

Outcomes for Money (oxM): An unorthodox Analysis of Value for Money

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Background

Whilst Plan UK is developing a set of tools to robustly measure Value for Money (VfM) at project and organisational level, for the *Building Skills for Life* programme¹, we attempted to see what VfM might look like from the perspective of the communities we work with. Making use of the outcome data generated by the programme², we redefined '**value**' as the **changes experienced in the communities** in terms of new knowledge, attitudes and behaviour. Shifting the focus from what has been delivered to what has been achieved, takes the analysis closer to the daily realities of beneficiaries. This primarily **visual analysis** does not deliver a verdict of good or bad VfM but instead compares the changes experienced by our communities, with the reach attained by the programme and the investment made; laying the foundations for deeper reflection that combines the drive to efficiency with that for programme quality and sustainability.

The more programmatic and intuitive nature of this analysis proved more engaging for programme implementers, enabling them to reflect on the challenges and trade-offs between economic considerations, reach and programme quality; giving rise to strong analysis, compelling arguments and some intriguing what-ifs.

The objective of the OxM experiment was primarily to explore if this fresh perspective has the ability to inform our programmatic and budgetary choices, more specifically by:

1. Reflecting on the implementation, targeting and resources allocation strategies adopted by the programme
2. Assessing the merit of looking at VfM from the perspective of outcomes rather than individual activities
3. Ascertaining if the use of a more intuitive method to interpret data, like visual analysis, can contribute to further our understanding and encourage engagement with the notion of value for money without trivialising it
4. Reflecting on the implementation, targeting and resources allocation strategies adopted by the programme

Visual representation

The OxM experiment was conducted at the end of four years of implementation and a year after the programme had been redesigned taking stock of what had been achieved in the first three years. OxM represents the information in a bubble chart comparing:

- On the **vertical axis** the cumulative budget allocated in US dollars to each strand of programme intervention
- On the **horizontal axis** the cumulative number of beneficiaries reached

The size of the bubbles represents the average proportion of community members³ who present all the desired behaviour, attitudes and knowledge etc. in our surveys.

¹ Building Skills for Life is a multi-year and multi country programme focussing on barriers to adolescent girls' education. The programme takes a life-cycle approach in considering the challenges girls face in adolescence and aims to increase enrolment and retention in lower secondary education by tackling attitudes towards education, quality of teaching, gender norms, violence in and around school, lack of knowledge of SRHR (Sexual and Reproductive Health Rights), economic barriers, school accountability and participation in decision making by adolescents. The programme is funded through UKAID's Programme Partnership Arrangement 2011 – 2016. See <http://www.plan-uk.org/what-we-do/open-info-about-our-projects/> for more information.

² L. Hughston: [Integrating Learning and Reflection with M&E](#), Plan International U6K, 2015.

³ Girl and boy adolescents, teachers, parents and community leaders.

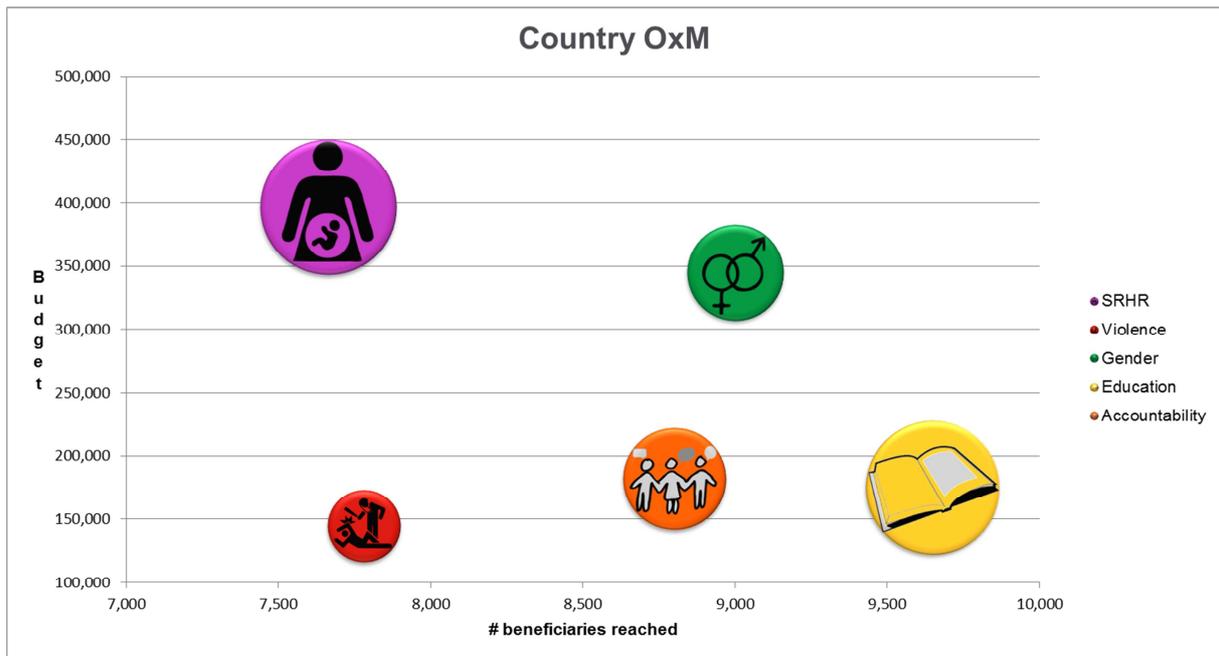


Figure 1 - OxM outline

Attitudes, beliefs and knowledge are surveyed using different methods frequently through several questions for each strand of programme work. For each strand of the programme, we take into consideration at least three stakeholder categories to capture outcomes across the entire community. The size of each bubble is determined by the proportion of respondents who present all the desired responses⁴ for each strand of work⁵. In this way **only those who have fully embraced** the programme's objectives are taken into account, although there will be others who may still have experienced some change. Taking the Sexual and Reproductive Health and Rights (SRHR) stand as example, the size of this bubble is obtained by averaging the proportion of adolescents who correctly answer all of three questions on the subject (therefore excluding those who answer two or just one correctly), with the proportion of teachers who have received training on SRHR and have changed their practice subsequently (excluding those who received training but did not change their practice), and the proportion of parents and leaders who agree the topic should be taught in school.

In the same way, for each programmatic strand, the size of the bubble is determined by several measurements across the community, normally at least seven different questions among at least three beneficiary categories. This gives an indication of the level of penetration reached by programme in the entire community.

