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ADOLESCENT-LED REVIEW OF THE MAGIC CLASSROOM PROJECT AND COMMUNITY PRESCHOOL PROGRAMME PLAYGROUNDS

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Annexes
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Acronyms and Abbreviations

AE	adolescent evaluator
ALE	adolescent-led Evaluation
CPS	community preschool
DP	development partner
EAT	enabling adult team
ECD	early childhood development
ECE	early childhood education
FGD	focus group discussion
IECD	integrated early childhood development
M&E	monitoring and evaluation
MCH	maternal and child health
NGO	non-governmental organization
OECD/DAC	Organisation for Economic Co-operation Development's Development Assistance Committee
SSI	semi-structured interview
UNICEF	United Nations Children's Fund
WASH	water, sanitation and hygiene

Annex 1: Terms of reference

Using child-led evaluation to assess
new educational initiatives in
Cambodia:

A Review of the Magic Classroom and
Community Preschool Playgrounds



1. BACKGROUND

Given UNICEF's mandate to produce better outcomes for children, it is important to engage their voices as much as possible, and until recently, the field of programme review and evaluation often did not have children as participants in the process itself, but rather as interviewees or focus group participants. However, changes in the field are now enabling and encouraging the involvement of children in the process of reviewing and assessing programmes. These efforts both amplify the inputs of children and empower the participants to realize that they have a voice and can share with adults what they need to be successful in the world.

Additionally, these adolescent-led evaluations will assess programme activities in need of review. These reviews are beneficial now because these programmes have not yet been reviewed but have already been implemented. Therefore, activities will be analysed to verify that they are reaching their intended objectives and audiences.

The theory of change¹ is that if young people (i.e., individuals who are 18 years old or younger), can participate, *"UNICEF and its partners will design and implement more relevant, effective, efficient and sustainable programmes, policies and systems... that will ultimately improve [young people's²] holistic well-being and development, and contribute to the realization of their rights."*³ By involving children, youth and young people in the process, evaluations or reviews of programmes will become more tailored to understand the needs of children, youth and young people.

These reviews, using the adolescent-led evaluation approach, will be performed on small-scale programme activities in which UNICEF is involved. While these activities are smaller initiatives within a much larger strategic plan, they exemplify the impact that activities can have when they are carried out at the local level with tangible products and goals. These initiatives were designed to directly improve the lives of children, youth and young people both now and in the future.

These initiatives are as follows:

- 1) In partnership with Sipar's **Magic Classroom** initiative, UNICEF Cambodia (hereafter referred as UNICEF) has produced a series of **short videos on health, nutrition, water, sanitation and hygiene (WASH) issues**. The implementation of the videos is being done by the organization Sipar. Their dedicated mobile library travels to Kratie and Ratanakiri to hold information sessions on health, nutrition and WASH. There are also seven other mobile libraries that offer these informational sessions in Phnom Penh, Kandal and Kampong Speu.

¹ Please refer to Annex 4 for a visual of the theory of change.

² Young people who will participate are intended to be lower and upper secondary students aged 15 to 18.

³ Concept Note: Mainstreaming Adolescent Participation into Programme Monitoring and Evaluation.

The activity began November 2017 and will continue until July 2018 with the UNICEF-made videos and is currently on-going in 16 villages in 4 districts: 4 in Krong Kratie, 4 in Chet Borei in Kratie provinces; 4 in Banlung and 4 in Borkeo in Ratanakiri provinces as well as in Phnom Penh. The programme was recently extended to also include Au Chum in Ratanakiri. The dedicated mobile library in Kratie and Ratanakiri will reach 800 girls, 800 boys, 800 caregivers and 64 local authorities (including teachers).

These videos are screened through the organization's mobile library. The mobile library will visit a village and in the evening, will screen the video and conduct an education session with question and answer sessions to increase knowledge on the following issues:

- Hand washing with soap practices;
- Maternal and child health (MCH) and breastfeeding;
- Protection of children from animal faeces and proper disposal of animal faeces;
- Safe drinking water and water filtration methods; and
- Proper use of latrines.

- 2) Additionally, UNICEF's **community preschools** programme includes two initiatives for **playgrounds** in rural communities that began in early 2017 and is now complete. In one, UNICEF has provided a modern playground that was purchased by UNICEF and assembled on-site in villages with the highest burden of stunting and wasting within Kratie and Ratanakiri. The playgrounds include infrastructure to keep chickens and other animals out to prevent children from playing in locations where animal faeces are present. The benefits of the playgrounds are numerous: brain development, benefit of play in a safe place, encouragement to come to school, socialization with other children, and opportunities to explore and develop language skills, especially between children who are from Khmer and ethnic minority communities. In the other initiative, UNICEF has supported local communities throughout Ratanakiri and Kratie to build their own playgrounds out of recycled tires. There are 65 total playgrounds; 33 in villages across three districts of Ratanakiri (Au Chum, Banlung, and Borkeo), 32 in villages across two districts in Kratie (Chet Borei, Krong Kratie). In this initiative, community involvement and development were key aspects of the project as the community was responsible for building and maintaining the playground.

2. PURPOSE, OBJECTIVES AND SCOPE OF WORK

The **purpose** of this internally conducted assessment is three-fold. 1) It is primarily a way to encourage the full participation of children, as rights holders, in the programme activities from which they are supposed to benefit. This means including those individuals in the review of the programmes. 2) The other purpose of this assessment is to look at the programme activities and ensure that they are meeting their intended goals, as defined above. Given that this is not a fully-fledged evaluation in terms of depth and rigor, it will not use the same Organisation for Economic Co-operation and Development's Development Assistance (OECD/DAC) criteria as more formal evaluations but will still use some of the criteria as the basis for presenting results, e.g., are the programmes effective and sustainable. And finally, 3) the assessment will document lessons learned and good practices for adolescent-led evaluation as a practice to be used as a method in future assessments.

The intended use of it is to verify that the programme goals and objectives are being met and that children are benefiting from them. The assessment will be used by UNICEF Cambodia, Sipar and other organizations doing similar work. It will also provide good practices and lessons learned about the strengths and weaknesses of adolescent-led evaluation, with the intention of using this method in future reviews or evaluations to the extent possible.

In general, the **objectives** of this assessment are:

1. To assess whether the programme is addressing the needs of children, as understood by the children (girls and boys);
2. To analyse the strengths and weaknesses of the programme in terms of creating an enabling environment for children to work to reach their potential;
3. To ascertain whether children (girls and boys) were consulted in the design of these projects; and
4. To assess to what extent children (girls and boys) have a space to advocate for themselves regarding their needs and the programming they are exposed to.

Given that this assessment has multiple dimensions, the objectives of assessing the separate initiatives are given below.

For **Magic Classroom**, the objectives are:

1. To assess the gaps and bottlenecks in the Magic Classroom: what are the key obstacles preventing learning, what are the challenges in creating behaviour change as it relates to health, nutrition and WASH.
2. To assess the strengths and weaknesses of the Magic Classroom compared to other initiatives to promote health, nutrition and WASH.
3. To understand whether the children are finding the Magic Classroom videos engaging and informative or if they are getting this information from other sources, such as school.

