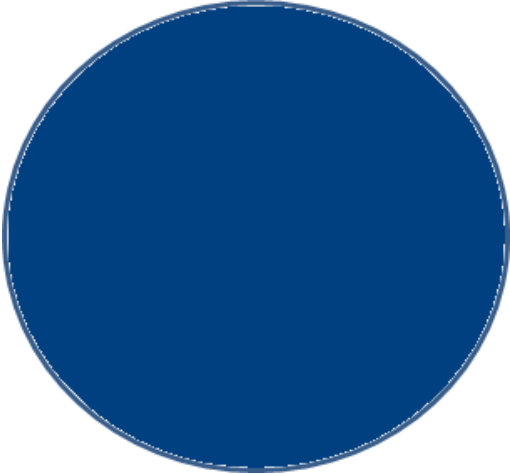
We assess the level of achievement by the programme.

	Level Lizard 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.
	Level Goose 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**.

---

[76] Images courtesy of Emily Woodroofe
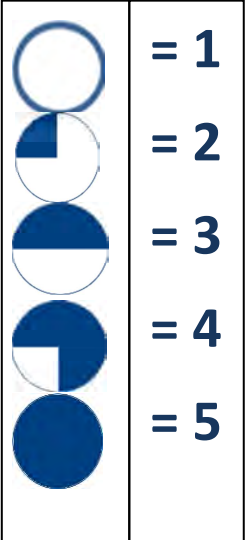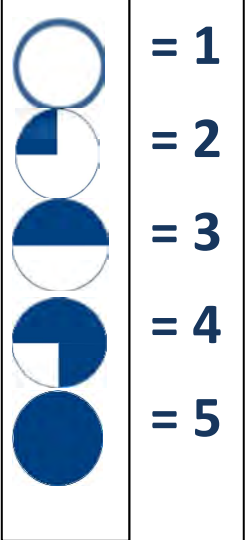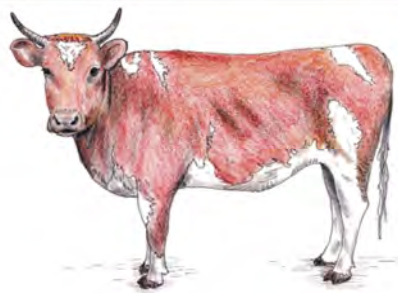
	Level Deer
	Most people have changed at least a little on how they think and behave, but **not everyone in the community experienced the change in the same measure**. The **easiest to reach** have experienced the biggest change whilst those most difficult to reach experienced very little change; or a 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.
	Level Cheetah
	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**.

	Level Cow
	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.

Which level best describes the achievement?

Why? What is the evidence for saying so?

Appendix XV - Rubric: Level of achievement in relation to importance[77]

				Level Lizard
1		○	= 1	
2		◔	= 2	
3	X	◐	= 3	
4		◕	= 4	**There is low level of achievement especially on the results that are most important.**
5		●	= 5	
6				**Points:15 to 26**

				Level Goose
1		○	= 1	
2		◔	= 2	
3	X	◐	= 3	
4		◕	= 4	**There is some achievement but not equally across all results and lower achievement on the most important results.**
5		●	= 5	
6				**Points: 27 to 38**

				Level Deer
1		○	= 1	
2		◔	= 2	
3	X	◐	= 3	
4		◕	= 4	**There is some good achievement but not on all results.**
5		●	= 5	
6				**Points:39 to 50**

---

[77] Images courtesy of Emily Woodroofe

1 2 3 4 5 6	**X**	◯ = 1 ◕ = 2 ◑ = 3 ◕ = 4 ● = 5	**Level Cheetah** There is very good achievement on most results especially the most important. **Points:51 to 62**
1 2 3 4 5 6	**X**	◯ = 1 ◕ = 2 ◑ = 3 ◕ = 4 ● = 5	**Level Cow** There is excellent achievement on all results and the highest achievement has taken place on the most important results. **Points:63 to 75**

Which level best describes what you have seen?