Beneficiaries are surveyed only once a year but surveys take place throughout the year. The same beneficiaries are never surveyed more than once in each year. The bubble's size includes the results from both early and later surveys; therefore, variations in investment levels made at the beginning of the year are unlikely to produce immediate changes in the size of the bubble for that specific year, especially as the programme aims to tackle deeply entrenched beliefs and norms.

⁴ For the purpose of this exercise, 'desired responses' are those that indicate that a respondent has acquired the knowledge, attitudes and behaviours advocated for by the programme such as gender equitable views, or attitudes supporting education and peaceful resolution of conflicts.

⁵ For full breakdown on how each bubble size is calculated see appendix.

Making use of **cumulative beneficiary numbers** over the four years of the programme, OxM encapsulates in one diagram the **attitudes, knowledge and behaviour resulting from four years of investment**.

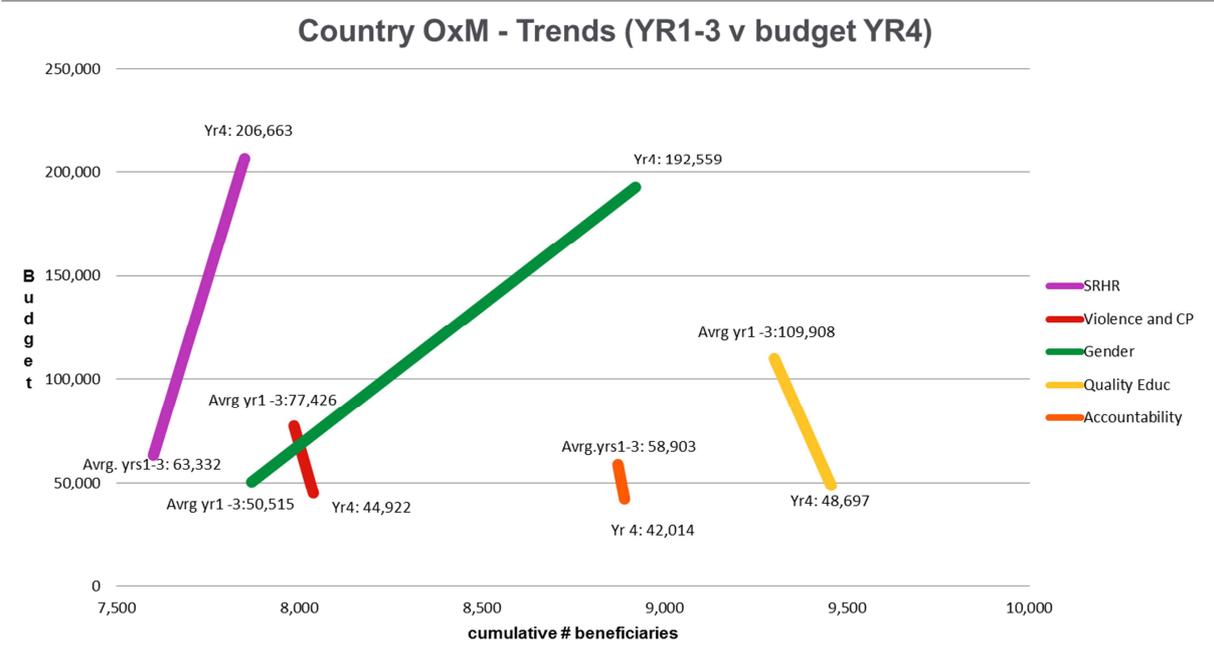


Figure 2 - OxM Investment and targeting trends after three years of programming.

Another chart relates the number of beneficiaries reached by the third year and the fourth year of the programme with the average investment made in the first three years against the investment in the fourth year (Figure 2).

This chart helps understand the strategies adopted by the programme after a stock taking exercise provided the opportunity to consolidate gains and deepen our engagement where deemed necessary. By comparing this chart with the OxM bubble chart, we are able to look back and review choices and assess if they delivered the expected results. For example, we could see a country consolidating work on a specific strand of intervention by keeping the number of beneficiaries constant and reducing the budgetary allocation after three years, in relation to a relatively large bubble in year four. This might indicate the desire to firm up solid achievements whilst diverting funds and efforts to weaker areas. Alternatively, in another case, we might see a sharp increase in funding after three years of modest investment, associated with a small bubble in year four, which would indicate the desire to step up efforts in response to poor results. In this way, by examining the trend chart together with the OxM chart, it is possible to reflect on changes made to investment by programmatic strand in relation to achievement.

How to interpret the visual analysis

The visual representation is intended to render interpretation intuitive and therefore shift emphasis on reflection by the implementing team. Essentially, the **higher** the bubble, the greater the investment made in the corresponding strand of intervention. The farther to the **right** the bubble is, the more beneficiaries have been reached. The **larger** the bubble the higher is the proportion of community members who present the desired attitudes and behaviours. A large bubble at the bottom right corner of the chart, for example, would indicate that many people were reached with little funds and that many of them display the desired knowledge and attitudes.

Figure 1 for example, shows a country where a small investment was made on education, which reached very many people who now demonstrate the desired attitudes and behaviours. [=large bubble at the bottom right corner]. In this same example, the programme has also invested much funding on SRHR reaching fewer people who also demonstrate the desired attitudes and behaviours. However, a smaller investment was allocated to tackling violence reaching far fewer beneficiaries: this level of investment does not appear to have been sufficient since very few present the desired attitudes [=small bubble].

The majority of the *Building Skills for Life* programme activities take place in and around state schools. Adolescents facing additional challenges, such as disability, single parent households, often receive additional support from the programme to ensure they are able to continue their education, whilst the entire community and schools as an institution, benefit from the entire programme. What constitutes an 'additional challenge' for girls wishing to continue their education is defined by country teams on the basis of the local context, frequently with input from the communities themselves. The selection of students in need of additional support by the programme has also remained flexible throughout the programme to respond to emerging factors, such as the inclusion of internally displaced children in Mali following exacerbating instability. Since the categories to be considered most marginalised were not defined from the onset, data cannot be further disaggregated beyond gender and age, to further explore the equity dimension of the programme. Consequently the 'fourth E'⁶ in this analysis is limited to including the perspective of several categories of beneficiaries although in principle including the fourth E would not pose a challenge to the OxM methodology nor the visualisation.