For the **community preschools playgrounds**, the objectives are:

1. To assess the gaps and bottlenecks in the playgrounds as a part of the community preschool initiative: what are the obstacles to creating playgrounds?
2. To assess the strengths and weaknesses of using playgrounds as an approach to improve the lives of children.
3. To determine whether playgrounds create a safe and hygienic environment for children in the community.
4. To ascertain whether the “ready-made” playground or the community developed playground is more effective in providing benefits to children; which is more effective for allowing children to have a child-friendly space nearby.

The assessment will be formative in nature and will not assess impact. The assessment will include young people aged 15 to 18, who will act as adolescent evaluators (AEs) using the adolescent-led evaluation terminology. There will be a separate cohort of four young people in each geographic area (Ratanakiri, Kratie and Phnom Penh, totalling 12 young people). The cohort should be comprised of young people of balanced gender, will include persons with disability, ethnic minorities, and will have people who are traditionally good students as well as those who struggle in the classroom. They will be from the target area of the programmes being evaluated. The AEs will also be engaging other children and adults in the area as appropriate for the programme.

The assessment will be looking at the different projects (Magic Classroom and community playgrounds, both locally designed ‘commune playgrounds’ and ready-made ‘CPS playgrounds’) that have been implemented in Ratanakiri, Kratie and Phnom Penh. The assessment of these programme activities will be done from June to August of 2018.

3. RESEARCH FRAMEWORK AND QUESTIONS

Evidence will be generated using the criteria of relevance, effectiveness (including short-term impacts), and sustainability, and will include cross-cutting themes of equity and gender equality. These criteria are prioritized because they capture the research questions presented below. However, given that this is an assessment and not a formal evaluation, these criteria will be the underlying theory behind the assessment, but to make the material more

comprehensible to the AEs, the questions have been organised by activity, rather than by criterion. Additionally, this assessment will not be able to make a full appraisal of each criterion or theme because the scope is limited for representative sampling or for rigorous data collection.

Thus, the general research questions are:

- What are the needs of children, as understood by children, including those dubbed young people or adolescents in this document?
- What are the strengths of local activities in promoting the well-being of children?
- What are the weaknesses of local activities in promoting the well-being of children?
- Were children consulted in the process leading up to the design of the activities?
- Do children (especially young people) feel as if they can advocate for themselves within their family?
- Do children (especially young people) feel as if they can advocate for themselves outside their family, i.e., at school?
- Are there any differences between girls and boys, age groups, etc.?

The research questions for the assessment of the Magic Classroom are below. These questions are tentative and will be finalized and narrowed down during the workshop with the AEs.

For objective 1:

- Are there any gaps between what the Magic Classroom has achieved and what were identified as children's needs?
- Are there any factors preventing children from engaging with the learning session, i.e., too much noise, hunger, issues with technology, etc.?
- What factors prevent the children or their families from implementing the lessons learned from the videos?

For objective 2:

- In what ways are the children most impressed with the activity?
- Have the children interacted with other activities aimed to improve health, nutrition and WASH?
 - If yes, in what ways was it more effective?
 - Less effective?
- Where is there room for improvement?

For objective 3:

- Do children feel like they have learned something after the videos and education sessions?
- Are children generally engaged during the sessions (i.e., alert, asking/answering questions, interacting with the video or session)?
- Are the Magic Classroom's videos able to keep children's attention?
- Is there a need for such interventions?

The research questions for the assessment of the playgrounds are below. These questions are tentative and will be finalized during the workshop with the AEs.

For objective 1:

- Is the playground fully built?
- Are all children able to benefit equally from the playground?
- Are there any gaps between what the programme has achieved and what the programme identified as children's needs?

- Are there any factors preventing children from using the playground, i.e., flooding, broken equipment, parents cannot bring children, dangerous, etc.?

For objective 2:

- Are children who use the playground less likely to suffer from diseases and conditions that result from exposure to faeces?
- Are there any observable improvements in the life experience of children who use the playgrounds (more joyful, motivated to learn/go to school, etc.)?
- Do the playgrounds cause any problems/harm for the children, i.e., negative social interactions, injury, etc.?

For objective 3:

- Are the playgrounds keeping out animal faeces as planned?
- Is the playground a hygienic environment for the children to play?

For objective 4:

- How many children can benefit from ready-made versus community developed?
- Does one do a better job at engaging children in play and socialization?
- Do the community developed playgrounds have more support from the community versus the ready-made?

4. METHODOLOGY AND APPROACH

Given that this is an adolescent-led assessment, the methodology requires preparing materials and frameworks ahead of time, but with space where the **young people themselves can play a key role**.

The Enabling Adult Team (EAT) will be composed of one trained facilitator and evaluator and one interpreter/translator and assistant. The composition of the team should consider gender and cultural diversity. The role of the EAT is to support the children to give them the necessary knowledge and tools to perform their own assessment. The EAT will design the survey and data collection tools from which the AEs can review and select. The data collection tool options will be more pictorial and engaging, such as using a thermometer to assess the initiatives.

This will require facilitating a workshop in which the fundamentals of evaluation are taught in an engaging manner that is appropriate for the skill level of the children, meaning that materials will have to avoid any jargon and should instead use more interactive and pictorial methods.

The AEs will design the evaluation questions and choose pre-defined tools that they will be able to change or edit as wanted to collect data, perform analysis and present results. These tools include focus group discussions, semi-structured interviews, and surveys, as appropriate in the context.

The EAT will perform a comprehensive desk review of relevant documents to produce a summary of key findings and learnings that will inform the formulation of the evaluation questions.

The children will then be trained and fully supported by the EAT prior to and during data collection to ensure that they are comfortable. The children will also be compensated for any transportation costs, or transportation will be arranged for them, free of cost. Additionally, AEs will be provided lunch. The AEs will be the primary data collectors from key informant interviews (KIIs), focus group discussions (FGDs) and a survey. The AEs will participate in a short wrap-up debrief and submit their analysis of the results using the tool designed in the

workshop. The EAT will then perform the triangulation of data and analyse the results. The EAT will also write the conclusions and recommendations.

Following each training and data collection, the AEs will be kept up to date with the results of the assessment.

Additionally, UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis (2015) will be used throughout to ensure ethics, especially considering the involvement of children, are appropriately considered and integrated. The AEs will be given certificates and UNICEF tokens to document their performance in the assessment and to thank them for contributing their time and effort.

5. MANAGEMENT

UNICEF Cambodia's Evaluation Specialist and Evaluation Intern will lead the EAT with support by the Evaluation Section at the UNICEF Regional Office of East Asia and the Pacific. The Evaluation Specialist and Evaluation team at UNICEF EAPRO will ensure quality of the deliverables produced by the EAT (full report, dissemination strategy, etc.) against UNICEF standards, as appropriate.

The EAT will conduct this exercise in three geographic areas (Ratanakiri, Kratie and Phnom Penh). There will be four children in each cohort of AEs — 2 girls and 2 boys, with special care to seek out a diverse group of children in terms of school performance, ethnicity and socio-economic status. Through UNICEF Cambodia's Education Section, the EAT will liaise with local schools, government, and/or youth groups in Ratanakiri, Kratie, and Phnom Penh to select participants. The EAT will share these criteria with the UNICEF Zone Offices of Kratie and Phnom Penh who will help select the young people for the cohorts through local government, schools, and/or youth groups. Zone Office colleagues will also prepare letters for the district offices of education (DOEs) to inform all relevant parties of the nature of UNICEF's presence in the area and the purpose of the assessment being conducted.⁴

The trainings will be done on Monday afternoons after school and then data collection will be performed on Tuesday and Wednesday afternoons before a final workshop in which analysis will occur on Thursday afternoons. This process will be repeated a total of three times, once in each geographic location.