Why? What is the evidence for saying so?

Appendix XVI – Rubric: Making use of opportunities and mitigating risks

An external event (such as a new rule, or an awareness campaign, new funding for schools etc) has been taking place but has completely different objectives to the programme, but has influenced a how people think and behave in relation to Quality of Education, Gender, SRHR, Accountability, Violence and Corporal Punishment, Economic Barriers to girls education.

1

X

The programme is aware of external events taking place but has no linkages and implements regardless of whatever else is going on.

1

An minor external event (such as a new rule, law or popular campaign, funding increase for schools etc) with some similar objectives to the programme, has partially influenced the way people think and behave in relation to Quality of Education, Gender, SRHR, Accountability, Violence and Corporal Punishment, Economic Barriers to girls education.

2

X

The programme has many linkages with other actors that have the ability to influence how people in the community think and behave. When these influences are positive, the programme works alongside them and share information and support; when these influences are negative the programme tries to counter them.

2

A powerful external event/force (such as a new rule, law or popular campaign, funding increase for schools etc) with the same objectives of the programme, has transformed the way people think and behave in relation to Quality of Education, Gender, SRHR, Accountability, Violence and Corporal Punishment, Economic Barriers to girls education.

3

X

The programme is well linked and well informed of external events even before they happen. When an external event or influence occurs, the programme changes and adapts its activities to take full advantage of positive opportunities or to minimise negative event.

3

Appendix XVII – Rubric: Effectiveness final decision

We assess: the degree to which the programme's objectives have been achieved taking into account their relative importance to the communities. We also assess the importance of external factors in causing changes and how well the programme took advantage of opportunities and reduced risks to achieving the results.

To make a decision:

If 1 = reduce the animal by one size

If 2 = keep same animal size

If 3 = increase animal by one size

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 XVIII – Rubric: Efficiency[78]

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 amount of funding for each activity with the level of achievement. 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 what if the animal you choose and why.

Level Lizard
Points: 5 to 13 The project spent most funding on **too many activities that were too difficult** and **could not achieve** all the desired results. The funding is not sufficient for the results to be achieved and the programme should have concentrated the available funds to fewer priorities.

Level Goose
Points: 14 to 22 The project spent most funding on difficult or too many activities and therefore results are poor. **The funding is not sufficient for all** the results to be by the end of the programme. The programme could have achieved better results if it had set fewer priorities and the more expensive activities have delivered worse results than the cheaper ones.

---

[78] Images courtesy of Emily Woodroofe

Level Deer
Points: 23 to 31 The programme has achieved some good results with some activities, but there are also activities that **have consumed a lot of funding and did not give the expected results.** 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: 32 to 40 Most activities have been successful and **the most costly activities did give good results**. The most expensive activities achieved good results and therefore it was worth investing in them, but **funding is not sufficient to ensure all** the activities will give absolutely excellent results. The programme has set slightly ambitious objectives and may not achieve them all.
Level Cow
Points 41 to 50 All the activities **obtained excellent results** and 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.

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? Please explain your reason for changing the result:

Appendix XIX – Rubric: Community's ability to continue with new behaviour (Sustainability)[79]

Level Lizard
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.

Level Goose
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.

Level Deer
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.

---

[79] Images courtesy of Emily Woodroofe

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 XX – Rubric: Community's motivation to continue with new behaviour (Sustainability)[80]

Level Lizard
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.

Level Goose
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.

Level Deer
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.

---

[80] Images courtesy of Emily Woodroofe

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 XXI – Rubric: Community's opportunity to continue with new behaviour[81]

Level Lizard

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.

Level Goose

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.)

Level Deer

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.