Focus on complementarities and multiple stakeholders

In line with the programme's theory of change, OxM focuses on the complementarities between the different strands of the programme and not on individual activities or an individual group of beneficiaries. The logic of the programme, for example, presumes that improving community leaders' attitudes towards education would raise expectations of teachers' behaviour among parents and students. Equally, improving the quality of education through training teachers, would in turn improve parents' motivation to send their children to school etc. This is why for OxM the size of the bubble is determined by the desired answers from at least three different beneficiary categories and takes into consideration entire strands of work and not individual activities. For the programme to achieve its objectives a critical mass of individuals across of the beneficiaries groups must experience a change in attitudes, knowledge and behaviours to engender changes in social norms and practices: therefore in OxM a sizeable proportion of desired responses among all beneficiaries' categories is necessary to obtain a large bubble. A low level of desired responses among one group of beneficiaries will affect the size of the bubble for the entire programme, as we can see in case of Rwanda.

⁶ More orthodox approaches to value for money, including Plan UK's, include in their analysis what is known as the four Es: effectiveness, efficiency, economy and equity.

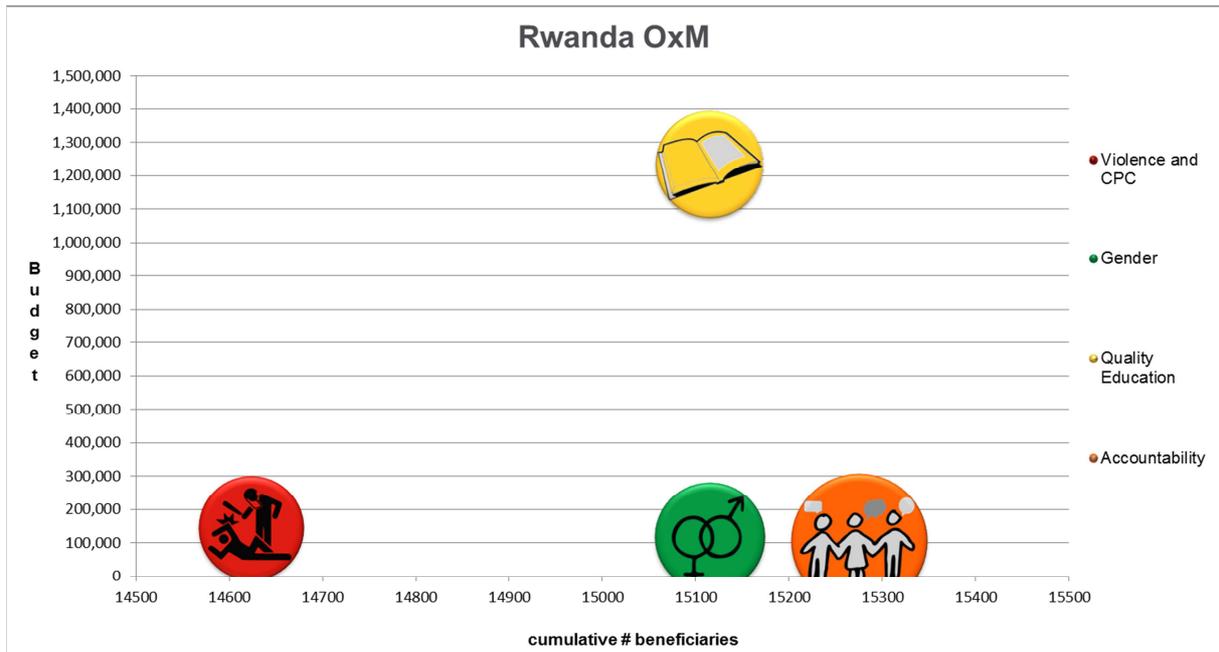


Figure 3- Rwanda OxM.

To better understand the reasons for a smaller gender bubble in Rwanda, we looked into the OMS data which revealed that, with a high proportion of desired answers among adolescents and leaders, the bubble still appears as one of the smallest due to a disappointing level of positive responses received from teachers. OxM's focus on complementarities here draws our attention to a potential risk to our programme: failing to change the mind-set of teachers may put in jeopardy the good work already accomplished with students or leaders. The OxM visualisation can also point us towards acknowledging that less funding has been allocated to this area compared to others, and with only one stakeholder category lagging behind, perhaps a little additional targeted investment might help us obtain a bigger bubble.