⁴ Local schools, government, and/or youth groups will select the young people, or will connect the EAT with school directors, because they will be able to identify a more diverse range of young people. UNICEF programme staff at the Country Office would not be familiar enough with students to identify appropriate young people. Additionally, the provincial and district offices of education are the first contact as a sign of respect to the system in place in the provinces.

6. TIMELINE

Time	Activity	Number of Days	Responsible Party	Deliverable
April	Prepare materials and methodologies for the workshop facilitation to train the AEs	5	EAT	List of possible data collection tools with the necessary materials (such as animal cards) prepared
	Design the quantitative survey	2	EAT	Survey
May-Second week of June	Finalize the materials and methodologies	2	EAT	List of tools
	Identify AEs	1	EAT, POEs	
	Prepare logistics for going into the field	2	EAT, POEs	
Third week of June	Train and do data collection with the first cohort in Ratanakiri	5	EAT, AEs	
Last week of June	Train and do data collection with the first cohort in Kratie	5	EAT, AEs	
First week of July	Train and do data collection with the first cohort in Phnom Penh	5	EAT, AEs	
Mid July	Write first draft report for feedback	5	EAT, evaluation team at UNICEF Cambodia and EAPRO	
Late July-September	Write report	3	EAT	Assessment report
	Create dissemination strategy	3	EAT	Dissemination products (presentation, brief, HIS, video, etc.)
	Disseminate the results	2	EAT	

Annex 2: Data

Table 1: Number of respondents per data collection method

Technique	Number conducted	Number of participants
Semi-structured interview	29	29 (21 Female; 72%)
	<ul style="list-style-type: none"> • 13 on Magic Classroom • 16 on playgrounds 	
Focus Group Discussion	16	136 (89 Female; 65%)
	<ul style="list-style-type: none"> • 7 in Kratie <ul style="list-style-type: none"> ○ 2 Magic Classroom ○ 5 playground • 7 in Ratanakiri <ul style="list-style-type: none"> ○ 4 Magic Classroom ○ 3 playground • 2 in Phnom Penh <ul style="list-style-type: none"> ○ 2 Magic Classroom 	

Table 2: Demographic breakdown of semi-structured interview respondents

Demographic	Number	Percentage
Age		
Under 18	6	21%
Over 18	23	79%
Gender		
Female	21	72%
Male	8	28%
Location		
Phum Laor	4	14%
Phum Pa Choun	4	14%
Phum Lvea Toung	4	14%
Phum Kok Thom	3	10%
Phum Sre Pongror	3	10%
Phum Ra	3	10%
Phum Oum	3	10%
Phum Tol Chlet	2	7%

Phum Toul	1	3%
Phnom Penh	1	3%
Phum Por	1	3%

IDPoor

No	18	62%
Yes	8	28%
Unsure	1	3%
Blank	2	7%

Job

Agriculture/farming	19	66%
Student	4	14%
Agriculture/farming, Teacher	3	10%
Teacher	2	7%
No job	1	3%

Ethnicity

Khmer	15	52%
Tampoun	13	45%
Phnong	1	3%

Annex 3: Adolescent-led evaluation as an evaluative approach

This activity, which uses adolescent-led evaluation as an approach, is beneficial now because these programmes have not yet been reviewed but have already been implemented. Therefore, activities will be analysed to verify that they are reaching their intended objectives and audiences.

However, the question arises as to why this review was performed using this approach rather than with external evaluators or by internal professionals. The reason for engaging adolescents in this review is because of the importance of involving children, youth and young people in the work of the agency. UNICEF is committed to promoting the participation of young people to ensure that policies and systems are responsive to their needs, which can only be determined by their systematic inclusion in activities, such as this review^{5,6}. While children, youth and young people are often consulted in data collection, they are seldom fully engaged in helping to design new programmes or evaluate existing ones. By employing this adolescent-led approach, UNICEF Cambodia is dedicated to more fully incorporating the guidance of those whom programmes are targeting.

In addition to providing essential feedback to UNICEF, this approach helps to teach adolescents new soft and hard skills that may help them find jobs in the future. It can also help to show them the power of their own voices.

The theory of change⁷ is that if young people (i.e., individuals who are 18 years old or younger), can participate, *“UNICEF and its partners will design and implement more relevant, effective, efficient and sustainable programmes, policies and systems... that will ultimately improve [young people’s⁸] holistic well-being and development, and contribute to the realization of their rights.”⁹* By involving children in the process, evaluations or reviews of programmes will become more tailored to understand the needs of children.

⁵ Goal Area 5 of UNICEF’s Strategic Plan from 2018-2021 commits UNICEF to support adolescent and youth participation.

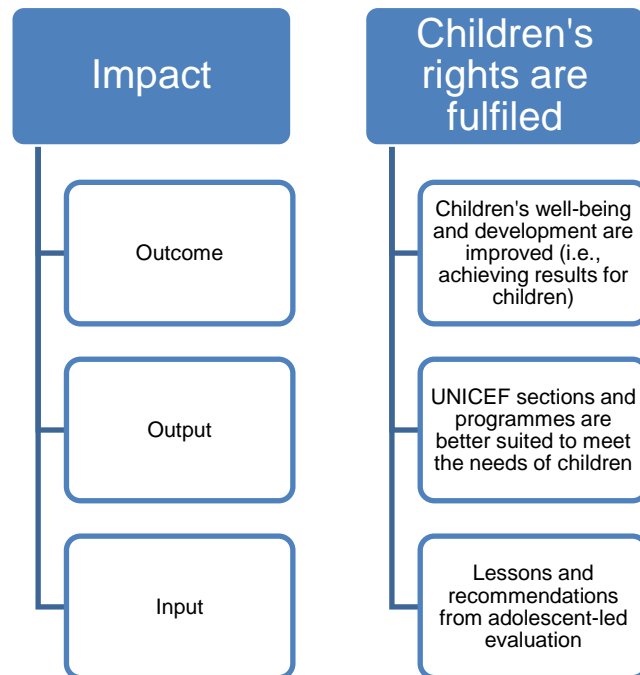
⁶ Martin-Simpson, Sophie, “UNICEF Guidance Note: Adolescent Participation in UNICEF Programme Monitoring and Evaluation,” 2018. DRAFT.

⁷ Please refer to Annex D for a visual of the theory of change.

⁸ Young people who will participate are intended to be upper secondary students aged 16-18.

⁹ Concept Note: Mainstreaming Adolescent Participation into Programme Monitoring and Evaluation.

