

Transforming a lizard into a cow



Child-Led Evaluation of the PPA programme in Zimbabwe

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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
VSLAs	Village Savings and Loans Associations

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Introduction

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

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

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 Zimbabwe the PPA programme is implemented across three districts: Chiredzi, Chipinge and Mwenezi, and aims to address the outcomes above. Chiredzi district, where this evaluation was conducted, is located in the south-east of Zimbabwe. Residents of this district are mostly farmers. Many people, including adolescents and young adults, migrate to nearby South Africa in search of work.

In May 2014 a new Outcome Monitoring System (OMS)² 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 stakeholders³. The system is a considerable advance for UKNO, with its focus on reflection, learning and mainstreaming the voices of beneficiaries. The inclusion of more child-centred methodologies for collecting data is also a key feature of OMS. This has

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

² Appendix II – OMS Overview

³ Adolescent girls and boys in school and those who have dropped out, parents, leaders, teachers, school management and community child protection committees.

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,⁴ 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 criteria⁵, with the addition of equity. More specifically this process was intended to contribute the adolescents' perspectives in answering the questions in Appendix XI - Evaluation Questions.
2. To strengthen Plan's ability and capacity to meaningfully involve children in M&E activities, generating learning and recommendations for similar activities in the future.

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

The ability of children to meaningfully participate, however, depends on their evolving capacity and the enabling processes put in place to ensure their genuine participation. Extensive desk research into previous experiences of evaluations led by children revealed that despite many policies and manuals suggesting strategies for beneficiary involvement in M&E, children are rarely involved in evaluations. When they are, they are typically only asked to evaluate the level of child involvement rather than entire projects or programmes.⁶ In fact we found only a handful of evaluation reports⁷ 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.

⁴ Hughston L. [Acinonyx Cervidae Hircus, Child-Led Evaluation of the PPA programme in Cambodia](#), Plan International UK; 2015.

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



CEs selecting data collection tools
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1. Methodology

This evaluation followed a standard process involving recruiting the CEs, familiarising them with the objectives of the programme and existing evidence about the programme's achievements, and enabling them to select evaluation questions and apply appropriate tools for collecting and analysing evidence. This was followed by a short pilot to review their technique in applying the tools. 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.

Six focus group discussions (FGDs) with girls and six with boys were conducted and entirely facilitated by the CEs. In addition, there were four FGDs with mothers and four with fathers. Key Informant interviews with three community leaders,⁸ Plan Zimbabwe staff⁹ and three interviews with teachers also formed part of the evidence collected.¹⁰

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 Zimbabwe's staff for translation. However, the processes by which the CEs would be enabled to arrive at conclusions were not shared with Plan Zimbabwe staff prior to the evaluation. This was purposely done to avoid influencing staff's responses.¹¹

1.1 Getting started

1.1.1 Practices to enable children to lead the evaluation

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

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

To ensure 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

⁸ The CEs interviewed the following Village Heads: Mr Sibizapasi, Mr Chikwalakwala, Mr Jomboti and Mr Mahlaule.

⁹ Davison Chibanda, Learning Coordinator and Pambayi Mavuvo, Programme Facilitator

¹⁰ Appendix V – Questionnaire for Leaders

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

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

The EAT was comprised of Laura Hughston, Learning and Impact Assessment Officer at Plan UK and Gideon Mukwishu, Monitoring & Evaluation Officer, Plan Zimbabwe. 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 and logistics were coordinated by headmasters in programme schools.

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
- Who among them would act as facilitator and note taker on each occasion

Most of the evaluation conclusions were arrived at by the CEs entirely **by consensus**. Where no consensus was reached the CEs asked for the different options to be maintained rather than forcing a compromise.

Having explained from the start that they would be taking all the decisions in the process, the CEs quickly settled into the driving seat even faster than witnessed in Cambodia. Throughout the data collection, we encouraged all the CEs to take the opportunity to facilitate groups rather than always keeping the same facilitator and note taker, although we made it clear that this was entirely their choice. In contrast with the Cambodia experience, here the CEs opted for alternating between the two roles during the same FGD rather than rotating roles. At the end of the process all CEs had taken the opportunity to facilitate at least one FGD and they visibly appeared to enjoy this experience.

1.1.2 Selection criteria for the child evaluators

The criteria¹² for selecting the CEs were designed to recruit evaluators from among our beneficiaries, including an equal number of girls and boys and a mix of children from diverse backgrounds. It was important that the children selected were not just those with better school performance or greater confidence, even if this would have expedited the evaluation process. We were not able to recruit any CEs with a physical impairment, as head teachers involved in the selection interpreted disability as impairment so severe that daily activities such as attending school are not possible without special assistance. However, disabled children are attending all the schools visited and they took part in the exercise as respondents even if we were not able to recruit them as CEs.

¹² Appendix VIII - Criteria for child-evaluators selection

In our experience all the CEs 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 Zimbabwe policies.

As always when conducting research with vulnerable or marginalised populations, it is 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 they 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. CEs received a small token of appreciation to recognise the time commitment that they would normally dedicate to economically productive activities or household chores.

1.2 Facilitation methodology for training the child evaluators

Although beneficiaries of the programme themselves, it was important that the CEs were entirely familiar with all the programme's objectives to enable them to deliver their critique of the programme's logic, instil an equity lens on the evaluation, select the questions and decide on the tools to gather evidence.

This was done during three after school sessions covering:

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

a) The problem tree and shadow analysis

The CEs were introduced to the programme objectives and logic, findings from 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 and complemented with baseline evidence. The tree-trunk represented the activities undertaken by the programme. The branches and leaves corresponded to the objectives the programme is trying to achieve. The objectives of the programme were presented as:

Support for quality education:¹³

Parents and communities support education for girls and boys.

SRHR:

Education on sexual and reproductive health and prevent early marriages.

Reduce violence and abolish corporal punishment:

Reduce violence in schools and communities and reduce acceptance of violence and corporal punishment.

Gender equality:

Increase girls' confidence and make them feel valued at home, at school and in the community.

Participation and accountability:

More accountable and child-friendly schools.

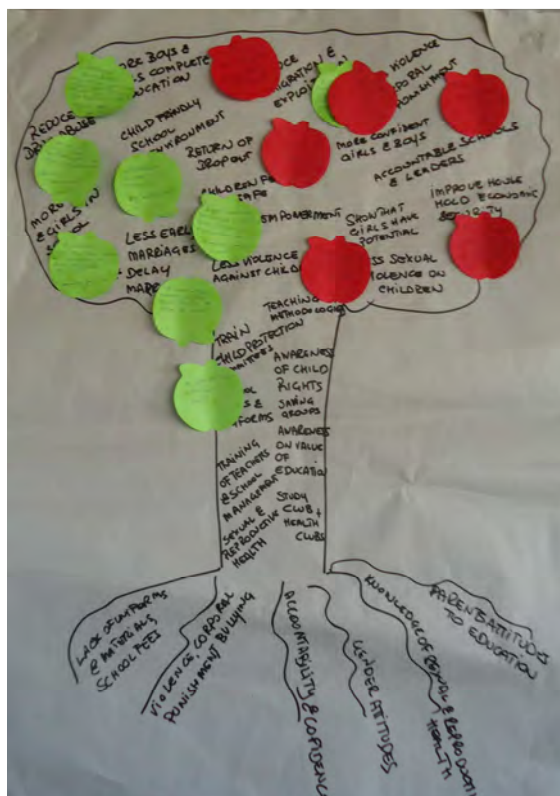
Economic barriers to education:

Economic support for girls for school fees and uniforms.

Support for household income:

Increase household income through saving groups (VSLAs).

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 and 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.



Following the presentation of the problem tree by programme staff, CEs were asked to reflect on and discuss the issues that cause children to drop out of school (or fail to enrol), and consider whether there were any other significant problems not tackled by the programme. In this way they produced their **shadow analysis** of the issues, which they represented as additional 'fruits' to hang on the tree.

This analysis was conducted separately by girls and boys and the results compared and debated in plenary. The problems identified by girls and boys were differentiated on the tree with the use of different coloured 'fruits' as can be seen in the photograph.

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.

c) Who carries the biggest burden?

'Who carries the biggest burden' is an exercise focused on equity and identifying those most vulnerable in the 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 instance 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.

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



The CEs wrote various descriptions of the different burdens faced by children and what can cause them to drop out of school. Interestingly, children living with only one parent, orphans and children living with step-parents were the recurring themes in the second and third categories. The second prominent element was the health status of parents and children within the household. This can be explained by high migration and the high HIV prevalence in the country.¹⁵

Whilst the issue of migration also emerged in Cambodia, it is interesting to note that in Zimbabwe the children did not consider it to be a way of reducing household poverty through remittances.

In the third category they included the ultra-poor who, in their assessment, were not the target of the programme since the focus of most activities are school-based. One example in this category was 'sick orphans unable to work'. Another example was 'orphans looked after by other older children (their brothers or cousins)'. The CEs' assessment was fully consistent with our understanding of the programme and target beneficiaries.

After the exercise, we asked the CEs to put themselves in a category. All the CEs put themselves in category two (man with two bricks). However, they did not feel comfortable discussing their personal circumstances further and we did not insist. This is consistent with the fact that some of the CEs were in receipt of scholarships from Plan, which are allocated through a thorough process aimed at identifying those with the highest needs.

d) Defining the questions

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

¹⁵ HIV prevalence in Zimbabwe in 2014 16.7 % (UNAIDS)

¹⁶ Appendix XXVI - Child-friendly Guidance Note to prepare evaluation questions

In Cambodia, developing the questions for each stakeholder group proved a little more challenging than in Zimbabwe. Here, by providing a little further guidance, the CEs were able to develop excellent and probing questions very quickly. The introduction of a guidance note that divides the domains of change to be explored (individual, community and institutions) proved very helpful. The guidance also reminded CEs to probe the level of consultation and participation and to remain aware of the equity dimension across all of the domains of change. The questions developed in this manner did not require any major changes after the pilot exercise. In their feedback to the EAT the CEs emphasised the preparation of questions for respondents as a very interesting part of the process.

e) Selecting the data collection tools

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

The tools presented were already known to the sector and some were adapted for this research. 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.



Armritzar Pamburayi, 20 explains the T frame during a FGD with boys.

© Laura Hughston, Plan International UK.

¹⁷ Appendix X - Data collection tool

To the EAT's surprise, the CEs were extremely quick and precise in selecting the data collection tools and made highly appropriate choices just as a professional evaluator would have done. This was perhaps due to the visual and intuitive nature of the tools proposed. The very short demonstration of each tool was enough for the CEs to fully understand the kind of information each would yield.

The first part of the training was concluded by finalising the questionnaires and tools to be used for the pilot and subsequent data collection.¹⁸

1.3 Data collection tools

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

1. Pie chart
2. Daisy
3. Snails
4. T frame
5. Body mapping

1.3.1 Pie chart

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

1.3.2 Daisy

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

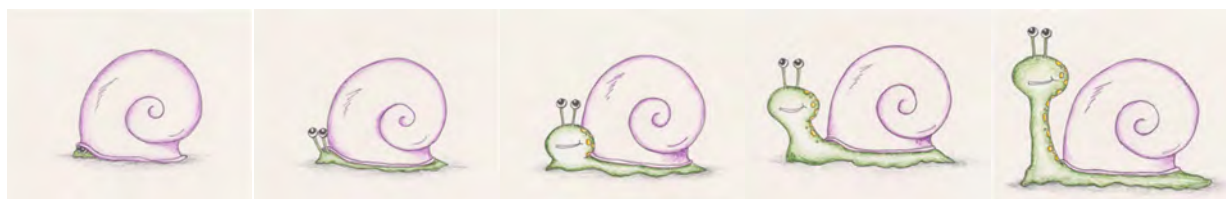
The Daisy tool was immediately understood by the CEs and quickly became one of their favourites. They were able to obtain a lot of information using the tool, and understand the reasons behind individual choices.



¹⁸ Appendix III – FGD Questionnaire for Girls and Boys, Appendix IV – FGD Questionnaire for Parents, Appendix V – Questionnaire for Leaders, Appendix VI – Teachers Questionnaires, Appendix VII – Questions for Plan Staff

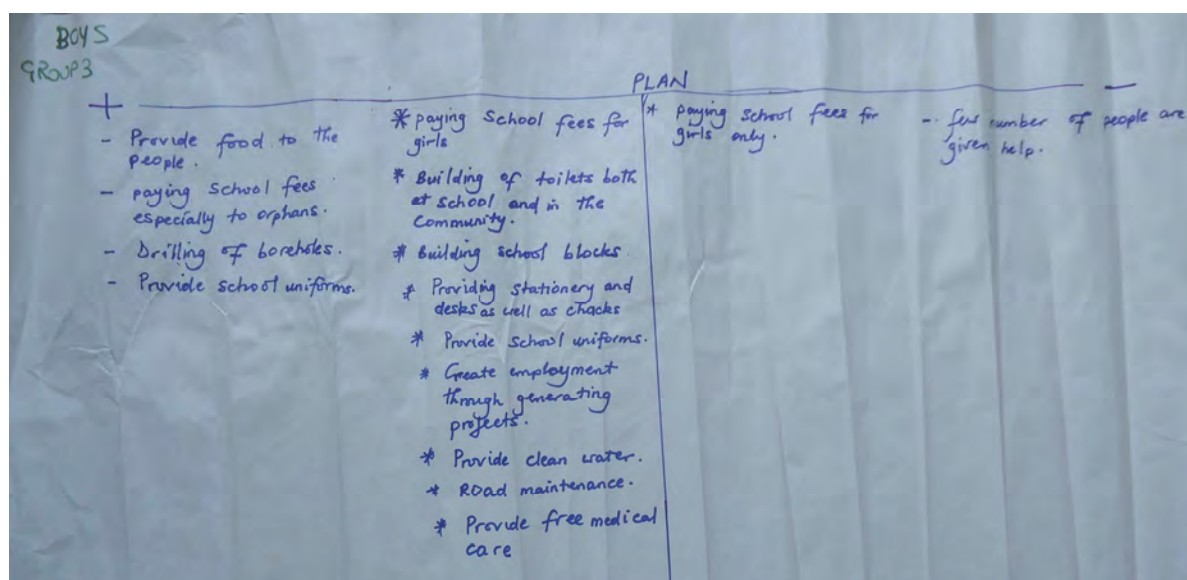
1.3.3 Confidence snails¹⁹

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



1.3.4 T frame

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



1.3.5 Body mapping

This tool asks respondents to compare their experiences before the programme started and now, using the outline of a body divided by a vertical line. Following the body's outline, respondents are asked to reflect on what they used to see in their community before the programme started, and what they see now. These observations are captured in

¹⁹ Pictures courtesy of Emily Woodrooffe.

correspondence to the body's eyes. They are asked about how they used to feel in relation to a specific issue and how they feel now. These observations are marked in correspondence to the body's heart, and so on. This tool is particularly good to stimulate reflection about the changes that have taken place over the course of time.