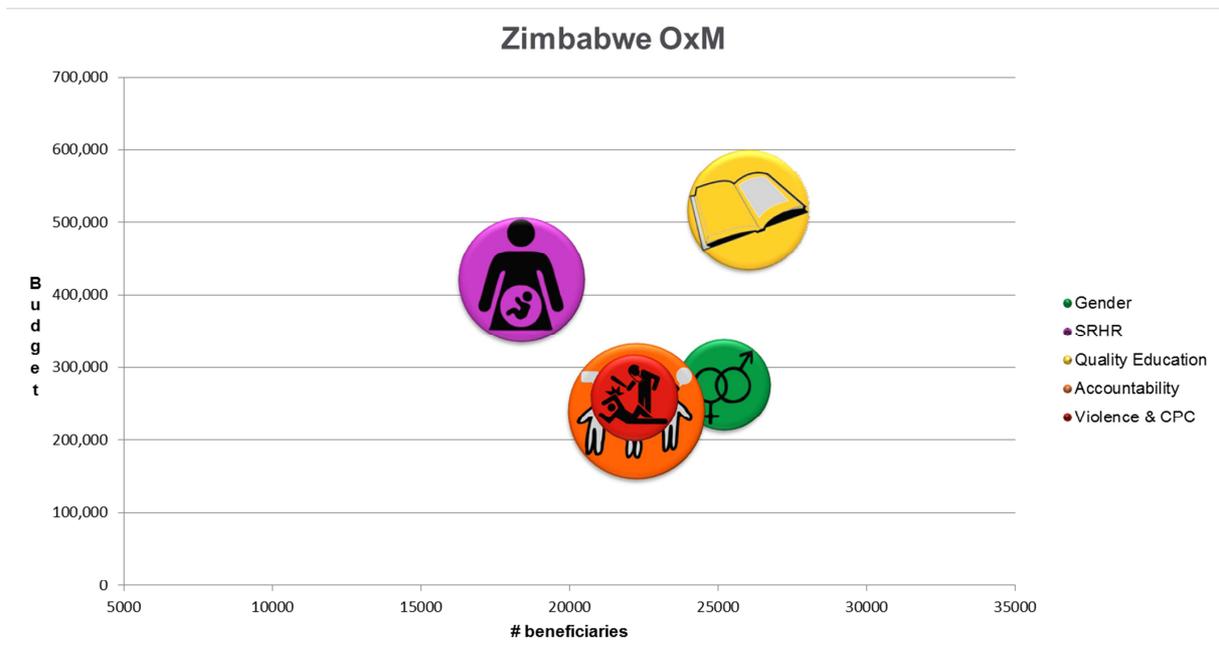
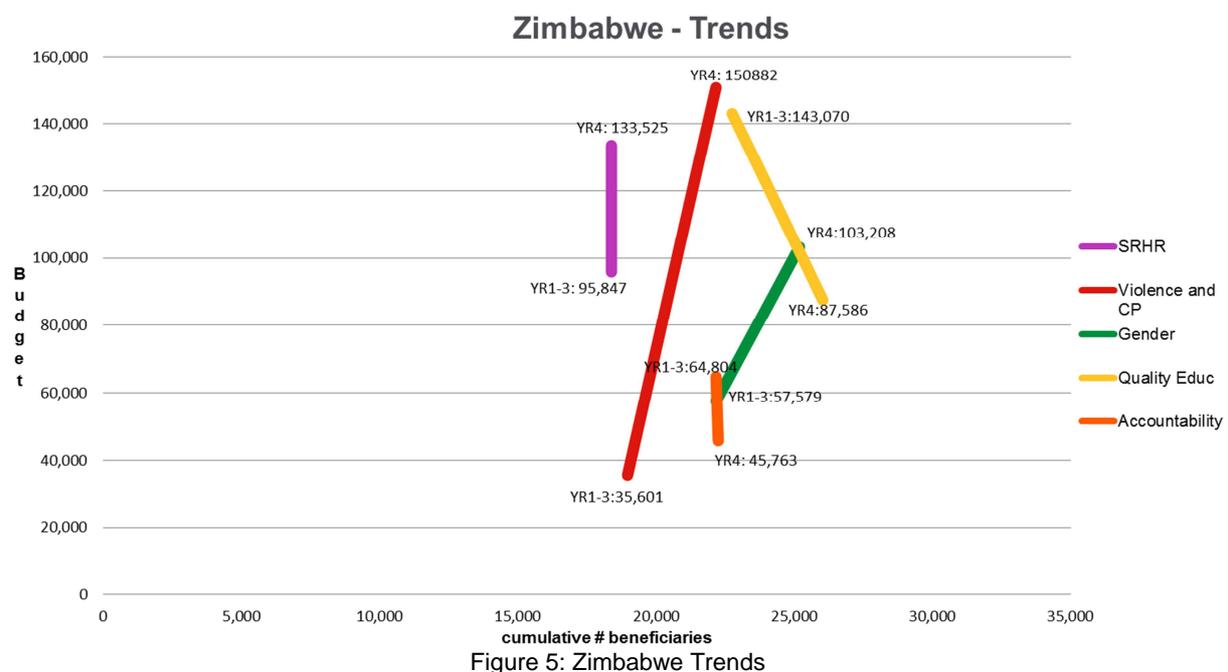


Figure 4 - OxM Zimbabwe

The example of Zimbabwe shows two programmatic stands targeted a similar number of beneficiaries with a very similar level of resources but achieved substantially different results. The strand of the programme dedicated to increasing Participation and Accountability

appears to have been considerably more successful than the one concentrating on Violence and Corporal Punishment, although the starting point might have been very different. In this case the complementarities on which the programme is built also see the adolescents themselves holding authorities to account for progressing the agenda of violence-free schools. However these complementarities also have a temporal element: the accountability structures need to be created and rendered effective before we can expect to see them have an influence on other programmatic strands.

During year four, the programme reaped the benefits of previous years' investments to strengthen Participation and Accountability and chose to maintain the number of beneficiaries stable and reduce the proportion of budget allocated (figure5). The trends analysis shows the programme both scaling back engagement in the area of Participation and accountability for the final phase and pursuing changes in attitudes towards Corporal Punishment and Violence more vigorously by dedicating a greater proportion of funding and increasing coverage. Both these choices can be logically explained by the programme's theory and the presumed complementarities.



Limitations

1. The apportioning of the budget to each strand of work was carried out by programme managers on the basis of their understanding of investment throughout the programme's history and carries a subjective element. Changes in key staff throughout the course of the programme caused some loss of institutional memory in some countries. Furthermore there is considerable overlap between strands of work which further complicates the allocation of investment.
2. Context and baseline data is not captured on the chart (and in most cases is not available) but must be kept in mind during the interpretation. The OxM chart displays the situation after four years of programming but not progress made, nor if that progress came against a challenging or a favourable backdrop. For example, Figure 1 above shows very little funding was dedicated to strengthening participation and accountability but by the fourth year beneficiaries show a fair level of desired attitudes and behaviours. However, the chart does not reveal if this was possible

because the communities were already demonstrating high levels of the desired attitudes before the programme started or if these were changed by the intervention. Since the programme did not collect this data from the onset, in this instance, we need rely on the knowledge and experience of implementing teams, to contextualise the information visualised with through OxM. This has been understandably easier for country teams who experienced greater continuity in their staffing.

3. Occasionally some of the data used to determine the size of the bubble, particularly where parents are concerned, is sourced from qualitative data instead of quantitative. This is due to the nature of the population targeted by the programme: we cannot assume adults in our targeted communities are literate and collecting data on an individual basis would be time-consuming and expensive. Students and teachers are of course literate, whilst leaders and adolescents who have dropped out of school are personally interviewed by programme staff but in a very reduced number. Although qualitative data should not be interpreted quantitatively, here we nevertheless took the decision to include this data here in order to have a fuller understanding of the perspectives of all stakeholders.
4. Interpretation of the investment trends alongside the bubble chart can at times be problematic since it is not possible to retrospectively reconstruct the size of the bubble at the end of year three. Again here we rely on the knowledge of our programme managers to enrich our data with their experience.

OxM helping us to see the bigger picture

OxM's visual representation proved engaging for country teams but more crucially, shifting the emphasis away from cost drivers and financial information to programmatic choices made the exercise more engaging for programme managers. Financial information such as cost drivers, the focus of our previous analysis on value for money⁷, is not immediately under the control of project implementers since these are either beyond their control or managed at organisational rather than project level⁸. Moreover, in all likelihood, decisions and strategies to drive economies and manage cost drivers, take place at organisational rather than project level which would explain why such an exercise would be less interesting for project implementers.

With OxM the attention shifts to parameters that programme managers can influence, if not entirely control and zooms into the specific programme. Also, country teams were already familiar with all the data visualised through OxM only this time it was brought together under a different perspective; therefore they could simply engage with this new perspective without any preparation.