Annex 4: Theory of Change



Annex 5: Work Plan

Planned Activities	Specific Task	Key Deliverables	March	April	May	June	July	August	September	Responsible Person
ALE project design	Prepare materials and methodologies for the workshop facilitation to train the AEs	List of possible data collection tools with the necessary materials (such as animal cards) prepared		5 days						Elizabeth
ALE project design	Design the quantitative survey			2 days						Elizabeth
ALE project design	Hire translator and assistant	ToR and work order		1 day						Elizabeth, Erica (supervisor)
ALE project design	Finalize the materials and methodologies	List of tools			2 days					Elizabeth
ALE project design	Identify AEs				1 day					Elizabeth, Youth Evaluator, Provincial Office of Education contacts
ALE project design	Prepare logistics for going into the field				2 days					Elizabeth, Youth Evaluator
ALE implementation	Train and do data collection with the first cohort in Kratie					5 days				Elizabeth, Youth Evaluator, Phaloeuk, AEs
ALE implementation	Train and do data collection with the first cohort in Ratanakiri						5 days			Elizabeth, Youth Evaluator, AEs
ALE implementation	Train and do data collection with the first cohort in Phnom Penh						5 days			Elizabeth, Youth Evaluator, AEs

ALE reporting	Write first draft report for feedback						5 days			Elizabeth
ALE reporting	Finalize report							3 days		Elizabeth
ALE reporting	Create dissemination strategy								3 days	Elizabeth, Erica (supervisor)
ALE reporting	Disseminate results								2 days	Elizabeth, Erica (supervisor)

Annex 6: Deliverables

Time	Activity	Number of Days	Responsible Party	Deliverable
April	Prepare materials and methodologies for the workshop facilitation to train the AEs	5	EAT	List of possible data collection tools with the necessary materials (such as thermometers) prepared
	Design the SSI guide	2	EAT	Guide
May	Finalize the materials and methodologies	2	EAT	List of tools
July	Write first draft report for feedback	5	EAT, evaluation team at UNICEF Cambodia and EAPRO	Assessment Report
August	Edit report	1	EAT	Assessment Report
	Create dissemination strategy	3	EAT	Assessment Management Response
September	Finalize Report	2	EAT	Assessment Report, brief, presentation and annexes
	Disseminate the results	2	EAT	Any dissemination materials, as needed

Annex 7: Data collection plan

Plan for Kratie¹⁰

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning (before 11)	Leave for Kratie	Travel to Chet Borei commune Visit community playground (pictures/videos) Interview preschool teachers	Travel to Chet Borei commune Visit homes of Magic Classroom participants for interviews	Travel to Chet Borei commune Visit ready-made playground (pictures/videos) Interview preschool teachers	Leave for Phnom Penh
Afternoon (11-2; 4-5)	Arrive Chet Borei commune, Kratie around noon Arrange data collection sites and contacts	FGD with parents of preschool students who use playground FGD with parents of preschool students who don't use playground Commune vs CPS EAT returns to hotel	Conduct FGDs -students who attended MC -care givers who attended MC -parents of preschool students EAT returns to hotel	Analysis of data; final wrap up (see schedule below)	Arrive Phnom Penh

Plan for Ratanakiri

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning (before 11)	Leave for Ratanakiri	Travel to Chet Borei commune Training	Travel to Chet Borei commune Visit homes of Magic Classroom participants for interviews	Travel to Chet Borei commune Visit ready-made playground (pictures/videos) Interview preschool teachers	Leave for Phnom Penh
Afternoon (11-2; 4-5)	Arrive Ekapheap commune, RAT around noon Arrange data collection sites and contacts	FGD with parents of preschool students who use playground FGD with parents of preschool students who don't use playground Commune vs CPS EAT returns to hotel	Conduct FGDs -students who attended MC -care givers who attended MC -parents of preschool students EAT returns to hotel	Analysis of data; final wrap up (see schedule below)	Arrive Phnom Penh

¹⁰ Plans subject to change according to availability of AEs and any unforeseen circumstances.

Annex 8: Desk review sources

1. 'Children Participating in Research, Monitoring and Evaluation (M&E)—Ethics and Your Responsibilities as a Manager', Evaluation Technical Notes, UNICEF Evaluation Office, April 2002.
2. 'Evidence on Child and Adolescent Participation in UNICEF Programming (2001-2016)', Thematic Fact Sheet, Evaluation and Research Database.
3. 'Fostering the Meaningful Participation of Adolescents in Evaluations of International Humanitarian and Development Initiatives', Concept Note, Evaluation Office, UNICEF International Headquarters, New York.
4. 'A Kit of Tools for Participatory Research and Evaluation with Children, Young People and Adults: A compilation of tools used during a Thematic Evaluation and Documentation on Children's Participation in Armed Conflict, Post Conflict and Peace Building, 2008-2008'. Save the Children Norway, 2008.
5. 'Mainstreaming Adolescent Participation into Programme Monitoring and Evaluation', Concept Note, Adolescent Development and Participation Section, Programme Division, UNICEF Evaluation Office, NYHQ.
6. Martin-Simpson, Sophie, "UNICEF Guidance Note: Adolescent Participation in UNICEF Programme Monitoring and Evaluation," 2018. DRAFT.
7. 'National Action Plan on Early Childhood Care and Development 2014-2018', Kingdom of Cambodia, Phnom Penh, August 2014.
8. 'Plan UK Experience of Child-Led Evaluation in Cambodia', PPA programme, Plan International UK, 2011.
9. Plan UK's Child Led Evaluation in Cambodia, rubrics and other relevant materials, 2015.
10. Wridt, Pamela, 'Children's Participation in ECD Evaluations', *Evaluate*, issue 49, September-October 2017, pp. 2-3.
11. Wridt, Pamela, 'My Village (ECD TV) Programme Evaluation Report', UNICEF Lao PDR Country Office, 15 March 2017.
12. Wridt, Pamela, 'Young People's Participation in Programme Design, Research, Monitoring, and Evaluation', UNICEF Evaluation Office.
13. Yagami, Hiroaki, 'To what extent for UNICEF EAP evaluations involve children?', *Evaluate*, issue 49, September-October 2017, p. 2.