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 discussion-stimulating activities. In addition to the programme stakeholder groups, Plan Zimbabwe's staff²⁰ were also interviewed to gather their perspective on the programme's performance and how activities had been adapted in response to learning.²¹

The CEs received additional instructions from the EAT about how to gather information during these interviews about the levels of consultation²² with beneficiaries at the various stages of the programme, as well as probing how the programme responded to unexpected events and incorporated learning.



Girls use confidence snails during a FGD.

© Laura Hughston, Plan International UK.

²⁰ The CEs interviewed: Davison Chibanda, Learning Coordinator and Pambayi Mavuvo, Programme Facilitator

²¹ Appendix VII – Questions for Plan Staff

²² The CEs were trained to consider three different levels to participation, in addition to a level zero where there is no participation at all and no information is shared. Levels of participation were described as: level one - information is shared but decisions are entirely made by Plan/partners, level two - beneficiaries are informed and consulted but ultimately decisions are made by Plan/partners, level three - decisions are made together and efforts are made to ensure information and consultations are accessible to all.



Progress Myrengami, 16 facilitates the ranking exercise during a FGD with girls.
© Laura Hughston, Plan International UK.

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. 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 the 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. Alternating questions with more practical and visual exercises were an excellent way to keep discussions dynamic and enable probing in a non-intrusive and fun way.

1.4 Methodology to enable child evaluators to make evaluative judgements

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

Visuals are essentially images or visual exercises used to represent concepts that might otherwise be difficult or abstract. A good example is the confidence snails (see page 11). The concept of empowerment is abstract, difficult to explain and can be interpreted differently across cultures; by contrast, the visual is 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.²³

For the entire evaluation fourteen rubrics were created by the Learning and Impact Assessment Officer at Plan UK and translated into Shona. Both English and Shona versions of the rubrics were made available to the CEs. 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**.²⁴ 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.

²³ Examples found in annexes.

²⁴ A different set of animals was used to define the levels in the equity rubric. These were, in ascending order by size: ant, snail, rooster, goat and deer.

In line with other experiences of using rubrics for evaluation, we found that they are extremely useful to clarify different levels of achievement and bring an invaluable clarity to the process. This was 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 found to be time consuming as each word had to be carefully chosen.

The debates on each rubric were also an opportunity for the EAT to observe the CEs' behaviour and decision making processes. This increased our confidence in the findings and the integrity of their decisions. For example, during one discussion we observed a girl CE argue with a boy CE: *"You are saying cheetah because you like the animal, but there is no evidence whatsoever that this is cheetah level of achievement. Give us the evidence!"* The deliberations continued and decisions were made only when all CEs were satisfied with the evidence.

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

Prior to starting the analysis, data collected from all the stakeholders was consolidated on flipcharts by programme objectives.²⁵ 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 enabled them to gain 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 to ensure a broader base of evidence.²⁶ These data sets were presented to the CEs through child-friendly infographics by programme objective.²⁷

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.

²⁵ Support for Quality Education, SRHR, Gender, Accountability and Participation, Reduce violence and abolish corporal punishment, Economic Barriers to girls' education.

²⁶ Knowledge, attitudes and behaviour surveys from 90 girls and 91 boys, four FGDs with 33 girls and 35 boys, key informant interviews with 14 leaders (7 males and 7 females) and FGD with 19 parents (8 mothers and 11 fathers) in the province of Chiredzi province alone. OMS also includes data from other programme areas within Zimbabwe but not utilised for this exercise.

²⁷ Appendix XXV- Child-friendly infographics



Confidence Manganje, 18 interviews a community leader.
© Laura Hughston, Plan International UK

1.5 Apodeixis Ornithorhynchus²⁸

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 the 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; tail, corresponding to sustainability. The head of the ornithorhynchus is also adorned with a feature representing equity.

1.5.1 Facilitation methodology for Results²⁹

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 achievement³⁰ 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 entire programme, an 'average' of all the animals was calculated by the CEs. This was verified with the corresponding rubric, to ensure agreement with the level they had assigned.

²⁸ Evidence Platypus

²⁹ The DAC criterion of "Impact" has been changed here to results because the CLE could not really deliver a strong counterfactual. 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 CEs using the evidence collected through the T frame, interviews with leaders, staff, partners and teachers in relation to other actors supporting education in the area.

³⁰ Appendix XV – Rubric: Results.

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 in the next exercise. 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!

1.5.2 Facilitation methodology for Relevance

The first of the three questions considered³¹ under the criterion of Relevance was **how closely the intervention addressed the causes of the problem**. The answer to this came from the analysis of the problem tree and the shadow review carried out by the CEs during their 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 actual 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 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 Zimbabwe's own ranking. 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,³² 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 regarding relevance was **the level of transparency, involvement and inclusion of beneficiaries in deciding programme activities**.³³ 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 regarding the alignment of programme objectives with the beneficiaries' aspirations, and the one corresponding to the level of transparency and accountability of the programme. They were then presented with a summary rubric³⁴ 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.

³¹ Appendix XI - Evaluation Questions

³² Appendix XII - Rubric Linking Programme Priorities with Needs

³³ Appendix XIII - Rubric Involving, consulting and sharing information with community

³⁴ Appendix XVII - Rubric: Depth of Transformation.

1.5.3 Facilitation methodology for Effectiveness

To assess the extent of the achievement in relation to the relative importance of each programme objective, the CEs compared the ranking of each programme area with the proportion of individuals reached and the depth of their transformation.

For change to be felt across an entire community, it must transform the lives of a sufficient number of individuals, creating a critical mass of role models who embrace new ways of behaving. If the transformation experienced is only superficial or if only a small minority of community members adopt the new behaviours, the tipping point for new social norms to be established will not be reached.

To assess the extent to which the transformation experienced by targeted community members had been sufficiently deep to maintain the new practices even in the face of social pressure, the CEs were given a rubric³⁵ describing five levels of transformation. They were asked to identify the level that matched their observations for each of programme objectives.³⁶ To further help the CEs with the concept, a visual of a diamond shape, empty at the lowest level (lizard) and gradually filling up to the highest level (cow) was included in the rubric. After each programme objective had been assigned a level, the levels of the rubric were translated into points: the highest level, cow, receiving five points and the lowest level, lizard, receiving one point.

To assess the extent to which a sufficient critical mass of community members had been transformed by the programme in order to create a powerful voice for change, the CEs were given a rubric³⁷ describing five levels of coverage and asked to identify the level that matched their observations for each of programme objectives. To further help the CEs visualise the concept, the diamond visual was again used, and the levels of the rubric were again translated into points as above.

Each programme objective obtained an overall achievement score by adding the points for the depth of transformation and coverage together.







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

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

³⁵ Appendix XVII - Rubric: Depth of Transformation.

³⁶ Support for Quality Education, SRHR, Gender, Accountability and Participation, Reduced violence and abolish corporal punishment, Economic Barriers to girls' education

³⁷ Appendix XVI - Rubric: how many people have been reached by the programme in relation to the need.

Priority level	Priority score	Depth/ coverage level	Points
1 =	Six points		One point
2 =	Five points		Two points
3 =	Four points		Three points
4 =	Three points		Four points
5 =	Two points		Five points
6 =	One point		Five points

Effectiveness overall score = Priority x (Depth + Coverage)

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

1.5.4 Facilitation methodology for Efficiency

A visual exercise, using a traffic light matrix, enabled the CEs to obtain a numerical score for the programme's efficient conversion of funds³⁹ into depth of transformation and coverage for each programme objective. Each cell in the traffic light matrix contained arbitrarily assigned points, increasing from left to right and from top to bottom. The colours on the matrix and the points enabled the CEs to visualise the extent to which each programme objective had been able to convert funds into change in the community.

³⁸ Appendix XVIII - Rubric: Effectiveness

³⁹ For practical reasons, year four budget allocations were used for this exercise instead of calculating the cumulative allocation for the duration of the programme.

21 -25%	3	6	8	12	18	20	28	32	36
16 -20%	6	12	10	22	24	28	36	44	50
11-15%	12	20	24	28	32	34	44	46	52
5-10%	18	28	32	36	40	42	46	50	54
	2	3	4	5	6	7	8	9	10

The CEs added together the scores for each programme objective to create a total score. They then located the corresponding description on the relevant rubric⁴⁰ to assess whether it had correctly gauged the programme's level of efficiency in line with their observations.

Assigning arbitrary numbers was a deliberate choice to ensure the visual exercise would only be used as a guide to preselect a level on the rubric, rather than actually determine the level. Ultimately the level of achievement had to be determined on the basis of the evidence collected. The visual was simply intended to support the reflection, not guide it.

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.

The CEs were aided with rubrics⁴¹ 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,⁴² the CEs were able to select an overall achievement level for sustainability.

1.5.6 Facilitation methodology for Equity

Having already drawn attention to the different challenges faced by different members of the community during the initial training, at analysis stage we revisited the concept. Aided by a rubric,⁴³ the CEs considered the evidence and how the programme affected different groups. As equity is an additional criterion to the five considered standard DAC criteria, a different set of animals was used to designate the levels in the equity rubric: ant, snail, rooster, goat and deer.

⁴⁰ Appendix XIX – Rubric: Efficiency

⁴¹ Appendix XX – Rubric: Community's ability to continue with new behaviour (Sustainability), Appendix XXI – Rubric: Community's motivation to continue with new behaviour (Sustainability), Appendix XXII – Rubric: Community's opportunity to continue with new behaviour

⁴² Appendix XXIII - Rubric: Sustainability

⁴³ Appendix XXIV – Rubric: Equity

1.6 Limitations

This study's limitations can be summarised as follows:

- The number of respondents consulted during the course of the evaluation was relatively small and selected only from the easier to access locations. This limits the possibility of generalising the results to the entire programme.
- The design of this study is primarily qualitative and does not follow previously used methodologies. Therefore, the findings cannot easily be compared to the baseline or previous evaluations of this programme.
- The fact that school principals were responsible for the selection of respondents for the adolescent FGDs could potentially have introduced a bias. However, they were asked to select participants at random, and frequently did so in our presence.
- The data collected by the CEs and the OMS data was collected in communities where Plan Zimbabwe 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.



Ethel Mayo, 16 and Confidence Makuvele, 15 interview a teacher.
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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:

- Opportunities for further education after form four
- Better sanitation and hygiene in school
- More ways to develop more skills in school: more subjects, special projects, better English etc.
- Increased security in school
- Transport and boarding facilities for children travelling a long distance

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

The ranking by girl evaluators was:

- 1 Economic barriers to education
- 2 SRHR
- 3 Support for quality education
- 4 Opportunities for further education after form four
- 5 Gender equality
- 6 Reduce violence and abolish corporal punishment
- 7 Better sanitation and hygiene in school
- 8 Transport and boarding facilities for children travelling a long distance
- 9 More accountable and child-friendly schools
- 10 More ways to develop more skills in school
- 11 Increased security in schools
- 12 Support for household income

The ranking by boy evaluators was:

- 1 More ways to develop more skills in school
- 2 Support for quality education
- 3 Economic barriers to education
- 4 Support for household income
- 5 Better sanitation and hygiene in school
- 6 More accountable and child-friendly schools
- 7 Increased security in schools
- 8 Gender equality
- 9 SRHR
- 10 Reduce violence and abolish corporal punishment
- 11 Opportunities for further education after form four
- 12 Transport and boarding facilities for children travelling a long distance



Girls discuss ranking during FGD led by Ethel Mayo, 16.
© Laura Hughston, Plan International UK.

Previous studies⁴⁴ have shown that financial barriers are the main problem forcing both girls and boys out of school. Therefore it was not surprising to see this issue at or near the top, together with others that are closely connected. As only adults participate in VSLAs, it is not surprising that the CEs would not give the same importance to this more sustainable form of economic support as the direct support they receive. The lower priority assigned to SRHR was more intriguing given the relatively high percentage of girls who abandon their studies due to early pregnancy.

Repeating the ranking exercise during each FGD provided the CEs with an opportunity to validate their views with a broader range of community members. At the stage of data analysis, the average ranking of each issue was calculated to extract an overall ranking:

Overall ranking – all respondents	
1	SRHR
2	Opportunities for further education after form four
3	Economic barriers to education
4	Better sanitation and hygiene in school
5	Support for quality education
6	More ways to develop more skills in school
7	Gender equality
8	Reduce violence and abolish corporal punishment
9	More accountable and child-friendly schools
10	Increased security in schools
11	Support for household income through VSLA
12	Transport and boarding facilities for children travelling a long distance

Girls' ranking	
1	Economic barriers to education
2	SRHR
3	Support for quality education
4	Opportunities for further education after form four
5	Gender equality
6	Reduce violence and abolish corporal punishment
7	Better sanitation and hygiene in school
8	Transport and boarding facilities for children travelling a long distance
9	More accountable and child-friendly schools
10	More ways to develop more skills in school: more subjects, special projects, better English etc
11	Increased security in schools
12	Support for household income through VSLA

⁴⁴ Baseline study, Mid-term Evaluation, Y3FR

Boys' ranking	
1	Economic barriers to education
2	Support for quality education
3	SRHR
4	More ways to develop more skills in school
5	Opportunities for further education after form four
6	Reduce violence and abolish corporal punishment
7	Better sanitation and hygiene in school
8	Support for household income through VSLA
9	More accountable and child-friendly schools
10	Transport and boarding facilities for children travelling a long distance
11	Increased security in schools
12	Gender equality

Mothers' ranking	
1	Gender equality
2	Opportunities for further education after form four
3	Transport and boarding facilities for children travelling a long distance
4	More accountable and child-friendly schools
4	Reduce violence and abolish corporal punishment
4	Economic barriers to education
5	Support for quality education through VSLA
6	SRHR
7	Increased security in schools
8	More ways to develop more skills in school
8	Support for household income
9	Better sanitation and hygiene in school

Fathers' ranking	
1	SRHR
2	Economic barriers to education
2	Better sanitation and hygiene in school
3	Gender equality
4	Opportunities for further education after form four
5	More ways to develop more skills in school
6	Increased security in schools
7	More accountable and child-friendly schools
8	Support for quality education
9	Support for household income through VSLA
9	Reduce violence and abolish corporal punishment
10	Transport and boarding facilities for children travelling a long distance

There are considerable differences in the rankings by the different groups. However, the CEs recognised that there were significant similarities between the rankings of girls and boys. Notably the top three priorities were the same for both groups. Both also broadly agreed on what is less important, with the exception of gender equality which boys ranked as least important. The reason for de-prioritising gender equality was resentment among some boys of the programme's choice to prioritise girls, which had already been previously detected.⁴⁵ As discussed below,⁴⁶ the programme has made considerable gains in this area. This has resulted in boys having to take a fair share of school chores. The reluctance of some boys to accept the leadership of girls elected as representatives was also raised during the group discussions. The CEs therefore felt that boys did not wish for further empowerment for girls.

The CEs also observed that both girls and boys prioritised the issue of support for quality education from their parents. In their view this indicated that adolescents felt progress could still be made in persuading parents.