---

[81] Images courtesy of Emily Woodroofe

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
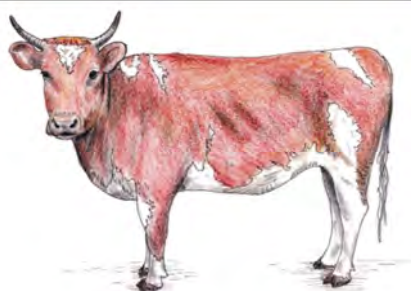
The skills, knowledge and behaviour promoted by the programme **will continue to be used long after the programme has ended because members of the community will continue to have opportunities** to practice and strengthen the new ways of thinking and behaving because they have full control over the decision 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 XXII - Rubric: Sustainability[82]

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, <u>not the specific activities</u> 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
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.
Level Goose
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.

---

[82] 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
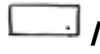
Once the programme is over, people will have **excellent ability, motivation, opportunity to continue with the new knowledge, attitudes and behaviours** and girls and boys will face no challenges and **everyone will be able to go and stay in school** at least to grade nine. Nobody will have to drop out before grade nine because of lack of support or financial means.
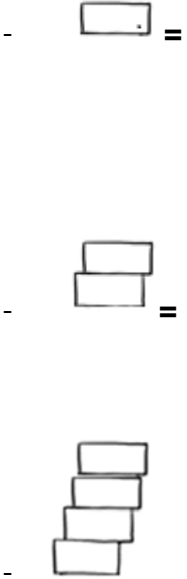
Discuss in your group: are you satisfied with the final animal size? In consideration of everything you have seen and learned and all the data you have available, do you think your final choice is right? Do you want to change it? If you want to change it, please explain your reason for changing the result:

Appendix XXIII – Rubric: Equity[83]

<table>
<tr>
<td></td>
<td>
- [ ] =

- [ ] =
</td>
<td></td>
<td>
<table>
<tr><td style="background:orange">**Level Ant**</td></tr>
<tr><td></td></tr>
<tr><td>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.**</td></tr>
</table>
</td>
</tr>
<tr>
<td></td>
<td>
- [ ] =

- [ ] =

- [ ] =
</td>
<td></td>
<td>
<table>
<tr><td style="background:gold">**Level Snail**</td></tr>
<tr><td></td></tr>
<tr><td>The programme has alleviated the challenges of <u>everyone equally</u>. Everyone is now a little better but we still have the **same disparities**.</td></tr>
</table>
</td>
</tr>
</table>

---

[83] Images left courtesy of World Vision UK, images right courtesy of Emily Woodroofe

			Level Rooster
	=		
	- ▢▢ =		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 much worse off, are still worse of but they are a little better. **Some disparities still exist**.
	- ▢▢ =		
			Level Goat
	- ▢ / ▢▢		
	- =		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.**

			Level Deer
	- $\boxed{}$ **=**		
	- $\boxed{}$ **=**		
	- $\boxed{}$		The programme has made things better for everyone but much more for those who were worse off. **The disparities have been completely eliminated.**

How frequent is violence?
88% of boys and **50%** girls say violence rarely happens

How serious is violence?
75% of boys and **69%** girls say that the violence that takes place in their school is not serious at all

Who commits violence?
40% of boys and 26% girls say that students commit violence

14% of boys and 6% girls say teachers commit violence

Programme Objectives:
To reduce violence in schools and communities and to reduce acceptance of violence and corporal punishment.

None of the parents agree corporal punishment is always OK

33% of leaders think that if a teacher hits a child, it's because the child deserves it

---

[84] Infographics originally included cartoons but these have been removed to comply with branding identify.

Girls should have the same freedoms as boys

Boys Agree: 75%   Girls: Agree 96%

Leaders: Agree: 75%

Programme Objectives: to ensure girls are valued as much as boys and given the same opportunities in school and in the community.

It is more important for boys than for girls to finish school!