Furthermore, since the introduction of our Outcome Monitoring System (OMS) in the fourth year of the programme, country teams have become very familiar with the cycle of data collection > reflection > action, as this is something they perform quarterly. Going through this cycle regularly has also created a more analytical atmosphere and greater acceptance for new and innovative ways to find better solutions when our data shows slow progress. Against this backdrop, country offices produced fascinating reflections for OxM clearly depicting the efforts, choices and dilemmas in the balancing act that is striving to achieve good value for money.

⁷ Plan UK Value for Money Benchmarking Exercise, 2014.

⁸ Examples of cost drivers identified for this programme managed at organisational level include the quality of State infrastructure in the target area, such as roads or school infrastructure, inflation or exchange rate fluctuation and the quality of procurement planning. Other cost drivers identified include the level of disability of beneficiaries, the remoteness of targeted communities.

Following a similar format to that used for OMS, here also we presented country teams with a few questions to prompt their reflection, essentially asking what could be done to **move the bubbles farther to the right without increasing the investment** (= reaching more beneficiaries with the same budget), what could be done to **increase the size of the bubble for the same investment** (= bigger impact with the same budget), what could be done to **move the bubble down without compromising the numbers reached or the size of the bubble** (= maintain reach and quality but reduce budget), and whether new activities proposed would move the bubbles to the right, or make them bigger or both.

Various countries reported having already deployed different tactics to improve either efficiency or effectiveness throughout the course of the intervention in relation to monitoring data. Some countries proposed **clustering of activities**, as a strategy for the future, whereas others were already doing this finding it effective in reducing costs.

Several also reflected that some **strategies to increase reach or reduce cost** may be appropriate in some circumstances but not in all. For example, when aiming to simply transfer information, a cascading approach where some members of the community are trained and asked to disseminate the information, might be appropriate and more cost effective than an information campaign across the entire community. However, where the objective is a change in behaviour, deeper and repeated engagement might be necessary. In this case, a cascading approach might be cheap but would not deliver the desired outcome.

Interestingly the **mainstreaming of beneficiary feedback** mechanisms, a regular feature of OMS, was also raised as a strategy to increase the size of bubbles by some countries. A greater involvement of beneficiaries from the start and strengthening of their own structures would most likely have resulted in bigger, cheaper and more sustainable bubbles according to Mali among others.

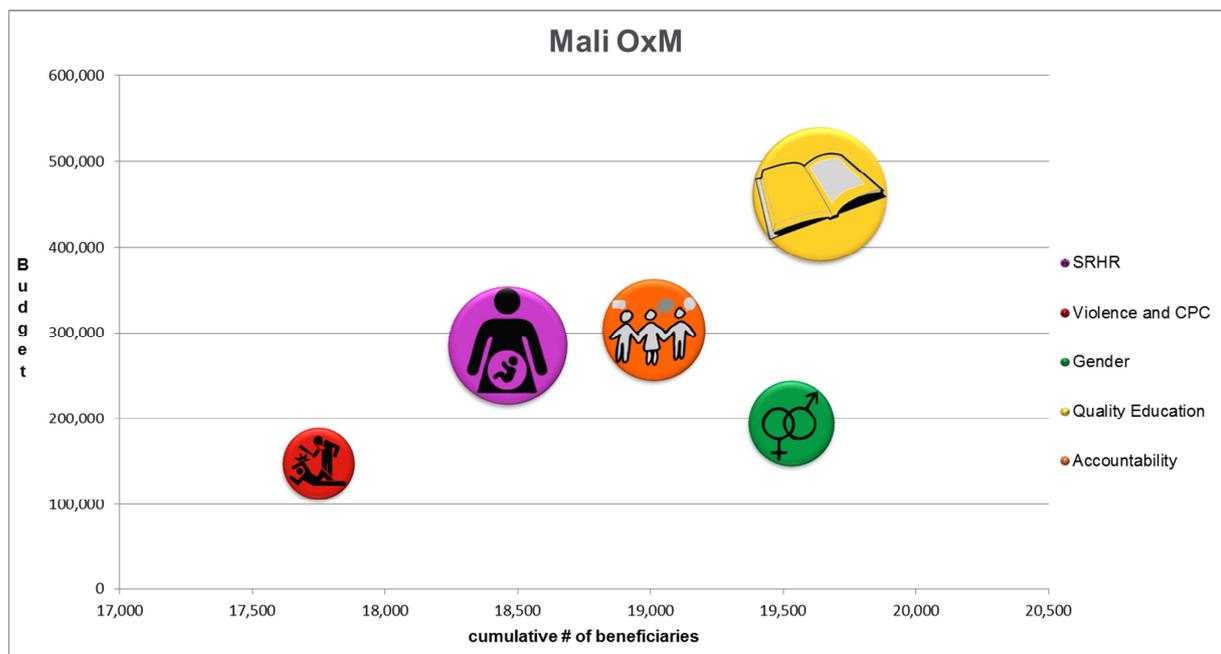


Figure 6 - Mali OxM

Considerations over the **type of partnerships** formed by the programme were also common. Countries observed that tying up with larger and stronger partners, enables them to reach more people faster although not necessarily generating a saving. Insightfully, when discussing this strategy, Kenya also reflected on our mandate to build local capacity as a further consideration in the decision making process. Building the capacity of smaller

partners and community groups is a key strategy to ensure the sustainability of our achievements even it is more resource intense and the return on that investment cannot easily be measured.

Sustainability concerns also featured in most reflections both as a key consideration in decision making but also informing strategies to drive economy. As mentioned above supporting local structures rather than creating new ones was mentioned as a strategy to both reduce cost and increase sustainability. An interesting consideration from Kenya envisioned introducing performance-based incentives for community mobilisers and partners, arguing that this might drive achievement and perhaps reduce costs in the short term, but undermine the very values of social transformation that underpin our intervention in the long term.

More accurate targeting was also frequently discussed as a strategy to both reduce costs or to improve outcomes. Several countries also discovered through the course of the programme nuances in **power dynamics** within communities and realised that decision-makers are not always the same people as opinion-leaders. In both cases the programme aims to influence these powerholders but the way we wish to modify their behaviour is very different: for the first we would like to see changes in policy, for the later we hope to co-opt them to influence social norms through a shift in acceptance and sanction of new behaviours. Over the course of the programme, country offices learned to better refine and target their messaging in order to drive the desired behaviours among these different power-holders. On this same topic, another original suggestion by Kenya envisaged profiling targets for our behaviour change communications according to how sympathetic they are to our messaging, then design different messages emphasising different points and incentives to suit their inclinations. Although this strategy has not been tested by the programme, it makes for an interesting proposition for future interventions.