The higher priority assigned to developing a range of skills by boys was explained by the cultural expectation placed on boys and men that they will provide for the family. Their eagerness to acquire skills was perceived as improving their employability or entrepreneurship. An improved level of proficiency in English would also enhance their employment prospects in neighbouring South Africa. Girls however, according to the CEs, held more limited expectations of their career prospects and roles open to them. Therefore they did not favour the same subjects as boys.⁴⁷

Interestingly, all groups ranked direct support for educational expenses above the VSLAs, which aim to empower households to manage educational and other costs. Whilst the programme regards the latter as more sustainable and empowering, all groups expressed some distrust that additional income would invariably be devoted to education. Some mothers who were members of the VSLAs reported that not all the members of their group had chosen to use the additional income to educate their children. Other parents pointed out that not all households with the means to do so did in fact send their children to school. All groups also ranked support for quality of education (from parents and community) as a higher priority than support for VSLAs. This indicates that the programme's objective to persuade communities still has some ground to cover before it leads to universal behaviour change.

There was also broad agreement that opportunities to continue education after form four act as a powerful motivator to remain in school. Girl and boy respondents presented an example of a local factory that would only employ those who were educated to form six in managerial roles. In this example, a form four certificate would be equivalent to a primary school education and the additional grades would not be translated into income potential. Girl CEs also noted the common practice for girls to marry after form four, as further education might not be accessible to local girls due to distance. In the CEs' opinion, more opportunities to pursue further studies might result in delaying marriages.

It was not possible to consolidate all the stakeholders' rankings into programme-wide ranking because of the substantial differences. Each group's ranking was retained for the rest of the analysis.

⁴⁵ Zimbabwe Y3FR and OMS.

⁴⁶ See Results on gender equality

⁴⁷ This analysis contrasts with the OMS data indicating that both girls and boys do not believe that gender is an important factor determining future employment prospects (6% of girls and 7% of boys).



Surprise Manyawi, 13 and Subdue Manganje, 16 interview Pambayi Mavuvo, Programme Facilitator at Plan Zimbabwe.
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2.2 Results

2.2.1 Results: Support for 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.***

- | | |
|--|---|
| <p>After the CEs had interviewed teachers, including the deputy head master, I went to his office to thank him for his time and he was beaming. He said “You have done a marvellous job with these children! I had many doubts because these children are not good students, they are average or below average. But with the questions they were firing at me, so confidently, explaining so well, all my doubts have been polished off.” He then said: “I don’t know why this has never been done because it is definitely possible”.</p> | <p>They supported this choice by recalling evidence from the various group discussions about the changes in levels of awareness and commitment to quality education among parents and adolescents resulting from the programme. Both parents and adolescents had mentioned that until a couple of years ago, parents were not really encouraging children to attend school, particularly girls. When families were struggling financially, they would marry their girls off. Adolescent girls themselves also aspired to get married early, but aspirations had now changed.</p> <p>The adolescents recalled stories of school drop outs, particularly boys, who would tease students by showing off the goods they were able buy with their earnings that students could not afford. These stories were now infrequent. They also spoke of the efforts by the programme to bring girls back to school who had previously dropped out. In their opinion, girls who had returned to school studied harder than those who had not. The CEs believed that observing school drop outs return to education and study harder than before had had a reinforcing effect on students, and highlighted the new value placed on education by the community.</p> <p>Some parents reported that the quality of teaching had improved in recent years. These parents mentioned the use of better resources and textbooks, and also improved exam results.</p> |
|--|---|

Finally, the CEs also presented the data from the infographics in support of their assessment of cheetah level of achievement. The OMS data indicates a decrease in dropout rates and increase in enrolment.

The CEs' finding is consistent with previous evaluations,⁴⁸ and with the evidence obtained through OMS,⁴⁹ all of which implies there has been a considerable shift in attitudes towards education.

2.2.2 Results: Gender equality

The CEs were not able to reach a consensus on the level of achievement to be assigned to gender equality. Two boy CEs assigned the level of **cow**, whilst the rest assigned the level of **cheetah**.⁵⁰

The discussion over the level of achievement on gender equality was the first time the EAT observed that the CEs, whilst very competent in debating the evidence among themselves, were not comfortable with persuading each another of their view point. Instead they preferred to respect everyone's views. This extended to frequently calculating 'average animals' between different levels of achievement. The EAT decided to accommodate the CEs' preference. This rendered the process slightly more complicated, including the visuals of 'blended' animals. However, the methodologies proved surprisingly resilient to accommodating a range of views within each criterion.

In support of their assessments, the CEs presented evidence from the discussions with parents. Fathers said that these days they would never take a girl out of school if she was performing better than the boy and the family could only afford to send one child to school. Economic concerns were also at the forefront of mothers' considerations, who stated that now they would divide the available income equally between their sons and daughters. Adolescents noticed that chores in school were now shared equally between the two sexes; whilst in the past boys would be allowed to play sports whilst the girls were doing the chores. Interestingly the adolescents also reported changes in the support received from adults. Previously girls were encouraged to take up easier subjects, but this had now changed.

In the first three years of implementation, the PPA programme had been measuring girls' perceived support for education from adults. This was shown to have risen from the baseline of 75% to 82% in the Y3FR. However, this measurement did not capture girls' lived experience or how this change was reflected on gender norms and values. Girls were not only receiving more encouragement to continue with their studies, they were also noticing a change in the aspirations set for them. Without this participatory process it would not have been possible for the programme to understand the true significance of this change for gender equality.

The role of peer educators was also evoked in this discussion as instrumental in building the confidence and self-esteem of girls. Students believed this had a role in preventing early marriages. Adolescents also reported that opportunities for participation in decision making had increased for girls to the point of full equality. However, in support of the lower level of

⁴⁸ Plan Zimbabwe PPA II Year Two Evaluation and Plan Zimbabwe PPA II Y3FR.

⁴⁹ 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.

⁵⁰ Appendix XV – Rubric: Results for description of levels of achievement cow and cheetah.

achievement (cheetah) the CEs recounted how some boys stated that if a girl was elected as school representative they would not comply with her decisions. By contrast, girls would always comply with the decisions of the chosen leader irrespective of their sex.

The CEs' finding is consistent with previous project evaluations and with the evidence obtained through OMS.⁵¹ This indicates that there is broad support for equal rights among adolescents and their communities, whilst some resistance to accept full equality remains.

The evidence collected by the CEs revealed a considerable change in attitudes towards girls and women. To our surprise, we noticed that much of the evidence from the mothers' focus groups obtained through the body mapping tool had ironically shown an increase in negative feelings. Mothers had expressed feelings of sadness and regret for realising only later in life the value of girls and their potential (See photo on next page.).

2.2.3 Results: Sexual and Reproductive Health Rights (SRHR)

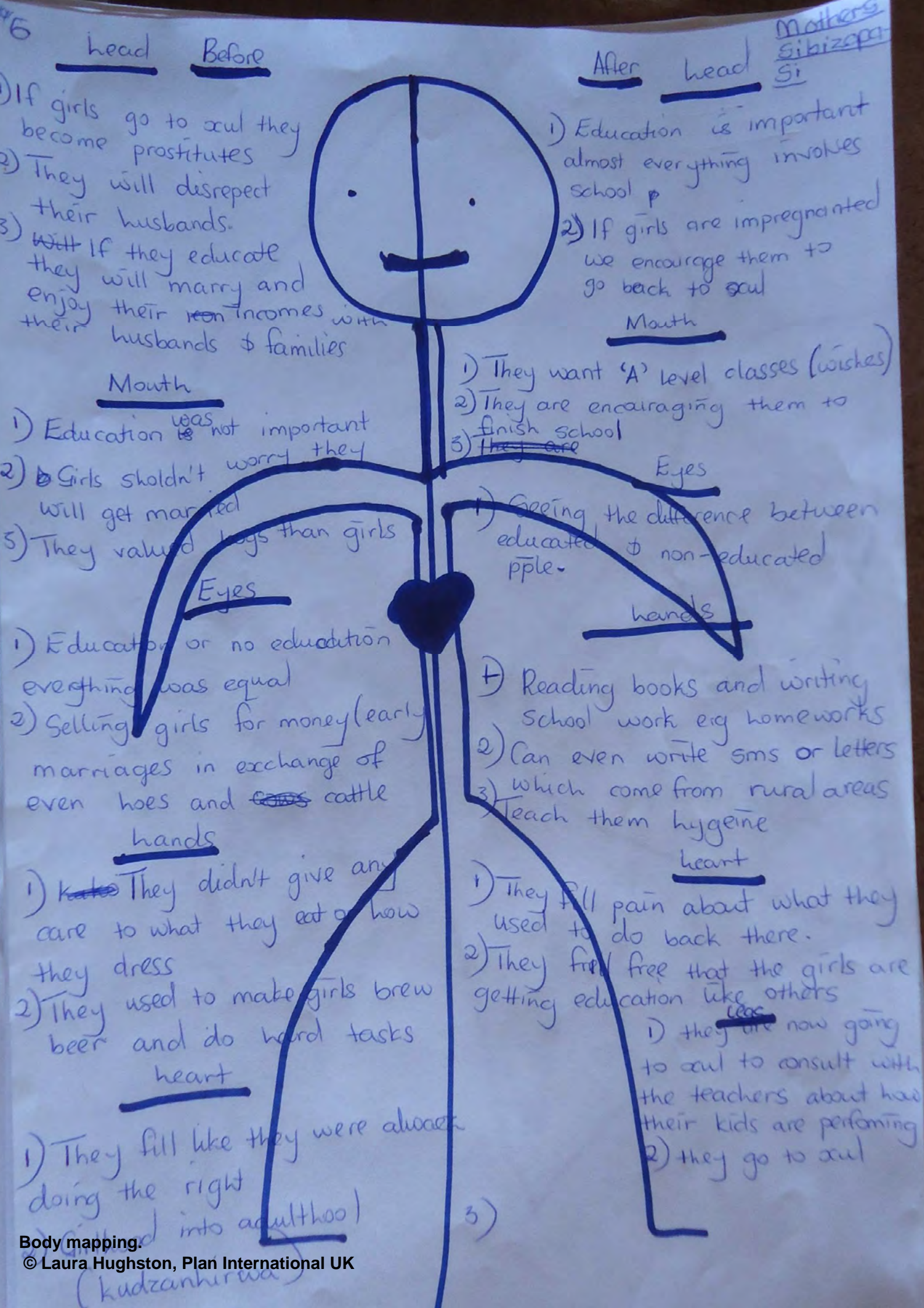
The CEs unanimously assigned the achievement level of **deer** to SRHR, described in the rubric as:

***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.*

In support of this assessment, the CEs presented evidence from adolescents whom they felt had been exposed to the information but had not assimilated the message. This could be seen in the high proportion of students dropping out of school due to early pregnancies. There was evidence of broad support among all stakeholder groups for the awareness raising work conducted by Plan. However, evidence from the OMS indicated extremely low levels of actual knowledge acquisition.⁵² The CEs also recalled mothers stating that SRHR education had been imparted only to adolescents attending school.

⁵¹ OMS includes far more data than that displayed in the child-friendly infographics, which only display a few key statistics to avoid overwhelming the CEs.

⁵² Combined statistic of adolescents able to correctly answer three questions correctly. The questions are:
 - A woman is more likely to get pregnant halfway between two periods
 - A girl can get pregnant the very first time she has sex
 - A girl cannot get pregnant if she washed herself thoroughly after sex
 Answer categories for all three questions are: true – false – don't know.



Mothers
Sibizopa
Si

head Before

After head

- 1) If girls go to school they become prostitutes
- 2) They will disrespect their husbands.
- 3) ~~With~~ If they educate they will marry and enjoy their incomes with their husbands & families

- 1) Education is important almost everything involves school
- 2) If girls are impregnated we encourage them to go back to school

Mouth

Mouth

- 1) Education ~~is~~ was not important
- 2) Girls shouldn't worry they will get married
- 3) They valued boys than girls

- 1) They want 'A' level classes (wishes)
- 2) They are encouraging them to finish school
- 3) ~~they are~~

Eyes

Eyes

- 1) Education or no education everything was equal
- 2) Selling girls for money (early marriages in exchange of even hoes and ~~cows~~ cattle

- 1) Seeing the difference between educated & non-educated pple.

hands

hands

- 1) Reading books and writing school work e.g. homeworks
- 2) Can even write sms or letters
- 3) which come from rural areas
- Teach them hygiene

heart

- 1) ~~They~~ They didn't give any care to what they eat or how they dress
- 2) They used to make girls brew beer and do hard tasks

- 1) They feel pain about what they used to do back there.
- 2) They feel free that the girls are getting education like others

heart

- 1) They feel like they were always doing the right
- 2) ~~They~~ ~~into~~ into adulthood

- 1) they ~~are~~ are now going to school to consult with the teachers about how their kids are performing
- 2) they go to school

3)

(Kudzanherwa)

However, the CEs felt that some progress had been achieved. They had heard that cases of child marriage or early pregnancy had decreased, even if the problem had not yet been resolved. The CEs also observed that a good proportion of adolescent respondents had been reached with the activity and acquired some knowledge.

2.2.4 Results: Participation and accountability

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

The CEs felt that the majority of teachers and students were aware of the programme and changes were felt in the classrooms. In general, adolescents reported that students were more involved in school decision making and more opportunities to participate had opened up. The CEs noted that all teachers were now aware of their obligation to treat girls and boys equally. However they also heard evidence of some teachers, mostly female, having misunderstood the message and over-compensating by giving preferential treatment to girls.

Interestingly, to reach a conclusive judgement on the level of achievement, the CEs used the rubric's own wording by translating the example in the description of cow level into a school context: a teacher refusing to consult students would not encounter the disapproval of colleagues to enforce the new norms. The CEs were satisfied to conclude that the level of achievement was cheetah. Some work still needed to be done before declaring that all aspects of school life were now entirely participatory and inclusive.

This conclusion is supported by the OMS findings that indicate a high level of satisfaction in decision making opportunities, particularly among girls. Interestingly the OMS detected lower levels of satisfaction among boys, but this discrepancy did not emerge in the evidence collected by the CEs. The lower levels of satisfaction among boys found by the OMS could be due to their begrudging the more egalitarian decision making processes and having to relinquish some of their former power. However, we cannot draw a conclusion in the absence of further data.

The difference between the type of information we were able to obtain through a process facilitated by adolescents and what an adult led process would yield became apparent during a boys' FGD. We overheard a boy say: "[] for example here [in our school], what does the SDC [School Development Committee] do?".

In discussions led by adults, adolescents tend to be less critical of adults and institutions.

2.2.5 Results: Reduce violence and abolish corporal punishment

The CEs were not able to reach a consensus on the level of achievement to be assigned to this strand of work. The group was evenly split between the levels of **deer** and **goose**.⁵³

Whilst all CEs agreed that progress had been achieved, there was also broad agreement that corporal punishment was still widely practiced. Most students reported that indiscriminate and disproportionate punishment had largely stopped. The CEs also noticed there were diverging views among respondents on whether the practice to issue

⁵³ See Appendix XV – Rubric: Results for description of levels of achievement cow and cheetah.

punishments during lessons, hence depriving the student of teaching, had stopped. Some respondents reported cases of students missing lessons to carry out a chore given as punishment, although they said that such cases had diminished. For other respondents this was no longer a practice.