Boys Agree: 26%   Girls: Agree 13%

Leaders: Agree 25%

I can always manage to solve difficult problems if I try

Boys Agree: 82%   Girls: Agree 88%

57% girls who have dropped out say it was due to economic reasons

Schools say that only 7% of dropouts are due to economic reasons

38% of mothers 88% of fathers say economic reason will be the main reason for their child exiting school

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.
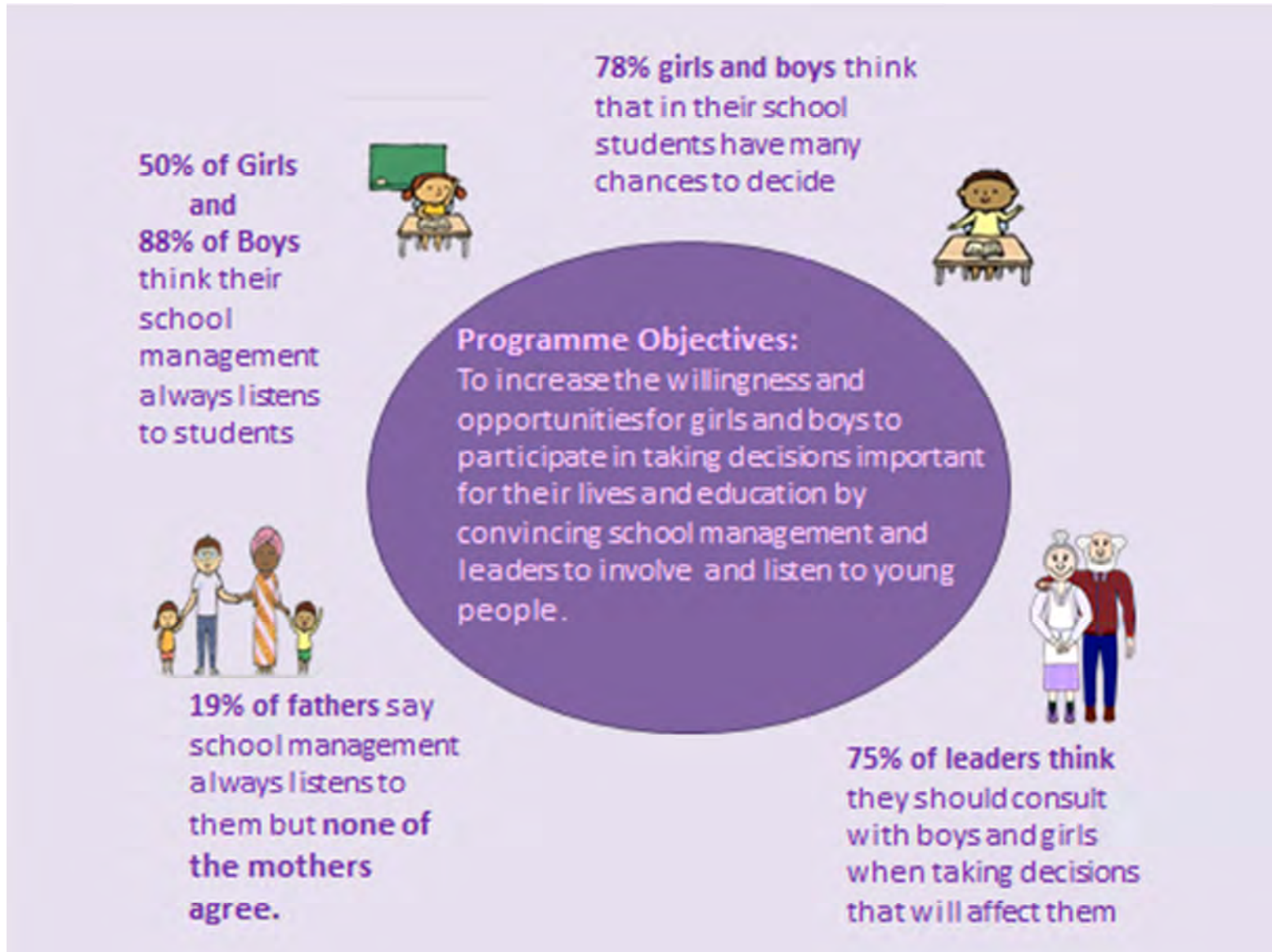
56% of girls currently in school say that when they will leave school will depend on economic reasons

78% girls and boys think that in their school students have many chances to decide

50% of Girls and 88% of Boys think their school management always listens to students

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.