Another common thread among countries' reflection centred on the sound programming practice of **responding to opportunities** to scale up activities when they present themselves. Every programme would naturally wish to influence and support, for example new structures being developed by the State or the implementation of new laws, even when these activities are were not included in the initial resource allocation. This not infrequent scenario poses an unparalleled dilemma for programme managers: stretch resources thinly to take advantage of the opportunity, at the risk of compromising quality and diverting resources from other potentially even more necessary work, or turn down an opportunity that might even have arisen from our own advocacy. Even harder to resist is the opportunity to support the beneficiaries' own initiatives inspired by the programme itself when adequate resources were not allocated. This can turn the programme into a victim of its own success, as Rwanda remarked in relation to their experience with Village Savings and Loans Associations (VSLAs). The activity proved so popular that several groups emerged spontaneously, putting pressure on the team to support them with capacity building.

A further thread in the reflections of our country offices touched on the pressure to manage not only the costs within the programme as a whole but also the **specific items on the budget** to which funds are allocated. Working closer to the grassroots, perhaps intervening through more specialised and localised partners can be cheaper and may result in higher quality and greater sustainability but would require a greater commitment of staff time and monitoring. In this scenario, the additional coordination costs can offset the savings but also could be looked upon as overheads and funds we 'spend on ourselves' rather than the communities to which they are destined.

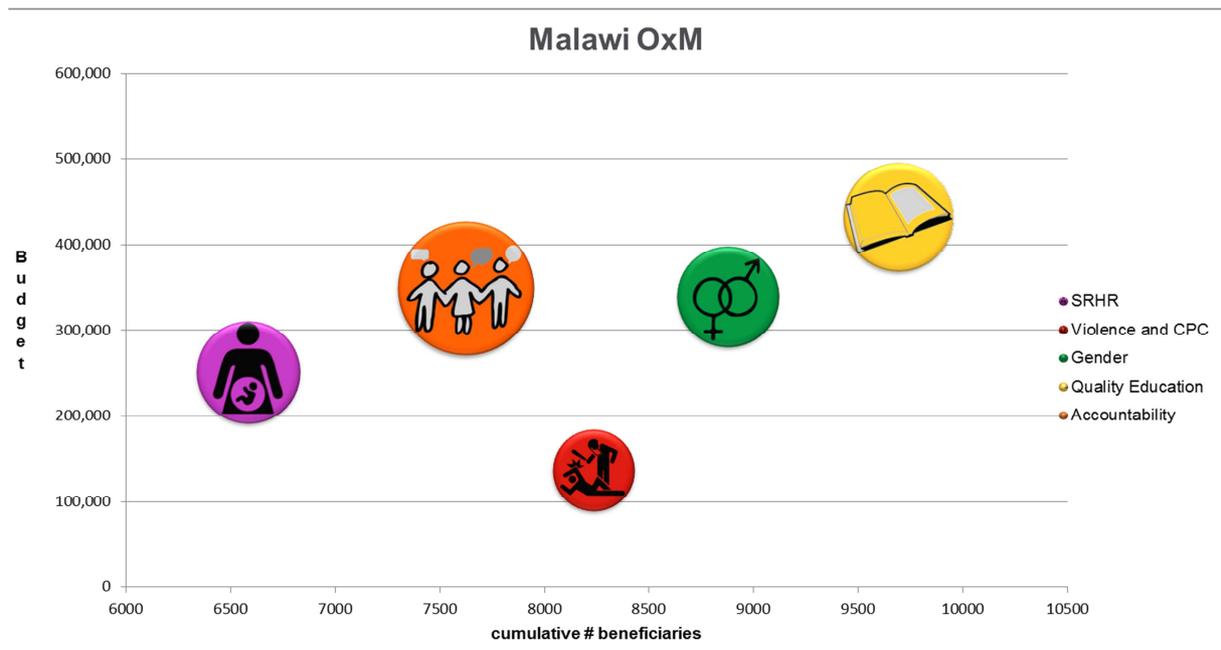


Figure 7 - Malawi OxM

Managerial and organisational capacity were also mentioned in several of the countries' reflections. Predictably, the late availability of OMS data, (created only for the final two years of the programme) was acknowledged as a missed opportunity as teams only became aware of some weaknesses in their results later in the programme. All agreed that sound, well-informed and regular oversight of the programme was seen as a key factor in determining economy, reach and quality. For example, Malawi observed, that when delays are accumulated, pressure to achieve logframe targets within set timeframes may result in the willingness to compromise quality in order to reach the agreed numbers of beneficiaries.

For us coordinating the entire programme across all the countries, it is interesting to notice for example that the **SRHR bubble** is located in the left portion of the chart for all the countries and either high or medium on the vertical axis. This reflects the trajectory of our organisational learning and capacity to integrate SRHR in our programming. The *Building Skills for Life* programme was the first multi-sectoral programme focussing on adolescent girls' education for Plan UK. Our nascent capacity to integrate this strand in our intervention is reflected here with a relatively large investment targeting relatively few people. Undoubtedly some of that investment was necessary to develop our own capacity and forge new partnerships. Observing mostly medium size bubbles and only two countries choosing to reduce the budgetary allocation in the second half of the programme, we can conclude that our additional investment was wisely channelled to develop our capacity whilst still delivering a good level of change in the communities. In future programmes, our challenge will be to solidify our capacity to increase the reach of such activities whilst maintaining the quality and without increasing costs.

It is also fascinating for us to observe that the **Violence and Corporal Punishment** bubble is by far the smallest across all countries. Generally located in the left portion of the chart, budgetary allocations vary considerable across the countries but outcomes do not. This strand of our work was probably not expected to prove the most challenging, but OxM demonstrates how entrenched attitudes among all groups have been very hard to overturn.

Whilst elsewhere⁹ we also learned that the modest progress made by the programme in this area was nonetheless transformational for students, the OxM visualisation compels us to reflect on our approach and challenges us to develop new and innovative ways to tackle the issue in future programming.

An overview of the size and position of the **Gender** bubble across the programme also provides some good insights. Gender norms and attitudes were at the core of the *Building Skills for Life* programme’s theory of change, recognising the additional challenges adolescent girls face in enrolling and remaining in school and the importance to redress power imbalances to achieve development goals more broadly. Across all countries the bubble size never surpasses the half-way mark and it is mostly located in the lower right side of the chart, indicting our intervention reached many with relatively little investment but was not as deeply transformational as we would have wished. Changing deeply ingrained attitudes regarding gender roles and norms in communities is undoubtedly challenging, whilst we also recognise that the programme only aspired to be gender sensitive and not gender transformative.