Evidence from a group discussion with mothers suggested an increased awareness among both parents and teachers. Mothers reported speaking to teachers who had said that they would still continue to apply corporal punishment despite knowing it is not permissible under school rules. On the other hand, mothers said that the number of parents' visits to the school administration to complain about harsh punishment had diminished in recent years.

<p>A further example of the difference in the information obtained in a process entirely led by children again became apparent during a boys' FGD.</p> <p>We overheard a boy say: "<i>Why should we prioritise issues like boarding and transport, when here we are hit every day</i>".</p>	<p>The CEs also reported from the discussions that students were connecting an increase in exam pass rates with a decrease in corporal punishment. In the students' opinions, a violent teacher causes students to dislike the subject. This in turn is reflected in poor pass rates on that subject.</p> <p>Finally the OMS statistic showing 79% of leaders agree with corporal punishment also influenced the CEs' conclusion that the programme had made some progress, but was far from having permanently resolved the problem.</p>
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2.2.6 Results: Economic barriers to education

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

The programme adopted a two pronged approach to tackle the economic barriers to adolescent girls' education: scholarships, and village savings and loans associations (VSLAs). The CEs felt scholarships had been well received, although respondents also pointed out that not all those in need had received them, most notably boys. They also remarked that the support provided in this way was still insufficient for the poorest. Concerns were also expressed about the sustainability of this approach, and whether the most vulnerable⁵⁴ currently receiving scholarships would be able to continue their education after the conclusion of the programme.

The programme created several VSLAs to support parents with educational costs. The CEs reported that in most cases this had been a successful strategy. Parents were now able to allocate their increased income to educational costs. Parents participating in discussions had declared their commitment to prioritising educational costs, but also reported that not all group members did so in practice. This observation was also echoed by some adolescents, who believed not all parents were giving priority to education over other household needs.

⁵⁴ Making direct reference to the exercise "Who carries the biggest burden?", the CEs highlighted in particular the case of orphans and those living with very old grandparents. These children may not be able to increase their productivity even with the support of the VSLAs.



Surprise Manyawi, 13 and Angela Kayela, 15 conduct a FGD with girls using the confidence snails.
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2.2.7 Results – overall assessment

Having assigned a level of achievement for each programme objective, the CEs were asked to draw an ‘average animal’ to represent the level of achievement for the programme as a whole. Given the large variations between the different levels of achievement, the CEs were not able to agree. **They declared the level of achievement for the entire programme to be between deer and cheetah.**

The CEs reflected that although there are many people in the community who have heard about the programme, not everyone has been touched by it.

2.3 Relevance

To understand the extent to which programme priorities are aligned with the needs identified by the beneficiaries, the rankings by girls, boys, mothers and fathers were compared to the ranking done by the programme staff.⁵⁵

Plan Zimbabwe’s ranking is as follows:

Plan Zimbabwe

- 1 Reduce violence and abolish corporal punishment
- 2 SRHR
- 3 Gender equality
- 4 Economic barriers to girls education & support for household income⁵⁶
- 5 Accountability and participation
- 6 Support for quality education

Only the strand of work on SRHR was ranked in complete agreement by Plan and the girls. There was some misalignment on all the other programme objectives. The work aimed at overcoming economic barriers by supporting the most vulnerable as an immediate priority, whilst empowering families in the long run, ranked first and last respectively for girls. By contrast this occupied the middle spot for Plan. Girls also agree with Plan that the goal of improving participation and accountability held a lower priority. Interestingly, the CEs revealed that the reason for deprioritising this objective was the deeply entrenched practice of corporal punishment, which had emerged as a priority for both groups. Students felt that meaningful school accountability and participation in decision making could not take root unless students were comfortable expressing their views without fear of violence.

The CEs observed that out of the top five priorities for girls, only one is not tackled by the programme. They therefore concluded that, although there is considerable misalignment, the programme largely addresses **girls’ priorities**. Therefore they assigned **deer level of achievement**:

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.

⁵⁶ Conceptually the direct economic support to vulnerable girls and the support to VSLAs belong to the same strand of work. However for the purpose of ranking by beneficiaries these two aspects were separated, since not all beneficiaries take part in both activities.

*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.*

Where boys were concerned, a greater level of misalignment was revealed. This is hardly surprising given the programme's emphasis on girls. Nevertheless, the boys' top three priorities were also all tackled by the programme. Throughout the discussions however, boys clearly expressed their disagreement with the programme's policy to provide direct support to girls alone, presenting evidence of equal levels of need among boys. The boys placed a very high priority on increasing community and parental support for education. The CEs felt this illustrated the **boys'** feeling that the programme had successfully increased support for girls' education but not for boys. The CEs therefore selected **level goose** in this instance:

*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' analysis of the alignment between the priorities expressed by mothers and fathers and those of Plan revealed that the programme was addressing the top two priorities of both groups. In the case of mothers, all but one of the top ranking priorities was tackled by the programme. The CEs were perplexed at the fathers' choice to rank improved sanitation highly, and suggested this might be due to health costs connected with poor hygiene. Transportation and boarding facilities were an important concern for mothers, probably because of security concerns, particularly for girls having to travel long distances.

The CEs observed that the abolishment of corporal punishment received a higher priority among mothers than for fathers. The persisting practice ranked in very similar positions for girls, boys and mothers. Only fathers among all the respondent groups regarded it as less of a concern. The CEs explained that violence and fear of violence steer students away from school. This results in absenteeism and dropout, which in turn increase mothers' caring responsibilities in the home.

For **both parent groups**, the CEs assigned the **level of deer**.

The CEs asked all respondents about the level of consultation and participation of the community during the design of the programme, and whether further consultations had taken place when changes were made. Key to assessing the level of participation was any evidence of information being shared in accessible ways, for example verbally to those unable to read or meetings held at times convenient for people to participate. Bringing together the evidence from FGDs and key informant interviews with leaders and Plan staff, the CEs concluded unanimously that the level of transparency and accountability reached by the programme was that of **goose**, for which the description reads:

***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.*

The CEs noted that not everyone interviewed was well informed about the programme and its objectives. Respondents had also needed the CEs' assistance to ensure their answers were pertinent to the programme objectives, as these were not always clear to them. This could be due in part to the organisation working closely with partners and to the presence of other INGOs in the same and neighbouring communities.

The CEs were asked to draw an 'average animal' between the two elements of relevance (alignment between priorities and transparency and accountability). In the case of **girls, mothers and fathers**, the CEs felt that **deer as the level of achievement** was appropriate. Some consultations had taken place and many respondents were aware of the programme. Deer is described in the rubric as:

*The programme made an effort to involve as many different people as possible to ensure all 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.*

This may seem a generous scoring given that goose was assigned to the level of transparency and accountability. However, the CEs reflected that it is possible people might not have perfect recollection of the programme's history and consultations.

In the case of **boys** however, the CEs judged the level of achievement under relevance as **goose**. This was due to the misalignment between priorities and the level of transparency and accountability observed.



Towanda Chiraure, 17 facilitates a FGD with boys.
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2.4 Effectiveness

To assess the effectiveness of the programme, the CEs looked at the depth of transformation and coverage in relation to the needs and aspirations expressed by the beneficiaries through the ranking exercise. The issues identified by the CEs during their initial training but not addressed in the programme design were not considered, as the programme effectiveness could only be assessed for the intended objectives.

The extent to which the beliefs, attitudes and behaviours of the target groups had been transformed by the programme⁵⁷ was assessed by the CEs using a rubric.⁵⁸ To assess the extent to which a sufficient critical mass of community members had been transformed by the programme to engender a broader shift in social norms, the CEs made use of a second rubric.⁵⁹ Both deliberations were supported by the evidence generated by the CEs and the OMS data. Overall, they felt that a good level of transformation had occurred, but not all programme objectives had changed mind-sets to the same extent. A large proportion of individuals within the community had been reached by most activities, although some activities had been more widely felt than others.

The result of their assessment is as follows:

Programme objectives	Reach	Depth of transformation
Accountability and participation	Cheetah	Cheetah
Economic barriers to girls education & support for household income ⁶⁰	Deer	Deer
Gender equality	Cheetah	Cheetah
Reduce violence and abolish corporal punishment	Deer	Deer
SRHR	Cheetah	Deer
Support for quality education	Deer	Cheetah

The CEs felt that the programme's efforts to abolish the practice of corporal punishment had been successful and had a significant and undeniable impact on the lives and experiences of students. However, they recognised that the transformation was by no means complete.

Considerable change in attitudes and behaviours had also occurred in relation to gender equality. This was felt widely within the community by all stakeholders according to the evidence gathered. Data indicated that girls were increasingly able to participate in decision making and being valued.

⁵⁷ CEs were aided in making the distinction between the role of the programme in bringing about the transformation and other influencing factors by the data captured through the T frame tool.

⁵⁸ Appendix XVII - Rubric: Depth of Transformation.

⁵⁹ Appendix XVI - Rubric: how many people have been reached by the programme in relation to the need.

⁶⁰ Conceptually the direct economic support to vulnerable girls and the support to VSLA belong to the same strand of work. However for the purpose of ranking by beneficiaries these two aspects were separated since not all beneficiaries take part in both activities.

A simple calculation, multiplying the priority level (in reverse order to assign more points for the highest priority)⁶¹ by the depth of transformation and reach, enabled the CEs to pre-select a level in the relevant rubric. This process was repeated for each beneficiary group since they all had different rankings.

The average rankings for both parents' groups put several programme objectives equally. This resulted in a far higher total score (as the points were added without averaging scores for those with equal ranking). This was a deliberate strategy to verify that the CEs used the visual exercise as intended: only as guidance.

This experience confirmed that the CEs fully understood the purpose of the visual and did not blindly rely on the exercise to establish the level of achievement. They rapidly discarded the notion that the programme had been more effective in achieving the priorities of mothers compared to other groups.

Having reviewed the description on the rubric corresponding to each score, the CEs confirmed that, in the case of **girls, boys and mothers**, the data supported the conclusion of **deer** level of achievement for effectiveness:

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

However, the CEs felt that the programme had been **more successful** at achieving transformation on the priorities identified by the **fathers**. The CEs explained this unexpected finding through the evidence regarding the support for VSLAs. Fathers expressed their contentment with this activity and the changes it had engendered. According to fathers, the combined effect of the VSLAs and the programme's direct support for girls had increased their enrolment. Whilst the other groups voiced some expectations unmet by the programme, the fathers had not.

For example, boys had remarked during FGDs that girls were increasingly given the opportunity to take up leadership positions, but some among them lacked the confidence to do so. The CEs therefore concluded that in the eyes of fathers the programme had achieved **cheetah** level of effectiveness.

⁶¹ See Facilitation methodology for Effectiveness above.

A new dimension was added to the methodology for evaluating effectiveness in Zimbabwe compared to the Cambodia study, adding a new layer to our understanding of the programme. If we had applied the methodology used in Cambodia, which simply considered the level of achievement instead of looking at both the depth and coverage, this would have resulted in a cheetah level of achievement for effectiveness across all beneficiary groups. The additional analysis revealed that the work on economic barriers, although successful among those targeted, is not sufficiently widespread to have an effect on those not directly targeted.

However, the Cambodia study included additional analysis on how the programme had adapted to learning and leveraged opportunities. It is possible therefore that the CEs would have reached the same conclusion on the level of achievement if the methodology used in Cambodia had been adopted here.

2.5 Efficiency

A traffic light matrix⁶² enabled the CEs to visualise the results areas in relation to investment. This led them to preselect the **level deer** on the efficiency rubric⁶³ for consideration and discussion.

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

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

The main evidence to support this conclusion emerged from the observations of parents and students in relation to the work conducted to reduce economic barriers to girls' education. Approximately 25% of the programme's budget was devoted to this objective. Many had benefitted from participating in the VSLAs and those in receipt of direct support had been appropriately targeted. However, there were many more in need who had not accessed this support. Mothers participating in VSLAs had also reported that some parents, although able to support their children through education, were still unwilling to do so.

On the other hand, the two areas that were found to have a broader reach and deeper transformation,⁶⁴ gender equality and accountability and participation, had absorbed a very low proportion of programme funds (15% and 6.6% respectively). The programme objective to reduce violence and abolish corporal punishment, whilst having made considerable progress, was still far from achieving universality or deep transformation. This objective had also used a high proportion of programme funding (21.6%).

⁶² See above: Facilitation methodology for efficiency

⁶³ See Appendix XIX – Rubric: Efficiency

⁶⁴ See Effectiveness facilitation methodology

Changes to the methodology used in the Cambodia study were again introduced here. Applying the same methodology that was used in Cambodia would likely have delivered a higher level of achievement: cheetah. This reinforces the conclusion that the additional analysis carried out here provided a more nuanced insight into the programme's performance.

2.6 Sustainability

The CEs reviewed each of the relevant rubrics to determine the levels of beneficiaries' motivation, means and ability to sustain the changes introduced by the programme.⁶⁵

The CEs observed that although most parents' attitudes had changed in favour of girls' education, not all had changed their stance. Whilst many parents had started to prioritise educational expenses, others had not. Additionally, some boys had mentioned their determination to refuse leadership by girls. Increased enrolment and the noticeable reduction in the practice of corporal punishment indicated that new values had emerged. However, most groups had ranked the sensitisation work to increase support for quality education among parents and communities highly, suggesting the new values could not yet be considered deeply rooted. The CEs assessed the community's level of **motivation** to apply the new practices and behaviours promoted by the programme after activities have ceased as being at **deer level**.



The coverage of the programme, in particular participation in VSLAs, suggested that many households had greatly benefitted and there was incontrovertible evidence that this had had

⁶⁵ Appendix XX – Rubric: Community's ability to continue with new behaviour (Sustainability), Appendix XXI – Rubric: Community's motivation to continue with new behaviour (Sustainability), Appendix XXII – Rubric: Community's opportunity to continue with new behaviour, Appendix XXIII - Rubric: Sustainability

an empowering effect. However, not every household had gained the **ability** to sustain the changes after the programme. With economic concerns ranking highly among all respondent's priorities, the CEs assigned **deer level** of achievement.

Conversely, the CEs felt that the new opportunities the programme had given to the entire community would be sustained and strengthened. All groups reported acquiring knowledge and skills they would be able to apply in the future without additional assistance. The VSLAs were another example cited by the CEs of the empowerment experienced by the community which they expected to be sustained. The new opportunities for participation in decision making in school were a further example of the transformation brought about by the programme. The CEs therefore concluded that under the **opportunity** criterion, the programme had reached level **cheetah**.

After drawing an 'average animal' between two deer and one cheetah, the CEs consulted the sustainability rubric⁶⁶ to select the appropriate level of achievement for the sustainability of the entire programme. The description that in their opinion best matched their observations was **cheetah level**:

*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.***

Although this might seem like a generous conclusion, it rested on the importance of conferring knowledge, skills and resources to make informed choices in the future. Whilst they recognised that the programme could not guarantee the desired choices would be made, it had certainly been empowering.

2.7 Equity

The CE's deliberations on equity were guided by a rubric⁶⁷ with visual representations of the effects the programme could have had on disparities within the community. Reflecting on the images and the descriptions, the CEs felt that the programme had alleviated the burdens for everyone at least a little bit. The programme had had an equalising effect by promoting girl empowerment and supporting them in their education. They believed the direct support had been well targeted at those in greater need.