Annex 9: Team bios



Hor Sreyei, age 17

Chhorn Reachvila, age 18

You Ravith, age 15

Kay Yuth Thien, age 18



Aing David, age 17

Nao Vanny, age 19

E Vy, age 19

Thorn Sreynang, age 19



Oung Ranisa, age 15

Seavminh Tong, age 15

Oeurn Davin, age 15

Phat Lysrong, age 15



Elizabeth Fisher
Evaluation Intern, UNICEF
Cambodia, Team Leader



Chanrithykol Em
Youth Evaluator and Translator



Erica Mattellone
Evaluation Specialist, UNICEF
Cambodia



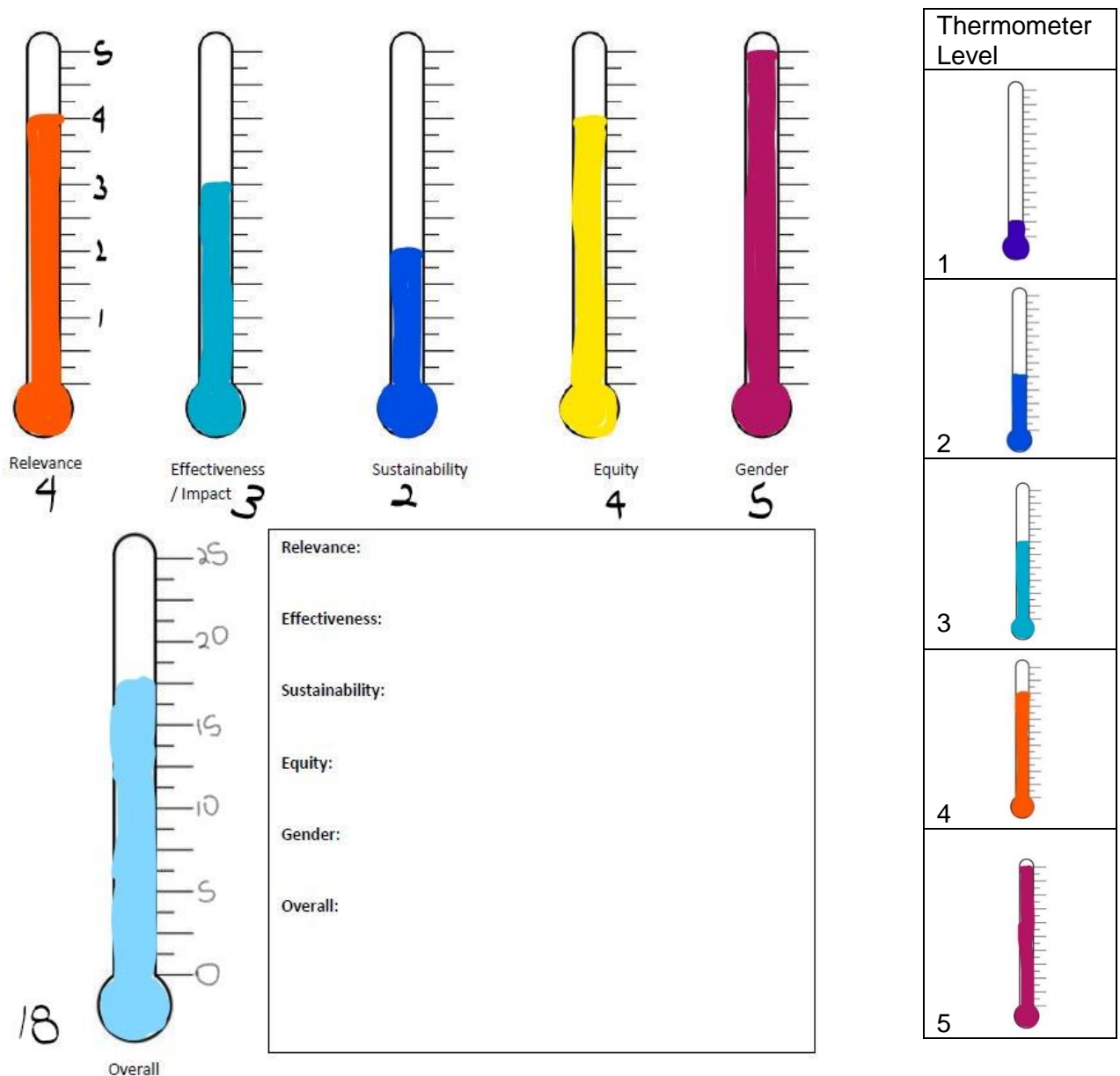
Phaloeuk Kong
M&E Officer, UNICEF Cambodia

Annex 10: Overarching evaluation tool (thermometers)

This tool is for the final analysis performed by the AEs and EAT to assess the overall performance of the activities reviewed using adolescent-led evaluation.

Using a visual approach, provide each AE with a handout of the five evaluation criteria thermometers and the one larger overall. After going through the results, each AE works with her/his partner and will use the rubric to assign a score from one to five for each criterion and to the overall programme. We will then discuss together and decide on a shared score and display that on a flipchart version of the thermometers.


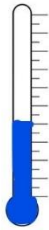



See below for the full rubric.




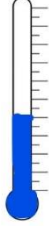
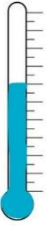


The AEs used the following rubrics (Annex 11) to help them to assign scores and to analyse where gaps exist in the activities.

Annex 11: Overarching tool rubrics


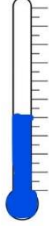
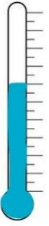


Relevance Rubric:

Level	Explanation
1 	The program is not a match at all . It does not address any of the community's wants and needs.
2 	The program is not a good match . It covers only a few of the community's wants and needs, but there are some major misalignments .
3 	The programme is an acceptable match . It covers some of the community's wants and needs, but there are some misalignments .
4 	The programme is a good match . It covers most of the community's wants and needs. There are a few mismatches, but nothing major.
5 	The programme is a perfect match . Magic Classroom or Community Playgrounds are exactly what the community wants and needs . There are no mismatches —every element of the programme is perfect for the people, time and place.


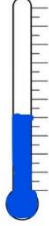
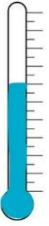


Effectiveness

Level	Explanation
1 	The programme does not meet any of its stated objectives. The programme has made no changes and has not benefitted anyone.
2 	The programme meets a few of its stated objectives. There are some effects seen from the programme's activities but not many.
3 	The programme meets most of the stated objectives, but there are a few larger objectives missing . There have been some of the expected effects, but there are still many objectives that were not addressed.
4 	The programme meets most of the stated objectives, with no important objectives missing . The effects are largely in line with the objectives, with a few minor exceptions.
5 	The programme meets all its stated objectives. The effects of the programmes are exactly what was expected and they meet the intended objectives.


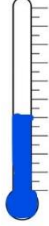
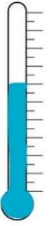


Sustainability

Level	Explanation
1 	The outcomes and impact of these programmes will stop completely once Sipar/UNICEF stops supporting them. All of the effects seen are directly due to the organization's presence.
2 	The outcomes and impact of these programmes will mostly stop once Sipar/UNICEF stops supporting them. Most of the effects are directly due to the organization's presence, and those that are not, will stop shortly.
3 	The outcomes and impact of these programmes will continue but only a few , and for a short time. Some of the effects are directly due to the organization's presence, and those that are not, will stop shortly.
4 	The outcomes and impact of these programmes will continue but not for the long term . Most of the effects will continue, but some will stop after a short time.
5 	The outcomes and impact of these programmes will continue for the long term after Sipar/UNICEF leave. All of the effects will continue long after the organizations leave.

Equity

Level	Explanation
1 	The programme benefitted the best off but not the worst off. Disparities have increased .
2 	The programme provided the same amount of benefit to everyone equally . Disparities have stayed the same .
3 	The programme benefitted the worst off some but has given no benefit to the best off . The worst off still face challenges, but they are a little less severe. Disparities have decreased but still exist .
4 	The programme has benefitted different people in different ways . Some people are better off and some are worse off. Disparities have decreased for some but they still exist .
5 	The programme has benefitted everyone , but has especially benefitted the worst off . Disparities no longer exist .

Gender

Level	Explanation
<p>1</p> 	<p>The programme only benefits one gender and harms others. Disparities have increased.</p>
<p>2</p> 	<p>The programme provided the benefits to one gender group and had no effect on others. Disparities have increased.</p>
<p>3</p> 	<p>The programme benefits all genders but one more than the others. Disparities stay the same.</p>
<p>4</p> 	<p>The programme has benefitted different people of different genders in different ways. Some people are better off and some are worse off. Disparities have decreased for some but they still exist. The programme has made an attempt to consider gender balance and equality.</p>
<p>5</p> 	<p>The programme has benefitted everyone, but has especially benefitted the gender which faces the most hardship in this context. Disparities no longer exist.</p>

Annex 12: Focus group discussion

Training guide and handouts used by adolescent evaluators.