19% of fathers say school management always listens to them but **none of the mothers agree.**

75% of leaders think they should consult with boys and girls when taking decisions that will affect them

**Who knows how to raise
a complaint with Plan?**

100% of Girls
91% of Teachers
76% of Boys
73% Mothers
67% of Leaders
50% Fathers

**Who trusts Plan to
respond to
complaints?**

93% of Boys
92% of Leaders
90% of Girls
68% 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 XXV – Effectiveness calculation (boys) photo
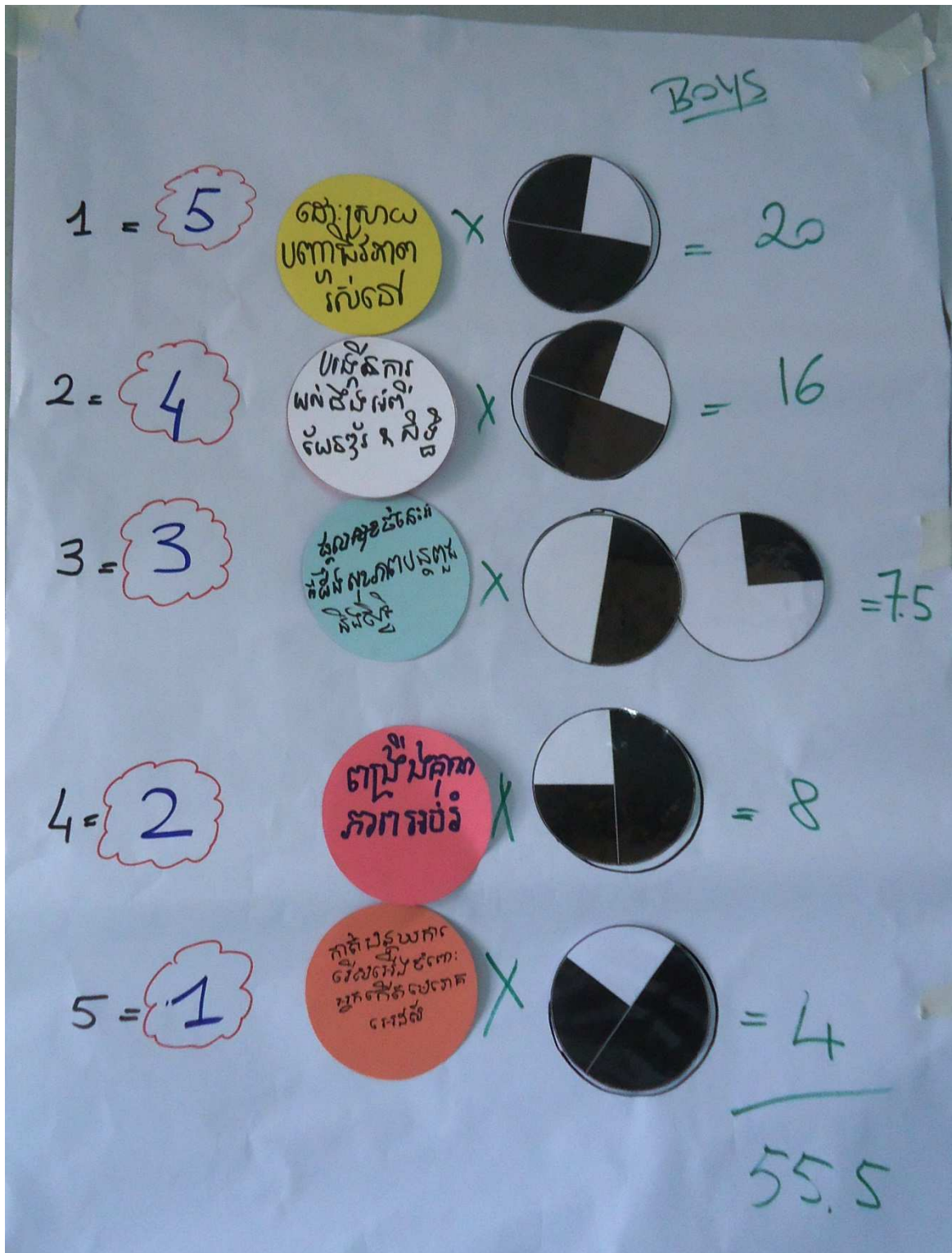
References