They also observed that there were some who had not benefitted to the same extent as the neediest but were nevertheless in great need. The CEs also referred to the tension expressed by a minority of boys in relation to the empowerment of girls. Whilst these were only a minority, it was appropriate to acknowledge their sentiments. Overall, the CEs felt that the programme had not completely erased all disparities and that some members of the community were still facing considerable challenges.

The CEs concluded that the programme has achieved **level goat** in its attempt to level inequalities, described as:

⁶⁶ Appendix XXIII - Rubric: Sustainability

⁶⁷ Appendix XXIV – Rubric: Equity

The programme has changed things differently for different people, some are now better off and some are worse off.⁶⁸

Disparities still exist even if they have changed.

2.8 Conclusions

After assessing the level of achievement under each criterion, the 'apodeixis ornithorhynchus' was created, to the CEs' great amusement. As their assessment of the programme performance had differed according to the perspectives of the four stakeholders groups, three beasts were created.

The evaluation from the perspectives of girls and mothers had resulted in an animal with half the body (results) of a cheetah and half of a deer, the forelegs (effectiveness) and hind legs (efficiency) and head (relevance) of a deer, the tail (sustainability) of a cheetah and horns of a goat (equity).



Having found that the programme had been more successful at addressing the issues closer to the fathers' hearts, the resulting animal had half the body (results) of a cheetah and half of a deer, hind legs (efficiency) and head (relevance) of a deer, the forelegs (effectiveness) and tail (sustainability) of a cheetah and horns of a goat (equity).

⁶⁸ In this case 'worse off' should be interpreted as comparatively to others rather than having worsened their situation.



Finally, as their assessment had revealed that the choice of intervention had been less relevant to the priorities of boys, they delivered an animal with half the body (results) of a cheetah and half of a deer, the forelegs (effectiveness) and hind legs (efficiency) of a deer, the tail (sustainability) of a cheetah, the head (relevance) of a goose and horns of a goat (equity).



This 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. The diverging opinions on priorities among the different groups generated four almost separate evaluations progressing in parallel. However, despite this the CEs remained able to maintain their focus and reconcile analysis on details with a birds' eye view of the programme.

The overall assessment of the programme is broadly positive, with the majority of the evidence platypus being a deer but with many features of the cheetah. This indicates an achievement level of approximately 3.5 points in a five point scale.



Abigail Mpofi, 17 interviews the Deputy Headmaster of Mupinga Secondary School.
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The evaluation took place towards the end of the fourth year of implementation, with a fifth year remaining. This is testimony 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 and bring the boys' concerns more to the forefront.

The process revealed some interesting findings on students' perceptions of the progress achieved in relation to corporal punishment. Whilst the programme strove to completely eradicate the practice, we failed to comprehend the extent to which the gains already registered had transformed the lived experiences of students. On several occasions during the data analysis the CEs underlined the magnitude of the change experienced by students, in spite of the challenges remaining.

In the first three years of implementation, the PPA programme had been measuring girls' perceived support for education from adults. This was shown to have risen from the baseline of 75% to 82% in the Y3FR. It was therefore interesting to hear that support had not only just risen quantitatively, but also that a qualitative change had taken place. Without this participatory process, it would not have been possible for the programme to fully understand the significance of the change on girls' confidence and ambitions.

"We enjoyed very much being interviewed by our peers. Between us we understand each other better and we feel free to speak."

Two girl FGD participants from form 6, Hlanganani Secondary school.

The assessment of the programme's sustainability was also very encouraging as it highlighted the substantive progress made on empowering the communities.

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

Finally it is worth noting that, in line with the programme's commitment to a rights-based approach, the assessment also revealed that the areas of gender equality and participation and accountability had brought about deep transformation. A critical mass of individuals had been reached to engender changes in social norms and practices.

2.8.1 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 comprised of adults collecting and analysing quantitative and qualitative data and children conducting their evaluation in parallel.
- Where programme staff have not developed their confidence on the use and validity of qualitative methods, as was in the case here since the introduction of

OMS, there is a risk that an entirely qualitative evaluation conducted by children may not be regarded as credible.

- It is also necessary to develop staff and donor confidence in the use and validity of qualitative evidence prior to routinely pursuing a child-led process. If a child-led assessment is regarded as less valuable or rigorous, this risks causing harm to CEs and invalidating the spirit of empowerment of this exercise.
- Although this process demonstrated that it is possible to conduct a CLE 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.

2.8.2 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. The introduction of a briefing note⁶⁹ for the preparation of questions to ask each stakeholder group proved to be a valuable addition to the methodology.
- 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. This experience demonstrated that this is certainly a viable approach.
- 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 rendering it more dynamic and interactive. The additional advantage that these tools minimise note taking cannot be underestimated.
- The introduction of an additional layer of analysis since the Cambodia evaluation, exploring the depth of transformation and coverage attained by the programme, proved interesting and expanded the CEs' analysis. It demonstrated the CEs' ability to handle an additional level of complexity and deepened our understanding of the difference our programme is making in the communities.
- The Apodeixis Ornithorhynchus methodology proved surprisingly resilient to the introduction of several strands of analysis, enabling the CEs to progress the assessment of each criterion. Carrying out four evaluations in parallel, from the perspective of each beneficiary group, did not cause any confusion among the CEs.
- The tools proved excellent in enabling data analysis because they capture differences visually and render analysis more intuitive. The more visual tools

⁶⁹ Appendix XXVI - Child-friendly Guidance Note to prepare evaluation questions

such as the daisy or the snails also proved very effective with adult respondents with lower levels of literacy.

2.8.3 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 required for them to fully perform their function: three after school sessions 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.

Overall the experience demonstrated the CEs' integrity in returning their assessments. They never appeared to be worried about pleasing Plan, a phenomenon that we have occasionally observed with adults. The CEs took their role as evaluators very seriously and ensured all their decisions were evidenced.

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, and therefore capable of enhancing our understanding of the programme.

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\$5000.⁷⁰ This is a modest figure when compared to 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.

Interestingly, a very marked difference of opinion between the ambitions of the adults involved in the programme and the children emerged during the discussions on the objective to eradicate corporal punishment. The CEs clearly felt that the programme had selected an unrealistic timeline to achieve the change. Together with the student respondents, the CEs believed the progress achieved had had a transformative impact on their lives and their experience of education.

We cannot fail to mention the courage and integrity of Plan Zimbabwe 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.

⁷⁰ Excluding the cost of staff time.

In the experience of the EAT, the quality of the information emerging through a child-facilitated process was remarkable. Stronger criticism of adult behaviour and more robust condemnation of violence and corporal punishment emerged regularly during discussions led by CEs than had been seen in adult-led data collections. This criticism was not limited to disapproving the behaviour of teachers. CEs also questioned their ability and level of knowledge. This is in striking contrast with the data collected by adults, which presents high levels of satisfaction with the quality of teaching. The level of participation during group discussions was also visibly higher when compared to discussions facilitated by adults. This was particularly evident among adolescents, but also among mothers.

The EAT also noticed that participants were able to maintain a good level of engagement and participation in discussions for much longer than our standard practice (one hour to seventy five minutes maximum), signalling greater enthusiasm. On one occasion, student participants negotiated to extend the time allocated for the discussion with the EAT. In this particular instance, the discussion was vibrant and lasted for over two hours, with no signs of fading enthusiasm among the participants. On another occasion, more students attended than the required number. When they were turned away, they requested we return another day to conduct the exercise again. We also noticed that the level of interaction within the groups was markedly different from our previous experiences. Participants did not need probing. Instead they willingly provided further explanation and examples. More diverging opinions emerged, with adolescents being more confident to express disagreement with their peers. More passionate expressions were also very noticeable among all groups of adolescents.

Finally, it is worth noting that the process was a positive and empowering experience for the CEs who participated enthusiastically and visibly enjoyed the experience. An eleventh CE, Cynthia, insisted in joining the data analysis, disappointed she had not been able to participate in the entire process. At the end of the process the CEs kept all the materials we intended to dispose of. They said to each other: *"we should keep this because next week I want to do another child-led evaluation"*.

Appendices

Appendix I – Plan Zimbabwe PPA Logframe

GAD Number:	ZWE100243						
Country Office:	Zimbabwe						
Programme Name:	PLAN UK - PPA 2 EXTENSION - BUILDING SKILLS FOR LIFE FOR ADOLESCENT GIRLS.						
IMPACT	ALL MILESTONES SHOULD BE CUMULATIVE FROM PPA Y1						
Impact Indicator 1 (previously overall outcome level)		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)		
# of girls and boys enrolled in target grades in project schools.	Planned	do not fill					
	Achieved		18389				
	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		740				
	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		1.16				
	Source	EMIS					
Note: All impact and outcome targets reflect change we expect to see over time and are not cumulative, at the exception of Indicator OA4, OB1 and OB2. The targets include the expected variance year by year.							
OVERALL OUTCOME A	Overall Outcome A Indicator 1		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	Assumptions
Girls and boys access and benefit from quality education that responds to their needs and rights. See output 1-2-3-4	% of parents of adolescent girls in target communities who feel that meeting education expenses has been made easier due to access to Saving Groups. (SEE FOOTNOTE 1)	Planned	do not fill		n.a	n.a	Political situation does not compromise Plan's ability to operate in the target districts.
		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	0%	60% (6 out of 10 schools)	78% (14 out of 18 schools)	85% (22 out of 26 schools)		
	Achieved	0%	0%				
	Source	Score card (a participatory monitoring and evaluation tool applied by adolescent girls and boys).					
OVERALL OUTCOME B	Overall Outcome B (previously Specific C) Indicator 1		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	Assumptions
Policies at local, national, international level are responsive to rights of adolescent girls; and decision-making processes ensure girls' and boys' participation.	# of cases where adolescent girls/boys groups have influenced decision-making of local or national government, international institutions or service provision.	Planned	1	1	1	1	Political situation does not compromise Plan's ability to operate in the target districts.
		Achieved					
		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	1	1	2	2	
		Achieved		2			
		Source	Plan monitoring - country monitoring reports, copies of influenced policies, policy analysis, progress report on advocacy action plans.				
Note: All output targets are cumulative.							

Output Indicator	Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	Assumption
REVISED OUTPUT 1 → OVERALL OUTCOME A Adolescent girls and boys have access to quality education (SEE FOOTNOTE 2)					
Output Indicator 1.1 # of government officials and local leaders aware of their obligations in relation to girls rights and gender equality.	Planned: 2000	M: 1790 F: 1210	M: 1993 F: 1,857	M: 2,043 F: 1,882	
	Achieved:	3785 F: 1842 M: 1943			
	Source:	CO M&E Framework: Plan monitoring - awareness sessions records of attendance, quarterly reports, post session reviews.			
Output Indicator 1.2 # of boys, girls, and teachers trained in alternative discipline methods and alternative conflict resolution practices.	Planned: M: 270 F: 180	M: 345 F: 253	913 M: 518 F: 395	1218 M: 991 F: 527	
	Achieved:	583 M: 352 F: 231			
	Source:	Plan monitoring - quarterly reports, activity reports.			
Output Indicator 1.3 # of girls participating in accelerated education or catch-up classes.	Planned: 1000 girls	2000 girls	5000 girls	6500 girls	
	Achieved:	776 girls			
	Source:	Plan monitoring - quarterly reports, activity reports.			
					RISK RATING
OUTPUT 2 → OVERALL OUTCOME A Financial barriers to adolescent girls education are reduced					
Output Indicator 2.1 # girls accessing financial and material support from Plan, government or other local organisations.	Planned: 950 girls	1,140 girls	1,340 girls	1,540 girls	Political situation does not compromise Plan's ability to operate in the target districts.
	Achieved:	1,013 girls			
	Source:	Plan monitoring - school reports on financial assistance, disbursement records, registers of recipients.			
Output Indicator 2.2 # of households (with adolescent girls) linked or signposted to financial support or income generating activities.	Planned: 0	400	600	800	
	Achieved:	0			RISK RATING
	Source:	Plan monitoring - quarterly reports, activity reports.			
					Low
OUTPUT 3 → OVERALL OUTCOME A Girls and boys trained by Plan and partners to develop knowledge and awareness of sexual reproductive health and rights.					
Output Indicator 3.1 # of girls, boys, men and women trained on sexual reproductive health and rights (SRHR)	Planned: 0	B: 200 G: 200	1044 M: 42 F: 42 B: 480 G: 480	1072 M: 56 F: 56 B: 480 G: 480	No prolonged strikes by teachers over remuneration
	Achieved:	576 M: 284 F: 292			
	Source:	Plan monitoring - training sessions records of attendance, quarterly reports, post session reviews.			
Output Indicator 3.2 # of health service delivery points that introduce youth friendly measures.	Planned: 0	0	0	0	
	Achieved:				RISK RATING
	Source:	Plan monitoring - quarterly reports, structured observation and reporting by staff.			
					Low
OUTPUT 4 → OVERALL OUTCOME A Institutions responsible for girls education become more inclusive and accountable.					
Output Indicator 4.1 # of policy development processes (new or revised) supported by Plan and partners at local and national level to be more gender-responsive or address violence against girls in school.	Planned: 1	2	3	4	Political situation does not compromise Plan's ability to operate in the target districts.
	Achieved:	3			
	Source:	Plan monitoring - portfolio of evidence, policy analysis.			
Output Indicator 4.2 # of girls and boys engaged in school governance or decision-making processes at school, local or national level.	Planned: 0	0	175 B: 75 G: 100	350 B: 150 G: 200	
	Achieved:				RISK RATING
	Source:	Plan monitoring - quarterly reports, activity reports.			
					Low