How to conduct a focus group discussion:

- Always start by asking the group if they are willing to participate, and have them sign a consent form—be sure to tell them who you are and why you’re doing this work. Assure them that they will not be able to be identified based on their answers and from other material that will be shared. Make sure the respondent knows that s/he can say no and that s/he can stop answering questions at any time.
- This will be done in pairs—one person will ask questions and manage the discussion, the other will take notes. This will switch for every focus group.
- Familiarize yourself with the tool that will be used and make sure you know what evaluation questions you are looking to answer.
 - We are not trying to produce the answers we want to hear, but we are trying to keep the discussion focused on the relevant topics.
- Then, once the FGD begins, have the participants introduce themselves to one another and if the group seems tense or like they won’t be very chatty, try an icebreaker, ideally one that gets them up and moving.
- Introduce the tool and make sure everyone understands.
- Begin using the tool.
- Continue forward with the interactive tool until time is almost up or until the group stops sharing information.
- Review the tool with the group.
- Thank them very much for their participation and remind them again that they can contact us if they have questions.

Your Notes:

FGD with students and/or adults who participated in Magic Classroom

Goal: to learn what students thought of Magic Classroom and to see what they learned, if anything

- Start with Free Listing, by asking them “what did you like about Magic Classroom” followed by “what didn’t you like”. Then ask “what were the things you learned, be as specific as possible?”
- The second question will lead them into the Risk Mapping tool that will allow them to identify exactly what spots allow or don’t allow good health.

Tool: Free Listing

<p>1. To collect the opinions, perceptions, views of a group of people; 2. To create a more collaborative space to share ideas and thoughts</p>	<p>1. Introduce the topic or question; 2. Have respondents list their answers until everyone has shared all that they want to; 3. As they are talking, have the notetaker write down everything (decide roles ahead of time, with roles switching every time between you and your partner); and 4. Discuss, if relevant.</p>
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Tool: Risk Mapping

<p>1. To explore risks and possible protections; 2. To support action planning to avoid the risks or increase protections</p>	<p>1. Have the participants collectively draw a map of their community; 2. Ask them to highlight places that encourage them to be healthy or places that allow them to be healthy; 3. Highlight places that discourage them to be healthy or places that don’t allow them to be healthy; 4. Have them identify the top three areas they would like to change; 5. Have a larger discussion about the actions to address these health and nutrition and early education deterrents.</p>
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Log:

Main points from the discussion:

FGD with students and/or parents who did not participate in Magic Classroom

Goal: to learn what students and parents think are challenges in staying healthy in their communities.

- Start with Free Listing, by asking them “what are the biggest challenges you face in staying healthy?” then ask “what are the biggest challenges your family faces in staying healthy?”
- The second question will lead them into the Risk Mapping tool that will allow them to identify exactly what spots allow or do not allow good health.

Tool: Free Listing

1. To collect the opinions, perceptions, views of a group of people; 2. To create a more collaborative space to share ideas and thoughts	1. Introduce the topic or question; 2. Have respondents list their answers until everyone has shared all that they want to; 3. As they are talking, have the notetaker write down everything (decide roles ahead of time, with roles switching every time between you and your partner); and 4. Discuss, if relevant.
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Tool: Risk Mapping

1. To explore risks and possible protections; 2. To support action planning to avoid the risks or increase protections	1. Have the participants collectively draw a map of their community; 2. Ask them to highlight places that encourage them to be healthy or places that allow them to be healthy; 3. Highlight places that discourage them to be healthy or places that don't allow them to be healthy; 4. Have them identify the top 3 areas they would like to change; 5. Have a larger discussion about the actions to address these health and nutrition and early education deterrents.
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Log:

Main points from the discussion:

FGD with parents of children who use the playground

Goal: to learn how about parents' perceptions of playground use, its importance and to understand their perspective on health.

- Start with Free Listing, by asking them “why they think it is important to have time to play?” and “what are the benefits, consequences?” Ask them also about why their children play on the playground.
- The second question will lead them into the Risk Mapping tool that will allow them to identify exactly what spots allow or don't allow safe play.

Tool: Free Listing

1. To collect the opinions, perceptions, views of a group of people; 2. To create a more collaborative space to share ideas and thoughts	1. Introduce the topic or question; 2. Have respondents list their answers until everyone has shared all that they want to; 3. As they are talking, have the notetaker write down everything (decide roles ahead of time, with roles switching every time between you and your partner); and 4. Discuss, if relevant.
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Tool: Risk Mapping

1. To explore risks and possible protections; 2. To support action planning to avoid the risks or increase protections	1. Have the participants collectively draw a map of their community; 2. Ask them to highlight places that encourage them to be healthy or places that allow them to be healthy; 3. Highlight places that discourage them to be healthy or places that don't allow them to be healthy; 4. Have them identify the top 3 areas they would like to change; 5. Have a larger discussion about the actions to address these health and nutrition and early education deterrents.
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Log:

Main points from the discussion:

FGD with parents of children who do not use the playground

Goal: to learn how much students know about the benefits of play and how to stay safe, with a focus on play/safety for smaller children. The students can be prompted by asking about themselves as children or about younger siblings.

- Start with Free Listing, by asking them “why they think it is important to have time to play?” “What are the benefits, consequences?”
- The second question will lead them into the Risk Mapping tool that will allow them to identify exactly what spots allow or don’t allow safe play.

Tool: Free Listing

1. To collect the opinions, perceptions, views of a group of people; 2. To create a more collaborative space to share ideas and thoughts	1. Introduce the topic or question; 2. Have respondents list their answers until everyone has shared all that they want to; 3. As they are talking, have the notetaker write down everything (decide roles ahead of time, with roles switching every time between you and your partner); and 4. Discuss, if relevant.
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Tool: Risk Mapping

1. To explore risks and possible protections; 2. To support action planning to avoid the risks or increase protections	1. Have the participants collectively draw a map of their community; 2. Ask them to highlight places that encourage them to be healthy or places that allow them to be healthy; 3. Highlight places that discourage them to be healthy or places that don't allow them to be healthy; 4. Have them identify the top 3 areas they would like to change; 5. Have a larger discussion about the actions to address these health and nutrition and early education deterrents.
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Log:

Main points from the discussion:

FGD with teachers of preschools with playgrounds

Goal: to learn about teachers' perceptions of the changes seen in children's socialization, education, and health.

- Start by free listing all the perceived benefits and consequences of the playgrounds.
- The second question will lead them into the Risk Mapping tool that will allow them to identify exactly what spots allow or do not allow safe play.

Tool: Free Listing

1. To collect the opinions, perceptions, views of a group of people; 2. To create a more collaborative space to share ideas and thoughts	1. Introduce the topic or question; 2. Have respondents list their answers until everyone has shared all that they want to; 3. As they are talking, have the notetaker write down everything (decide roles ahead of time, with roles switching every time between you and your partner); and 4. Discuss, if relevant.
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Tool: Risk Mapping

1. To explore risks and possible protections; 2. To support action planning to avoid the risks or increase protections	1. Have the participants collectively draw a map of their community; 2. Ask them to highlight places that encourage them to be healthy or places that allow them to be healthy; 3. Highlight places that discourage them to be healthy or places that don't allow them to be healthy; 4. Have them identify the top 3 areas they would like to change; 5. Have a larger discussion about the actions to address these health and nutrition and early education deterrents.
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Log:

Main points from the discussion:

FGD with teachers of preschools without playgrounds

Goal: to learn about teachers' perceptions of the advantages and disadvantages of not having a playground.

- Start by free listing all the perceived benefits and consequences of the playgrounds.
- The second question will lead them into the Risk Mapping tool that will allow them to identify exactly what spots allow or do not allow safe play.