Hart R. *Children's Participation: From Tokenism to Citizenship.* Florence, Italy: UNICEF, International Child Development; 1992.

Chambers R. *Whose Reality Counts? Putting the First Last*. London: Intermediate Technology; 1997.

Checkoway B, Richards-Schuster K. *Youth participation in community evaluation research*. Am J Eval. 2001; 24:21–22.

Powers J.L., Jennifer S. Tiffany. *Engaging Youth in Participatory Research and Evaluation,* Public Health Management and Practice, Supplement, pp. 79-87; 2006.

Save the Children International, *Evaluation Handbook.*

Australian Research Alliance for Children and Youth and the NSW Commission for Children and Young People*. Involving children and young people in research [electronic resource]: a compendium of papers and reflections*; 2008.

Roche C. *Impact Assessment for Development Agencies Learning to Value Change,* Oxfam GB with Novib; 1999.

Zaveri S. *Listening to smaller voices: Using an innovative participatory tool for children affected by HIV and AIDS to assess a life skills programme,* Better Evaluation; 2013.

Bonati G. *Monitoring and Evaluation with Children,* Plan International; 2006.

Zeldin S., Bestul L., Powers J*. Youth-Adult Partnership in Evaluation (Y-AP/E) A Resource Guide For Translating Research Into Practice*; 2012*.*

Franklin A., Sloper P. *Participation of Disabled Children and Young People in Decision-making Relating to Social Change*, Social Policy Research Unit, University of York; 2007.

Checkoway B., Richards-Schuster K. *Participatory Evaluation with Young People,* American Journal of Evaluation *24(1)*;2003.

SOS Children's Villages International, *Participatory Monitoring and Evaluation Methodologies for Working with Children, Adolescents, and Young People*.

Save the Children International, *Children and Participation: Research, monitoring and evaluation with children and young people*, Briefing Paper; 2000.

Save the Children International Alliance, *So you want to consult with children. A toolkit of good practice*, London; 2003.

The Hunger Project, *Data by the people for the people Participatory Monitoring & Evaluation at The Hunger Project.*

Lansdown G, O'Kane C*., A Toolkit for Monitoring and Evaluating CHILDREN'S Participation,* Save the Children Fund; 2014.

Education Research Centre, University of Brighton, *Steps for engaging young children in research*; 2014.

Reisman J., Gienapp A., Stachowiak S., *A Handbook of data collection tools: companion to "A guide to measuring advocacy and policy",* Annie E. Casey Foundation.

World Vision Albania and Kosovo, *Child led Evaluation Child participation in Vlora Albania,* World Vision;2012.

Save the Children, *Children and Participation: Research monitoring and evaluation with children and young people*; 2001.

Boyden J., Ennew J., *Children in Focus: a Manual for Participatory Research with Children,* Save the Children Sweden; 1997.

King J, McKegg K, Oakden J, Wehipeihana N, *Evaluative Rubrics: a Method for Surfacing Values and Improving the Credibility of Evaluation,* Journal of Multidisciplinary Evaluation, Volume 9, Issue 21; 2013.

Oakden J, *Evaluation rubrics: how to ensure transparent and clear assessment that respects diverse lines of evidence,* Better Evaluation; 2013.