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

OMS

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

DATA COLLECTION TOOLS

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

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

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

DRS Drop-out follow up interviews

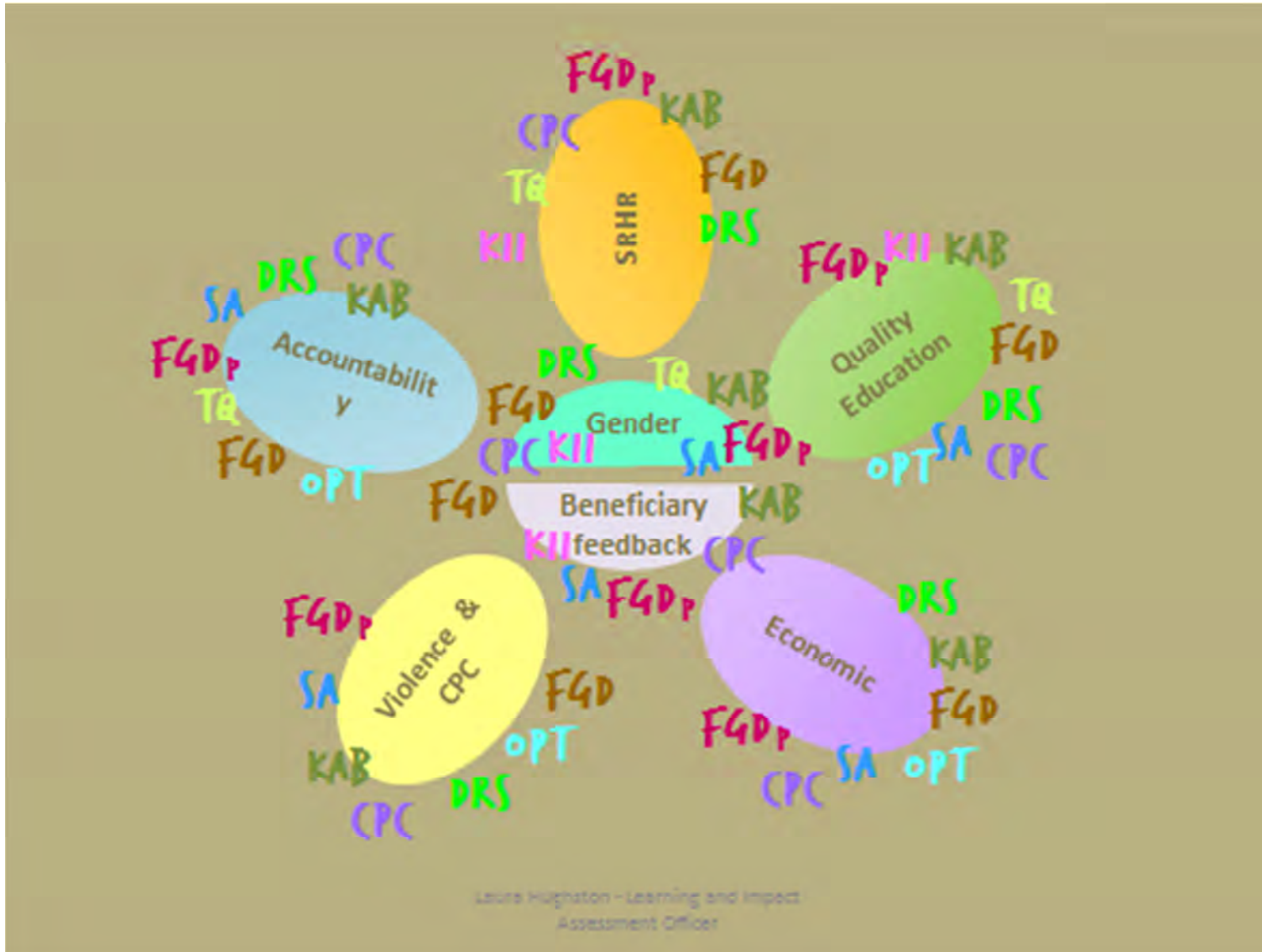
Key Informant Interviews (KII) with leaders **KII**

SA School assessments

Teachers questionnaires **TQ**

Stories, games & activities **OPT**

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



ONE YEAR OF OMS (7 COUNTRIES)

KAB with 2617 girls and 2196 boys

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

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

Drop out Study with 244 girls and 57 boys

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

Assessments with 152 **Child Protection Committees**

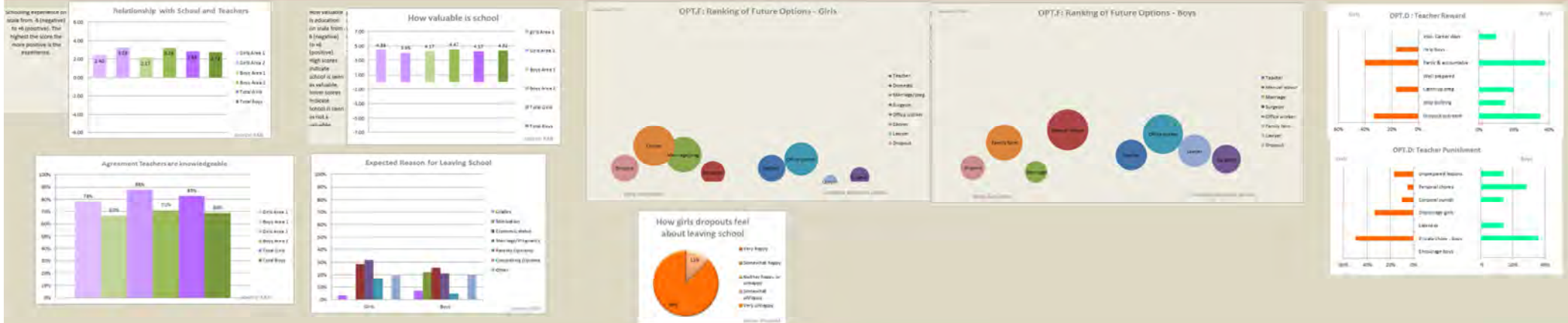
1374 **Teachers questionnaires**

What does it look like?⁷¹

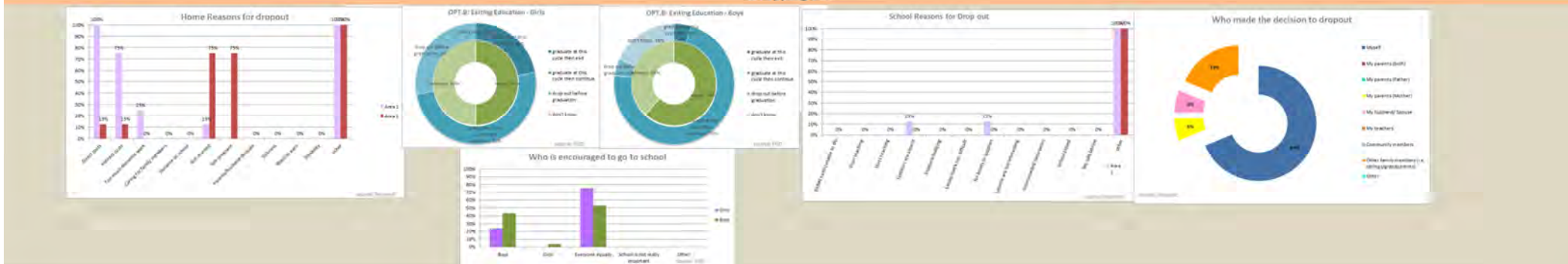
Quarterly Analysis and Reflection of Adolescent Data

Country		Country A		Country B		Country C		Country D		
		KAB		DROPT OUT STUDY		PSD				
# participants	Average Age	# participants	Average Age	# participants	Average Age	# participants	Average Age	# participants	Average Age	
Girls Area 1	80	15.40	Girls Area 1	40	15.37	Girls Area 1	8	16.375	Girls Area 1	18
Girls Area 2	37	15.53	Girls Area 2	42	15.26	Girls Area 2	8	15.375	Girls Area 2	9
Total	117	15.35	Total	122	15.32	Total	16	16.375	Total	27

School experience







Dropping out









⁷¹ Screen view of OMS with facsimile data.

Appendix III – FGD Questionnaire for Girls and Boys

Question	Tool
Do you know about Plan's BS4L/PPA programme?	Direct question
What type of people have been reached with the programme?	
What form of support is received from the programme?	Direct question
What are the noticeable changes that have occurred since the programme started?	
Have you been satisfied with the projects activities?	Direct question
Are you confident that Plan delivers what it said it would do?	
What other organisations or programmes support girls education in this community?	Direct question
Can we attribute all the changes we see to Plan?	
Do you think the programme will continue after Plan's support?	Direct question

Appendix IV – FGD Questionnaire for Parents

Question	Tool
Have you heard BS4L/PPA programme?	Direct question
Who told you about the programme?	Direct question
What are the most important things and least important things to you from what Plan does?	
What are the most valued changes to you from the programme?	
What type of people are being reached directly from the programme? Do you feel these are the right people?	Direct question
What were the educational needs before the programme and now?	
Is Plan doing the right thing?	
How many people are being reached by the programme?	
Do we still have people who need support from Plan?	
Who are most valued between boys and girls? And why?	Direct question
Do you think the programme will continue after Plan's support?	Direct question
Are there any other organisations/programmes supporting girls education in this community?	Direct question

Appendix V – Questionnaire for Leaders

1. What is the programme doing in your community?
2. To what extent has the programme's message been accepted in your community, in your opinion? Give examples.
3. What has been your role in supporting the programme?
4. What are the changes you have seen since the start of the programme?
5. What type of people were reached by the programme?
6. How did your community benefit from the programme?
7. Are there any other organisations supporting girls education in your community?
8. Are the people reached by the programme the right ones for Plan to target, in your opinion?
9. In your community, are there still some people who require this type of support?
10. In your opinion, were people satisfied with what was delivered?

Appendix VI – Teachers Questionnaires

1. Do you know about the PPA programme? When did it start?
2. What does the PPA programme do?
3. What lessons have you learned from it? Give examples
4. Are there other organisations working with Plan to support girls education?
5. What are the noticeable changes since the programme started?
6. Is there anything about the programme you are unhappy about?
7. Have you changed your teaching practice in any way since you got involved with the programme?
8. Is the programme delivering on its promise?
9. Are girls and boys treated the same in school?
10. Will the changes introduced by the programme continue after the end of Plan support? Give examples.
11. How did your school benefit from the programme?

Appendix VII – Questions for Plan Staff

1. When did the programme start?
2. What does it do?
3. Who is reached by the programme? Why are they targeted?
4. Is Plan's work complementing other organisations' efforts or a repetition of what others are doing?
5. Has anything change since the start of the project? Give examples.
6. What did you learn and how did the programme change?
7. Who did you consult before starting the programme? (children as well?)
8. Did you consult again for any changes in the programme?
9. What are the challenges you encountered during the programme?
10. How did you overcome these challenges?
11. Did you succeed at overcoming these challenges? If not, why not?
12. Will the programme continue after Plan's support ends? Give reasons for your answer.

Appendix VIII - Criteria for child-evaluators selection

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

The boys and girls should be:

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

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

Appendix IX –Who carries the biggest burden?

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



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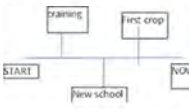


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**Who is in this group?
Why?**

Appendix X - Data collection tools

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

Appendix XI - Evaluation Questions

1. Relevance:

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

2. Effectiveness:

- *The degree to which the programme's objectives have been achieved/likely to be achieved taking into account their relative importance or priority in the eyes of the beneficiaries themselves*
- *The degree to which a critical mass of people have been reached and transformed by the programme*

3. Efficiency:

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

4. Sustainability:

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

5. Results:

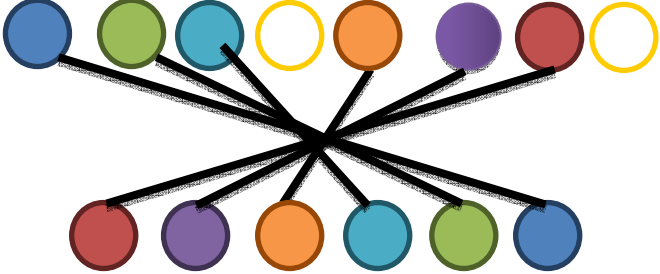

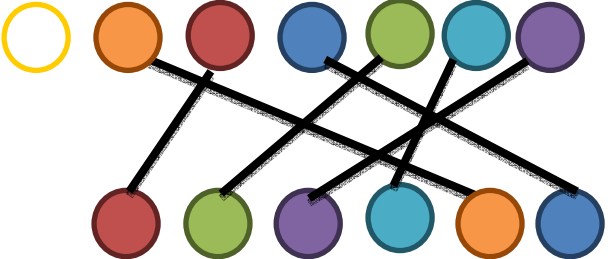

- *The extent of the evidence that the desired changes took place and were brought about by the programme and that no undesired changes occurred as result of the programme*

6. Equity:

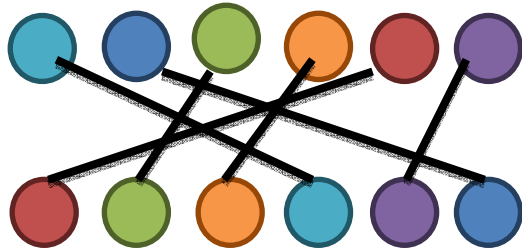
- *Did different groups of beneficiaries and especially the most vulnerable, benefit equally from the programme? Who experienced most change? Did any group experience negative change?*

Appendix XII - Rubric Linking Programme Priorities with Needs⁷²

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

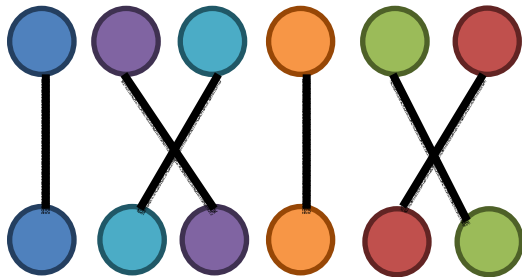
	<p>Level Lizard</p>  <p>The programme priorities are not aligned at all with what the communities want and need. The programme is giving too much importance to areas not important to the community and too little importance to areas that are very important to the community. There are also problems that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

⁷² Images courtesy of Emily Woodroffe

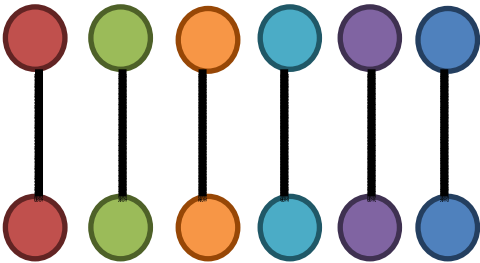



The programme priorities are partially **misaligned** with what the community wants and needs but **not by too much** (there are just a few long links between the bubbles but there are also some short ones). There is **no problem** to keeping girls in school that the **programme is not addressing** or 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**.

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

Appendix XIII - Rubric Involving, consulting and sharing information with community⁷³

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

Level Lizard

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

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

⁷³ Images courtesy of Emily Woodroffe

Level Deer



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

Level Cheetah



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

Level Cow



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

Which level best describes what you have seen?




Why? What is the evidence for saying so?