Tool: Free Listing

1. To collect the opinions, perceptions, views of a group of people; 2. To create a more collaborative space to share ideas and thoughts	1. Introduce the topic or question; 2. Have respondents list their answers until everyone has shared all that they want to; 3. As they are talking, have the notetaker write down everything (decide roles ahead of time, with roles switching every time between you and your partner); and 4. Discuss, if relevant.
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Tool: Risk Mapping

1. To explore risks and possible protections; 2. To support action planning to avoid the risks or increase protections	1. Have the participants collectively draw a map of their community; 2. Ask them to highlight places that encourage them to be healthy or places that allow them to be healthy; 3. Highlight places that discourage them to be healthy or places that don't allow them to be healthy; 4. Have them identify the top 3 areas they would like to change; 5. Have a larger discussion about the actions to address these health and nutrition and early education deterrents.
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Log:

Main points from the discussion:

Annex 13: Semi-structured interview guide

Training guide and handouts used by adolescent evaluators

How to conduct a semi-structured interview

Key reminders:

- Use the question guide.
- Always start by asking the respondent if they are willing to participate—be sure to tell them who you are and why you're doing this work. Assure them that they will not be able to be identified based on their answers and from other material that will be shared. Make sure they know that s/he can say no and that s/he can stop answering questions at any time.
- Use prompts to get as much information as possible, but be respectful.
- If the interview takes an unexpected turn that you feel will be beneficial to our research, explore it. Otherwise, gently guide the respondent back to the questions in the guide.
- Each interview will occur with a partner. One person will ask the questions, another will be the note taker who records responses. These roles will change for every interview. So if you were the note taker in the first interview, you will ask questions in the second and your partner will take notes.
- After you finish going through the guide, feel free to follow up on any questions that you feel the respondent has more to say on.
- If you don't think you will make it through all the questions, at least make sure to get answers to the demographic questions as these are important in analysis.
- Trust yourself—you have similar experiences to the people you are interviewing, do not be afraid to gently push them to get more information. But remember to be respectful and if you sense the person is uncomfortable or experiencing a strong negative emotion, back off.
- Make sure to sincerely thank the respondent for her/his time.

Your Notes:

For Magic Classroom participants:

This questionnaire is designed for the assessment of the Magic Classroom and is intended for a respondent who has attended a Magic Classroom Session.

Hello! My name is _____ and I am here on behalf of UNICEF, an agency that works to protect the rights of children. We are conducting an assessment of Magic Classroom/Community Preschool Playgrounds. We would very much appreciate your participation in this interview. We are very interested to hear your valuable opinion and appreciate your participation. The interview will take approximately 30 minutes to complete. The information you provide will be kept confidential and will not be shown to other persons. It is not mandatory to participate in this survey and you can opt out at any point in the course of the survey. If I ask a question you don't want to answer, just let me know and I will go on to the next question; or you can stop the interview at any time. However, we hope that you will participate in this interview, since your views are important. Do you want to ask me anything about the interview? May I begin the interview now?

RESPONDENT AGREES TO BE INTERVIEWED: Yes No

Demographics

What is your name?	How old are you?	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
Where do you live?	Does your family have an ID Poor card? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure	
What do you do for a living (i.e. job)? Check all that apply. <input type="checkbox"/> Agriculture/farming <input type="checkbox"/> Teacher <input type="checkbox"/> Business <input type="checkbox"/> No job <input type="checkbox"/> Student <input type="checkbox"/> Other:	What is your ethnicity? <i>Mark only one oval.</i> <input type="radio"/> Khmer <input type="radio"/> Kreung <input type="radio"/> Tampoun <input type="radio"/> Broa <input type="radio"/> Joray <input type="radio"/> Phnong <input type="radio"/> Kouy <input type="radio"/> Stieng <input type="radio"/> Other:	

1. Have you attended a Magic Classroom education session?

Mark only one oval.

- Yes
- No
- Unsure

2. What was the subject?

Check all that apply.

- Hand washing
- Maternal and child health and breastfeeding
- Protection of children from animal faeces and proper disposal of animal faeces
- Safe drinking water/water filtration methods
- Proper use of latrines
- Other:

3. I found the session interesting

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral

- Agree
- Strongly Agree

4. I learned something I did not know before

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

5. I have changed my habits to follow the lessons covered in the education session

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

6. Why or why not?

7. What has or has not changed?

8. If change has occurred, for what practices?

Check all that apply.

- Hand washing with soap practices
- Proper use of latrines
- Maternal and child health and breast feeding
- Protection of children from animal feces and proper disposal of animal feces
- Safe drinking water/Water filtration methods
- Other:

9. During the session, were you able to ask questions?

Mark only one oval.

- Yes
- No
- Maybe

10. Were all of your questions answered?

Mark only one oval.

- All
- Some
- A Few
- None
- I did not ask any questions

11. What did you learn from the session? [probe for details where relevant, get specific facts where possible, i.e. I learned that you should wash your hands for 20 seconds with soap]

12. Would you attend another session?

Mark only one oval.

- Yes
- No
- Unsure

13. Why or why not?

14. Was there anything you really liked about the session?

15. Was there anything you really did not like about the session?

16. Do you have any other thoughts about it that you would like to share?

For Magic Classroom non-participants:

This questionnaire is designed for the assessment of the Magic Classroom and is intended for a respondent who has NOT attended a Magic Classroom Session.

Hello! My name is _____ and I am here on behalf of UNICEF. We are conducting an assessment of Magic Classroom/Community Preschool Playgrounds. We would very much appreciate your participation in this interview. We are very interested to hear your valuable opinion and appreciate your participation. The interview will take approximately 30 minutes to complete. The information you provide will be kept confidential and will not be shown to other persons. It is not mandatory to participate in this survey and you can opt out at any point in the course of the survey. If I ask a question you don't want to answer, just let me know and I will go on to the next question; or you can stop the interview at any time. However, we hope that you will participate in this interview, since your views are important. Do you want to ask me anything about the interview? May I begin the interview now?

RESPONDENT AGREES TO BE INTERVIEWED: Yes No

Demographics

What is your name?	How old are you?	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
Where do you live?	Does your family have an ID Poor card? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure	
What do you do for a living (i.e. job)? Check all that apply. <input type="checkbox"/> Agriculture/farming <input type="checkbox"/> Teacher <input type="checkbox"/> Business <input type="checkbox"/> No job <input type="checkbox"/> Student <input type="checkbox"/> Other:	What is your ethnicity? <i>Mark only one oval.</i> <input type="radio"/> Khmer <input type="radio"/> Kreung <input type="radio"/> Tampung <input type="radio"/> Broa <input type="radio"/> Joray <input type="radio"/> Phnong <input type="radio"/> Kouy <input type="radio"/> Stieng <input type="radio"/> Other:	

1. Have you attended a Magic Classroom education session?

Mark only one oval.

- Yes
- No
- Unsure

2. Was attending a Magic Classroom Session an option for you?

Mark only one oval.

- Yes
- No
- Maybe

3. If yes, why did you not attend?

Mark only one oval.

- Had another commitment
- Could not get there
- Was not interested
- Other:

4. In your opinion, what are the biggest challenges you face in staying healthy?

5. In your opinion, what are the biggest challenges your family faces in staying healthy?

6. Do you have any other thoughts or opinions on the subject of health that you would like to share?

For Community Playground parents of children who use the playground

This questionnaire is designed for the assessment of playground initiatives and is intended for parents of children who use a playground.