The OxM visualisation illustrates how the programme attempted to reach a critical mass of community members in the hope that a tipping point would be reached for new behaviours to become the new norm. To a large extent country office reflections echo their different journeys to find an effective approach to turn the tide on gender norms. Ranging from more concerted targeting, to intensifying activities or consolidating the numbers reached, each country applied a different strategy in the hope to see the bubble size increase. Curiously the country with the largest bubble, Kenya, mainstreamed gender across all activities in the second half of the programme ceasing all activities solely on gender. The available evidence does not support the conclusion that this approach is responsible for achieving a larger bubble at the end of the fourth year, since local context and baseline should also be taken into consideration, but this is nevertheless an interesting finding.

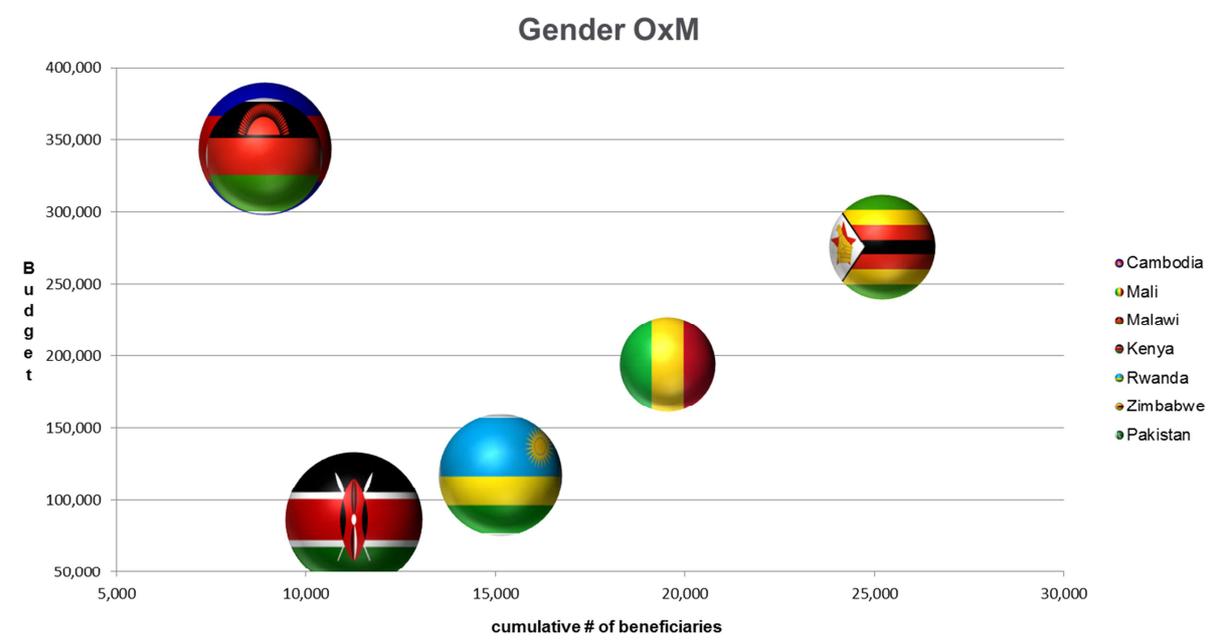


Figure 8- Gender across the programme

⁹ Hughston, L. [Transforming a lizard into a cow: Child-led Evaluation of the PPA programme](#). Plan International UK, 2015.

Throughout the OxM charts however we clearly see the constant endeavour of our country teams to adapt their intervention to their context and emerging evidence. We can therefore only wonder what could have been achieved if we had had the OMS evidence available from the onset of the programme.

Finally, as part of the OxM exercise, additional visualisations comparing countries interventions by programmatic strands (Figure 6 is one example) were also produced and whilst these cannot be meaningfully add to country programmes' reflection, they provided some good insights into the programme as whole and may support the targeting of technical support and highlight areas of shared interest between countries.

Comparing cost, reach and changes on the same strand of work across countries in this way may also enable us in the future to identify areas where it might be reasonable to take greater risk on more radical innovations.

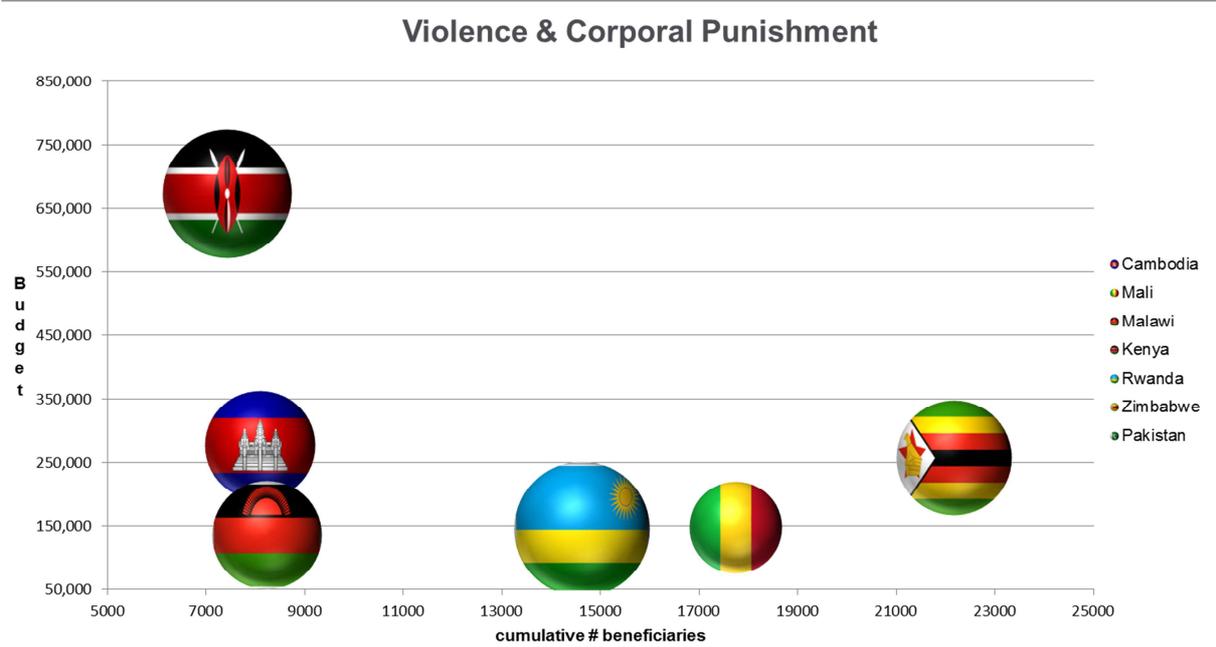


Figure 9 - Violence and Child Protection OxM

Conclusions and Recommendations

The OxM experiment was not used to inform decision regarding funding allocation as it took place towards the end of the programme and when allocations had already been finalised, however it did demonstrate that such an analysis has the ability to contribute meaningful insights into such processes. OxM also enabled a deeper reflection on the evolution of our organisational capacity and learning across throughout the programme.