Appendix XIV - Rubric: Relevance⁷⁴

We assess:

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

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

Level Lizard

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

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

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

⁷⁴ 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

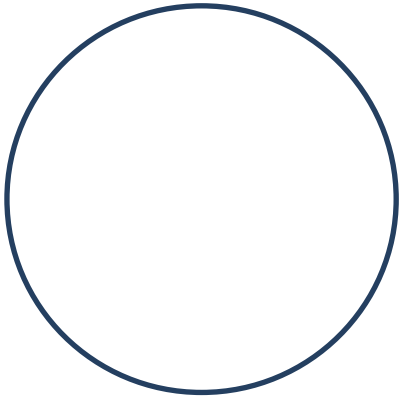

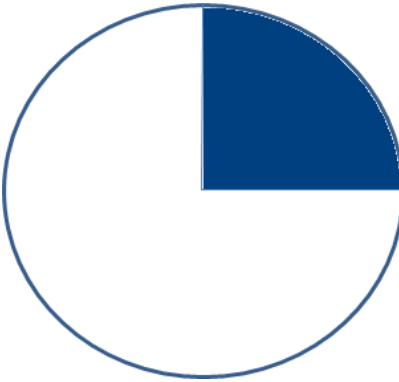



The programme priorities have been entirely chosen by the community who takes responsibility for the programme. **With special efforts**, the programme was able to facilitate even **the most marginalise to have their voice** in the programme and now the programme activities target **exactly what is needed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

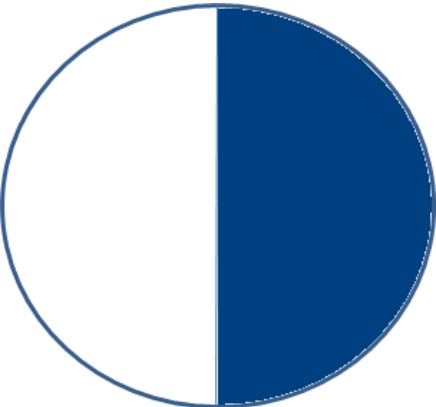

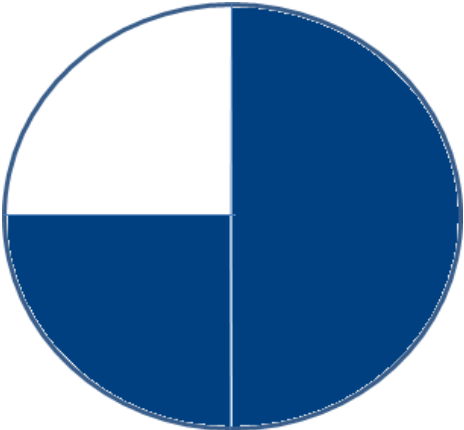

Discuss in your group: are you satisfied with the final animal size? In consideration of everything you have seen and learned and all the data you have available, do you think your final choice is right? Do you want to change it? If you want to change it, please explain your reason for changing the result:

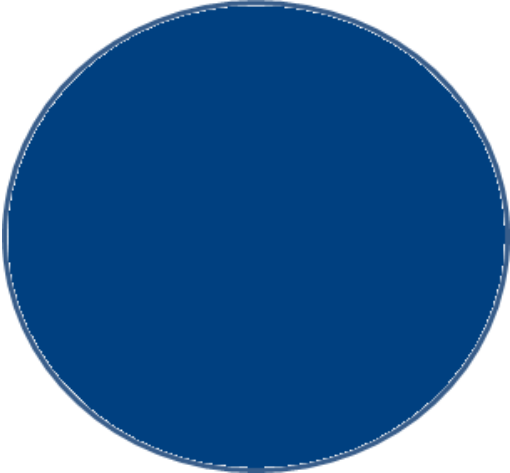
Appendix XV – Rubric: Results⁷⁵

We assess the level of achievement by the programme.

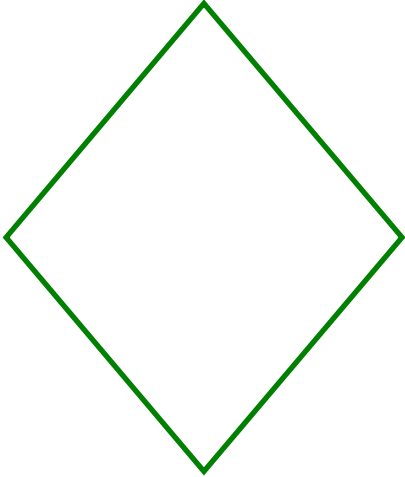

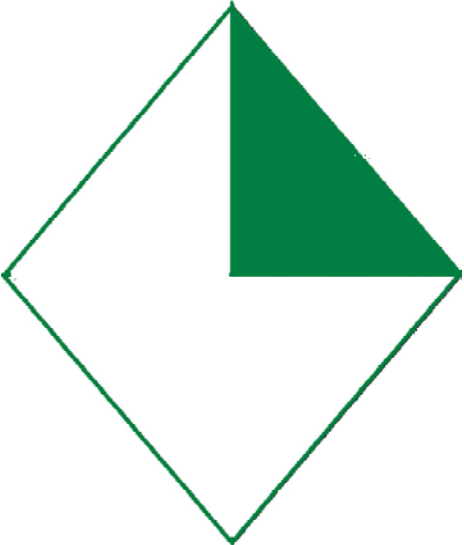

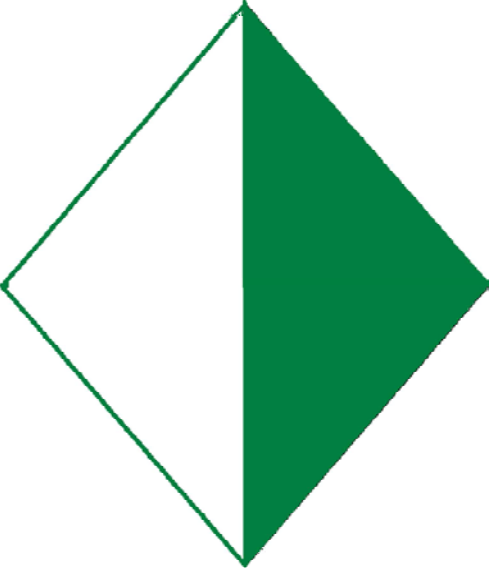

	<p>Level Lizard</p>
	
	<p>There is no evidence that there has been any change at all in knowledge, attitudes or behaviours, as desired by the programme, or the evidence indicates that all the changes seen, have been caused by other factors and not the programme's work.</p>
	<p>Level Goose</p>
	
<p>Only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

⁷⁵ Images courtesy of Emily Woodroffe

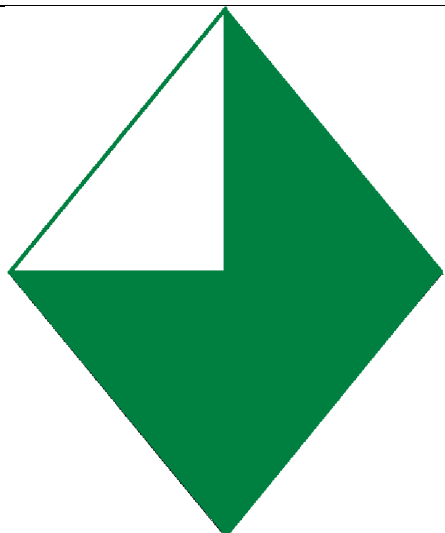
	<p>Level Deer</p>  <p>Most people have changed at least a little on how they think and behave, but not everyone in the community experienced the change in the same measure. The easiest to reach have experienced the biggest change whilst those most difficult to reach experienced very little change; or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

	<p>Level Cow</p>
	<div data-bbox="1294 201 1711 488" data-label="Image"> </div> <div data-bbox="913 534 2092 842" data-label="Text"> <p>Everyone in the community has experienced deep transformation and everyone thinks and acts very differently. Those that were harder to reach or harder to persuade, have changed the most and now demonstrate very different ways of thinking and behaving. If anybody now would speak or behave in the old ways (for example send a boy to school but not his sister), the whole community would strongly disapprove of them. There is strong evidence that this was caused by the programme and whilst other factors might have contributed a little, the change and the depth of the change is due to the work done by the programme. There is no real evidence of any negative change caused by the programme.</p> </div>
<p>Which level best describes the achievement?</p> <p>Why? What is the evidence for saying so?</p>	

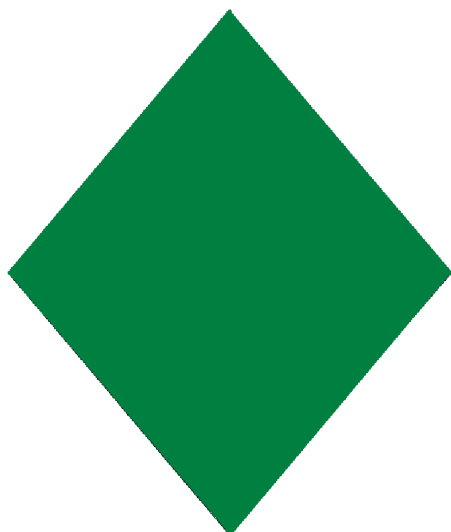
Appendix XVI - Rubric: how many people have been reached by the programme in relation to the need.⁷⁶

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

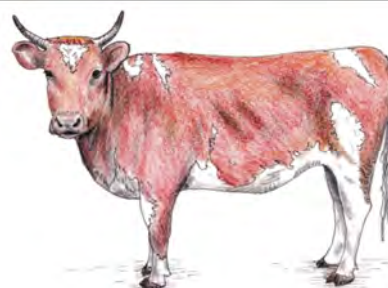
⁷⁶ Images courtesy of Emily Woodroffe



The majority of those who needed the programme activities did benefit and therefore the **entire community feels the difference** made by the programme even if there are **still some people that need** the support from the programme.



Level Cow

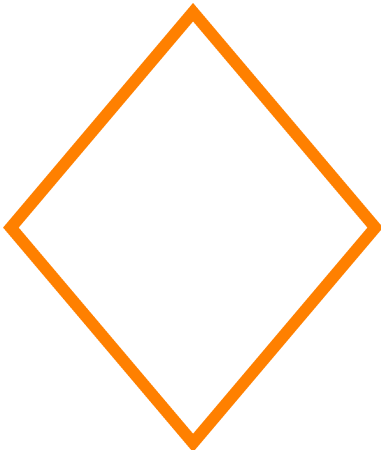

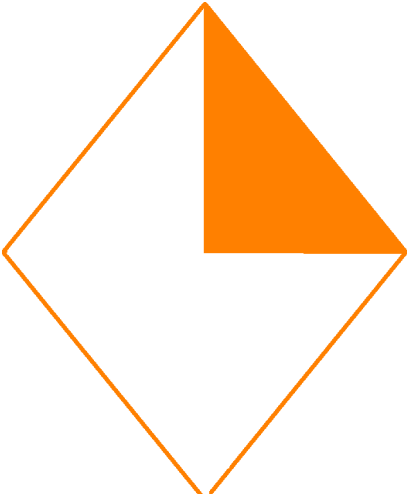

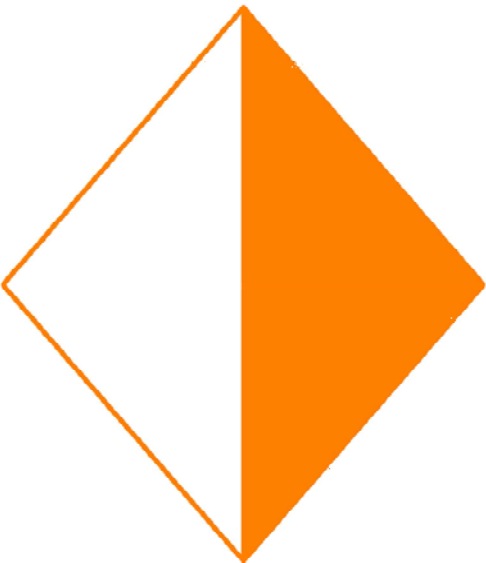



All of those who needed the programme have been able to benefit therefore the **entire community has been transformed**.

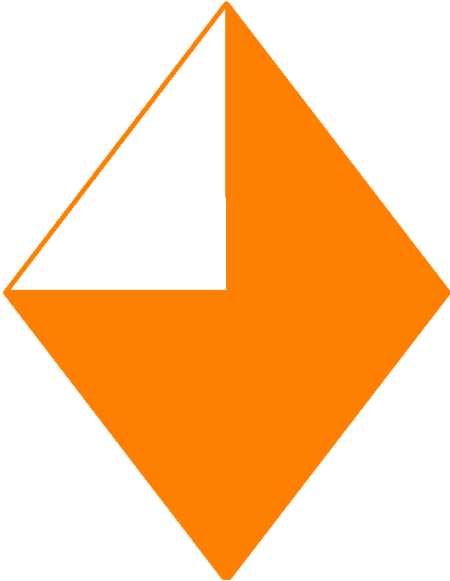

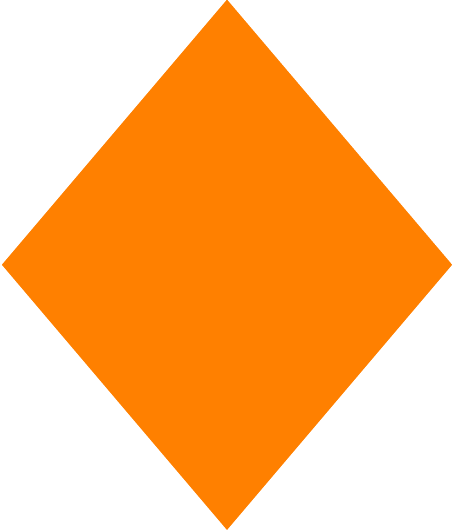

Which level best describes the achievement?

Why? What is the evidence for saying so?

Appendix XVII - Rubric: Depth of Transformation.⁷⁷







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

⁷⁷ Images courtesy of Emily Woodroffe

	<p>Level Cheetah</p>
	
	<p>The programme has obtained a good the level of change in knowledge attitudes. People appear persuaded about some of the new ways of thinking and mostly have changed how they behave in some but not all the results area (gender, SRHR, economic barriers to girl's education, quality of education, corporal punishment and accountability) and still need regular encouragement to continue with the changes.</p>
	<p>Level Cow</p>
	
<p>The programme has obtained radical change in knowledge, attitudes and behaviours. People think very differently, have different values and behave very differently in every result area targeted by the programme (gender, SRHR, economic barriers to girls' education, quality of education, corporal punishment and accountability).</p>	
<p>Which level best describes the achievement?</p> <p>Why? What is the evidence for saying so?</p>	

Appendix XVIII - Rubric: Effectiveness⁷⁸

We assess the degree to which the programme's objectives have been achieved taking into account their relative importance to the communities.

Priority	X ( + )	
1		
2		

Level Lizard



The programme has reached only a **small proportion** of those who needed and obtained only superficial **change in awareness but not behaviour**, especially on the **results that are most important**.

Points: 42 to 75

Level Goose



The programme has reached **only some** of those who needed and obtained good **change only in awareness and knowledge but not behaviour**. The **most important results did not reach the majority** of those who needed and did not achieve **deep transformation of behaviour**.

Points: 76 to 109

⁷⁸ Images courtesy of Emily Woodroffe

Level Deer



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

Points: 110 to 143

Level Cheetah



The programme has reached a **very large proportion** of those who needed and obtained **very good change in most of the results areas targeted but not all** (gender, corporal punishment, SRHR, etc). The **most important results reached a large proportion** of those who needed and achieved **good transformation of knowledge, attitudes and behaviour**, but there are still some who have not experienced change.

Points: 144 to 175

Level Cow



The programme has reached all of those who needed and obtained **deep transformation in most or all of the results areas targeted** (gender, corporal punishment, SRHR, etc). The **most important results reached all or a very large proportion of those who needed and achieved deep change in knowledge, attitudes and behaviour**.

Points: 176 to 210

Appendix XIX – Rubric: Efficiency⁷⁹



We assess:

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

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

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

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

Level Lizard

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

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

⁷⁹ Images courtesy of Emily Woodroffe

Level Deer



Points: 144 to 189

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

Level Cheetah



Points: 190 to 235

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

Level Cow






Points 236 to 280

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

Which level best describes what you have seen?

Why? What is the evidence for saying so?

Appendix XX – Rubric: Community’s ability to continue with new behaviour (Sustainability)⁸⁰

Level Lizard

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

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

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

⁸⁰ 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 XXI – Rubric: Community’s motivation to continue with new behaviour
(Sustainability)⁸¹**

Level Lizard

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

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

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

⁸¹ Images courtesy of Emily Woodrooffe

Level Cheetah



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

Level Cow



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

Which level best describes what you have seen?

Why? What is the evidence for saying so?

Appendix XXII – Rubric: Community's opportunity to continue with new behaviour⁸²**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.

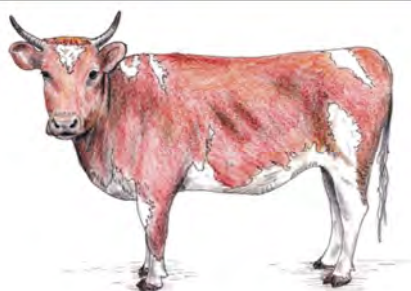
⁸² Images courtesy of Emily Woodroffe

Level Cheetah



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

Level Cow



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

Which level best describes what you have seen?



Why? What is the evidence for saying so?

Appendix XXIII - Rubric: Sustainability⁸³

We assess:

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

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

Level Lizard

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

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

⁸³ 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






















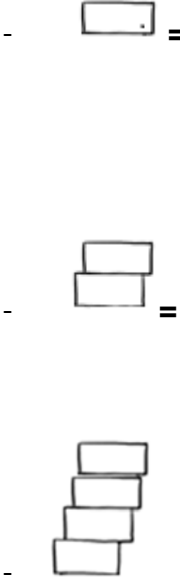


Once the programme is over, people will have **excellent ability, motivation, opportunity to continue with the new knowledge, attitudes and behaviours** and girls and boys will face no challenges and **everyone will be able to go and stay in school** at least to grade nine. Nobody will have to drop out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

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

⁸⁴ Images left courtesy of World Vision UK, images right courtesy of Emily Woodroffe

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

			<p data-bbox="958 103 2056 156">Level Deer</p>  <p data-bbox="958 502 2056 614">The programme has made things better for everyone but much more for those who were worse off. The disparities have been completely eliminated.</p>
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How frequent is violence?

3% of boys and 0% girls say violence never happens



How serious is violence?

24% of boys and 56% girls say violence is not serious at all



30% of fathers and 13% of mothers agree corporal punishment is always OK



Leaders: 79% agree if a teacher hits a child the child deserves it



Who commits violence?

11% of boys and 61% girls say that teachers commit verbal violence

90% of boys and 67% girls say that Students commit verbal violence



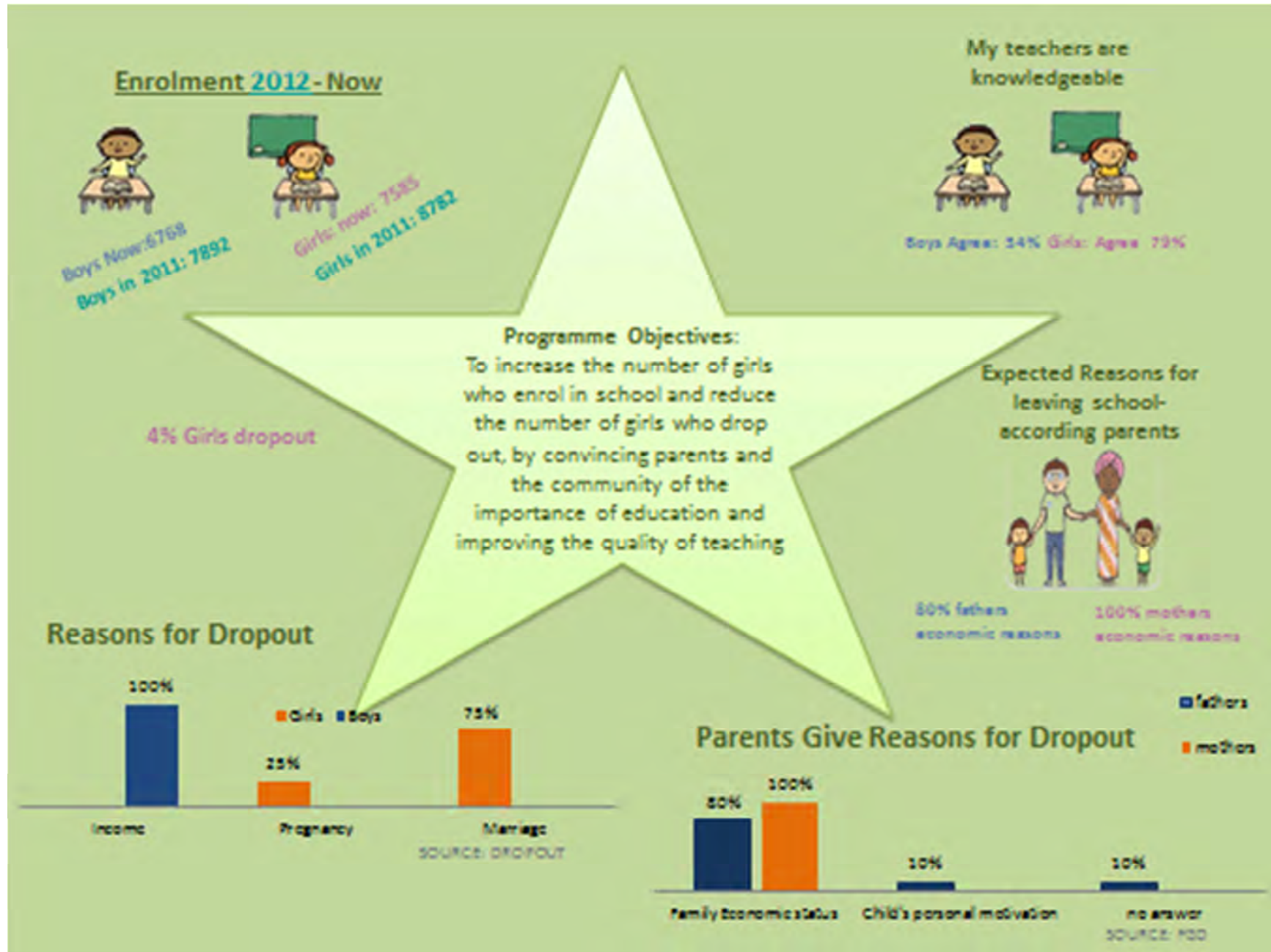
Programme Objectives:

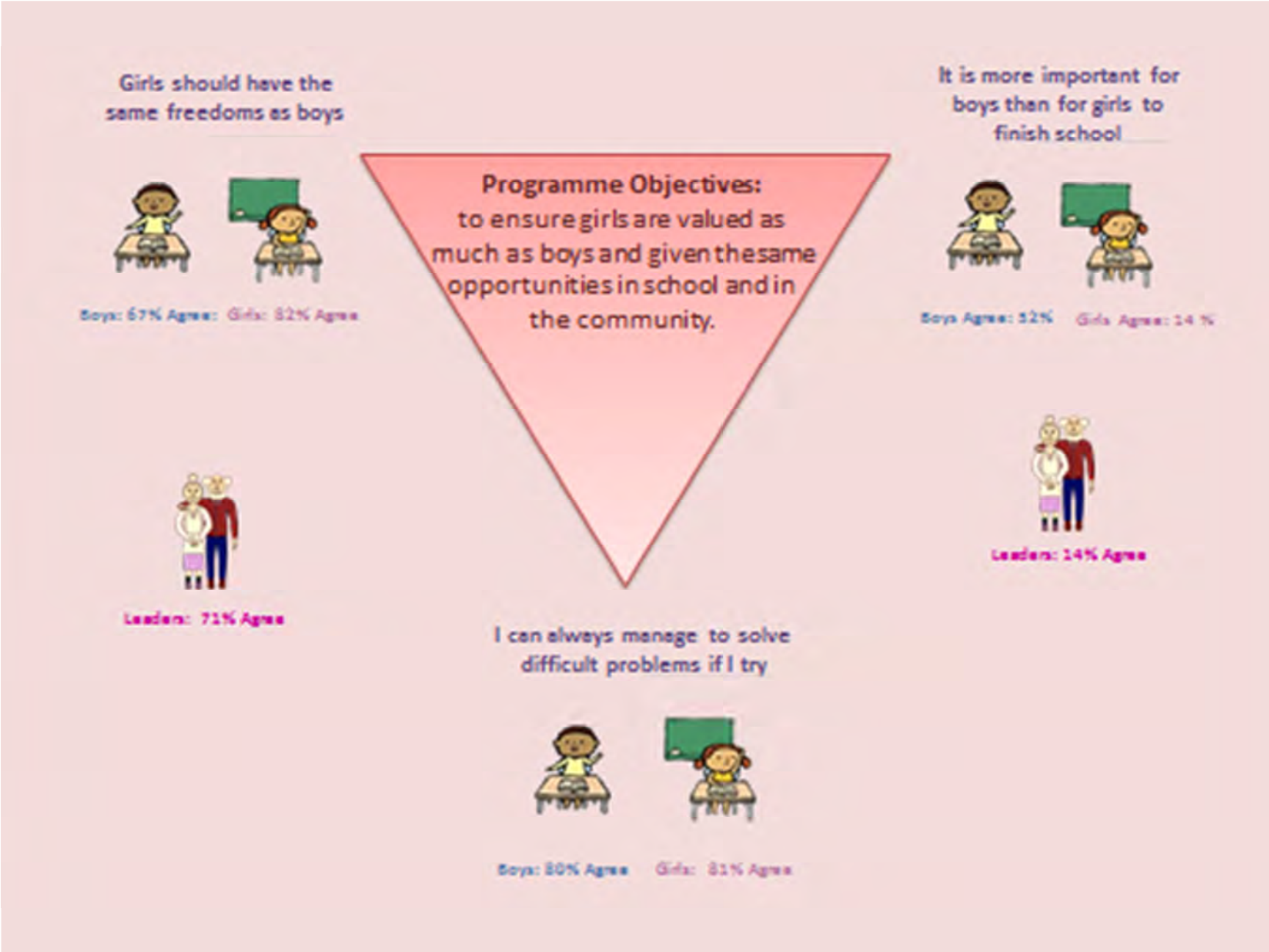
To reduce violence in schools and communities and to reduce acceptance of violence and corporal punishment.

17% of boys and 17% girls say teachers commit physical violence



90% of boys and 94% girls say students commit physical violence





57% of leaders who say children should be taught SRHR in school



Girls: 3%

Boys: 13%

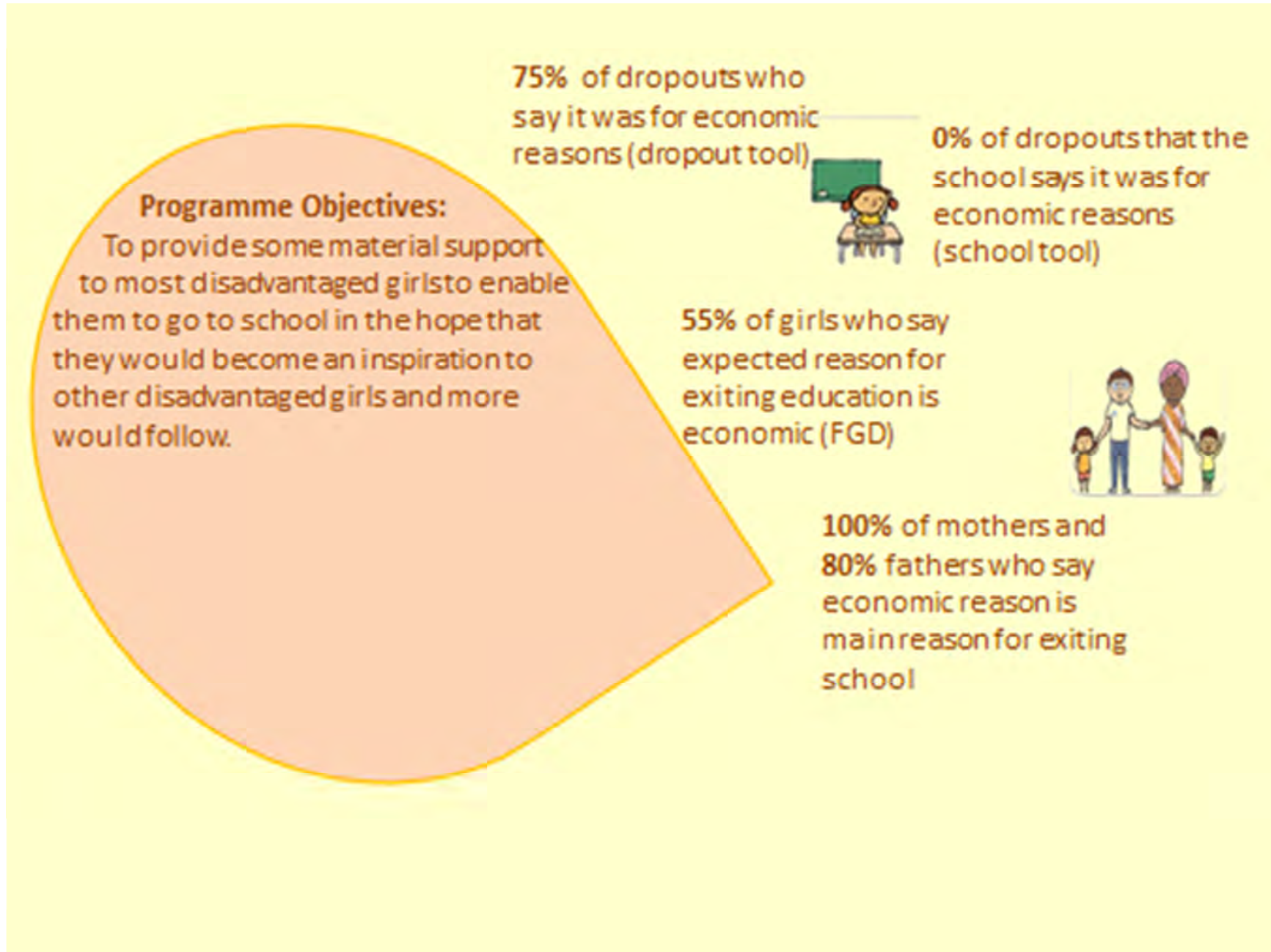
13% of boys and 3% of girls correctly answered 3 questions on SRHR

Programme Objectives:

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



20% of fathers and 50% mothers think SRHR should be taught in schools





80% girls and 23% boys
who students have
many chances to
decide



49% of girls and 14
% of boys agree
school management
always listens

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.



40% fathers and 50%
of mothers say
school management
always listens



86% leaders who
agree should consult
with boys and girls

Know how they could raise an issue with Plan

69% of Boys
 63% of Girls
 50% Mothers
 0% Fathers
 100% of Leaders
 77% of Teachers



Trust Plan would address any issue raised.

19% of Boys
 52% of Girls
 79% of Leaders
 50% of Teachers

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

Inform,
consult &
decide
together

Individual

Community

Institution

WHO?

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

WHAT?

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



HOW?

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

WHO?

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

WHAT?

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



HOW?

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

WHO?

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

WHAT?

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



HOW?

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

WHO?

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

WHAT?

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



HOW?

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

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