Universally all our country teams appreciated OxM's way of visualising information and found it enabled a different kind of thinking. In particular they appreciated the opportunity to reflect on the trade-offs between investment, reach and programme quality without the pressure of delivering a 'verdict' of either good or bad value for money. Most striking however was the countries' considered description of the balancing act involved in reconciling ensuring activities reach a critical mass of people and transform them sufficiently, with good stewardship of resources.

Undoubtedly OxM can contribute to further our understanding and encourage engagement with the notion of value for money as demonstrated by the deep and nuanced reflection produced by country offices. It is also fascinating to note that many of the changes in approaches and strategy made by country offices for the second phase of the programme could be detected in the OxM visualisation even by those not previously involved with those choices. The highlight that these three variables formed the grounds for decision making suggests that, even in the absence of OMS data, country offices were using the available evidence and their deep knowledge of realities on the ground to make sound decisions on the course to take.

The high level of engagement with OxM by implementing staff and their enthusiasm clearly indicates their willingness and commitment to engage with the notion of value for money, especially when it is rendered more relevant to their daily realities.

The production of OxM was also rather effortless given the availability of data although the initial analysis did require some careful consideration. Several countries proposed repeating the exercise annually which again points towards the relevance of such an exercise for them. However, if wishing to undertake this exercise regularly, embedding the analysis within OMS would optimise the process.

In light of this experience it is possible to draw a few recommendations for the future use of OxM:

- Establishing M&E systems capable of capturing outcomes as well as outputs (as in the case of OMS), of course can enhance our programme quality as discussed in the relevant learning paper¹⁰, but is also the essential precursory to OxM. We can only imagine the progress that could have been achieved, if the insights gained through OMS had been available earlier on.
- Linking budgetary information with programme data more closely would enable a more rigorous apportion of resources to programmatic strands and would even enable more accurate analysis on the basis of actual spent rather than budgetary allocation.
- Defining from the onset of the programme those who are most marginalised or harder to reach would enable further disaggregation of monitoring data. This would not only empower programme managers to better ensure their programme has a truly equalising effect in line with our commitment to leave no one behind, it would also allow a more thorough analysis of the fourth 'E' in the value for money framework. Graphically for OxM this could easily take the shape of a halo or crown for the bubbles to ensure even this dimension is intuitively visualised.
- Having demonstrated that OxM can contribute to further our understanding and encourage engagement with the notion of value for money, future use should be planned to meaningfully influence decision making at key points during the programme cycle and especially at budgeting time.
- Running this exercise on a yearly basis, perhaps producing 'comet' charts, by adding a tail to the bubbles, would document not only where we are but the trajectory we followed, which could also inform our understanding of complementarities. These might help us understand how to phase activities within a multi-sectoral approach or even understand better the penetration curve of our activities.
- Finally, comparing achievement, spent and reach by programmatic strand across countries in an intuitive way like OxM, could help signpost areas that warrant taking greater risk with radical innovation.

¹⁰ L. Hughston: [Integrating Learning and Reflection with M&E](#), Plan International UK, 2015.

Appendix: Data Source by Programmatic Strand of work



Education:

Number of beneficiaries: girls and boys enrolled in target schools and total number of duty bearers trained and teachers trained.

Adolescents who agree or strongly agree with the following statements:

1. All of my teachers are very knowledgeable about the subject they teach
2. Education is so important that it's worth it to put up with things about school that I don't like

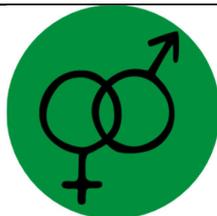
AND

Disagree or strongly disagree with:

1. Most of the time I spend in class is not spent on learning because the teachers are absent, late or not teaching

Parents who think that what their child learns in school is valuable.

Teachers who state they changed their practice in response to training received from Plan (all topics of training).



Gender

Number of beneficiaries: girls and boys enrolled in target schools and total number of duty bearers trained (on gender specific issues).

Adolescents and Leaders who agree or strongly agree with the following statements:

1. Girls should have the same freedom as boys

AND

Disagree or strongly disagree with:

1. In general boys are better leaders than girls
2. It is more important for boys than girls to finish secondary school

Teachers who state they changed their practice in response to training received from Plan on the following topics:

- Responding to girls' needs/ Girls' Rights and Equality
 - Gender equality based on men's responsibilities.
 - Gender Based Violence
-



SRHR

Number of beneficiaries: girls and boys enrolled in target schools number of adults trained on SRHR

Adolescents¹¹ who mark the following statement as true:

1. A woman is more likely to get pregnant halfway between two periods
2. A girl can get pregnant the very first time she has sex

AND mark as false

1. A girl cannot get pregnant if she washed herself thoroughly after sex

Teachers who state they changed their practice in response to training received from Plan after receiving training on SRHR

Parents and Leaders who agree that SRHR should be taught in school



School accountability and Participation

Number of beneficiaries: number of girls and boys enrolled in target schools and number of duty bearers trained

Adolescents who agree or strongly agree with:

1. In my school, students have lots of chances to help decide things like class activities and rules.
2. My school management always listen to students requests

Leaders

Who agree that they should consult with girls and boys on decisions that concern them

Parents

Who think school management always listens to them

Schools

Percentage of schools with a suggestion box



Violence and CPC

Number of beneficiaries: girls and boys enrolled in target schools and adults trained on corporal punishment/violence

Adolescents and Leaders who disagree or strongly disagree with:

1. If a teacher hits a child it's probably because the child deserves it
2. In general, it's okay to hit someone who hits you first
3. Violence between husband and wife is a personal matter and other people/neighbours should not interfere.

Adolescents blind votes

- Percentage of adolescents who vote that violence never happens in their school
- Percentage of adolescents who say that the child protection committee in their school is mostly effective
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¹¹ In Pakistan these questions are not asked and therefore the size of the bubble is calculated only based on the leaders and parents data.