Hello! My name is _____ and I am here on behalf of UNICEF. We are conducting an assessment of Magic Classroom/Community Preschool Playgrounds. We would very much appreciate your participation in this interview. We are very interested to hear your valuable opinion and appreciate your participation. The interview will take approximately 30 minutes to complete. The information you provide will be kept confidential and will not be shown to other persons. It is not mandatory to participate in this survey and you can opt out at any point in the course of the survey. If I ask a question you don't want to answer, just let me know and I will go on to the next question; or you can stop the interview at any time. However, we hope that you will participate in this interview, since your views are important. Do you want to ask me anything about the interview? May I begin the interview now?

RESPONDENT AGREES TO BE INTERVIEWED: Yes No

Demographics

What is your name?	How old are you?	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
Where do you live?	Does your family have an ID Poor card? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure	
What do you do for a living (i.e. job)? Check all that apply. <input type="checkbox"/> Agriculture/farming <input type="checkbox"/> Teacher <input type="checkbox"/> Business <input type="checkbox"/> No job <input type="checkbox"/> Student <input type="checkbox"/> Other:	What is your ethnicity? <i>Mark only one oval.</i> <input type="radio"/> Khmer <input type="radio"/> Kreung <input type="radio"/> Tampoun <input type="radio"/> Broa <input type="radio"/> Joray <input type="radio"/> Phnong <input type="radio"/> Kouy <input type="radio"/> Stieng <input type="radio"/> Other:	

1. Does your preschool have a CPS (at the community preschool, made of durable material) or commune playground (in the community and made of locally sourced material)?

Mark only one oval.

- CPS
- Commune
- Don't know

2. How many children do you have?

Mark only one oval.

- 0
- 1-3
- 4-6
- 7 or more

3. How many are in school?

4. Are any children preschool age?

Mark only one oval.

- Yes
- No
- Maybe

5. If yes, are they going to preschool?

Mark only one oval.

- Yes
- No
- Maybe

6. If no, why not?

7. How much time, on average, does your child(ren) spend at the playground every day?

Mark only one oval.

- No time
- 1-30 minutes
- 31-60 minutes
- More than an hour
- It varies a lot day to day

8. In your opinion, what are the benefits of your children playing on the playground?

9. In your opinion, what are the negatives of your children playing on the playground?

10. In what ways do you think children need support to stay healthy?

11. In what ways do you think children need support to go to school?

12. Do you have any other thoughts or opinions you would like to share with us?

For Community Playground parents of children who do not use the playground

Hello! My name is _____ and I am here on behalf of UNICEF. We are conducting an assessment of Magic Classroom/Community Preschool Playgrounds. We would very much appreciate your participation in this interview. We are very interested to hear your valuable opinion and appreciate your participation. The interview will take approximately 30 minutes to complete. The information you provide will be kept confidential and will not be shown to other persons. It is not mandatory to participate in this survey and you can opt out at any point in the course of the survey. If I ask a question you don't want to answer, just let me know and I will go on to the next question; or you can stop the interview at any time. However, we hope that you will participate in this interview, since your views are important. Do you want to ask me anything about the interview? May I begin the interview now?

RESPONDENT AGREES TO BE INTERVIEWED: Yes No

Demographics

What is your name?	How old are you?	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
Where do you live?	Does your family have an ID Poor card? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure	
What do you do for a living (i.e. job)? Check all that apply. <input type="checkbox"/> Agriculture/farming <input type="checkbox"/> Teacher <input type="checkbox"/> Business <input type="checkbox"/> No job <input type="checkbox"/> Student <input type="checkbox"/> Other:	What is your ethnicity? <i>Mark only one oval.</i> <input type="radio"/> Khmer <input type="radio"/> Kreung <input type="radio"/> Tampoun <input type="radio"/> Broa <input type="radio"/> Joray <input type="radio"/> Phnong <input type="radio"/> Kouy <input type="radio"/> Stieng <input type="radio"/> Other:	

1. Do you have preschool age children?

Mark only one oval.

- Yes
- No
- Maybe

2. How many children do you have?

Mark only one oval.

- 0
- 1-3
- 4-6
- 7 or more

3. Do they attend a community preschool?

Mark only one oval.

- Yes
- No
- Maybe

4. Why or why not?

5. Are community playgrounds available to your children?

Mark only one oval.

- Yes
- No
- Maybe

6. If yes, why do you not use them?

Mark only one oval.

- Children are too old
- Too far away
- In disrepair
- Not interested
- Other:

7. If no, would you like access to a community playground?

Mark only one oval.

- Yes
- No
- Maybe

8. If yes, why?

9. If no, why not?

10. What do your children do for fun?

11. Are your children safe when playing?

Mark only one oval.

- Yes
- No
- Unsure

12. Do your children play somewhere where there is animal faeces?

Mark only one oval.

- Yes
- No
- Unsure

13. Do you have any other thoughts or opinions that you would like to share about playgrounds?

14. Do you have any other thoughts or opinions that you would like to share about where and how children in your community play?

For teachers of preschools with playgrounds

This questionnaire is designed for the assessment of the playground initiatives and is intended for teachers of a community preschool with a playground.

Hello! My name is _____ and I am here on behalf of UNICEF. We are conducting an assessment of Magic Classroom/Community Preschool Playgrounds. We would very much appreciate your participation in this interview. We are very interested to hear your valuable opinion and appreciate your participation. The interview will take approximately 30 minutes to complete. The information you provide will be kept confidential and will not be shown to other persons. It is not mandatory to participate in this survey and you can opt out at any point in the course of the survey. If I ask a question you don't want to answer, just let me know and I will go on to the next question; or you can stop the interview at any time. However, we hope that you will participate in this interview, since your views are important. Do you want to ask me anything about the interview? May I begin the interview now?

RESPONDENT AGREES TO BE INTERVIEWED: Yes No

Demographics

What is your name?	How old are you?	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
Where do you live?	Does your family have an ID Poor card? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure	
What do you do for a living (i.e. job)? Check all that apply. <input type="checkbox"/> Agriculture/farming <input type="checkbox"/> Teacher <input type="checkbox"/> Business <input type="checkbox"/> No job <input type="checkbox"/> Student <input type="checkbox"/> Other:	What is your ethnicity? <i>Mark only one oval.</i> <input type="radio"/> Khmer <input type="radio"/> Kreung <input type="radio"/> Tampoun <input type="radio"/> Broa <input type="radio"/> Joray <input type="radio"/> Phnong <input type="radio"/> Kouy <input type="radio"/> Stieng <input type="radio"/> Other:	

1. Does your preschool have a commune or CPS playground?

Mark only one oval.

- Commune
- CPS
- I'm not sure

2. How much time, on average, do the children spend at the playground every day?

Mark only one oval.

- No time
- 1-30 minutes
- 31-60 minutes
- More than an hour

3. How many children, on average, would you say use the playground every day?

Mark only one oval.

- None
- 0-5
- 6-10
- 11-15
- more than 15

4. In your opinion, what are the benefits of the children playing on the playground?

5. In your opinion, what are the negatives of the children playing on the playground?

6. Since the playground was built, to what extent do you agree that children have more opportunities to socialize?

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

7. Since the playground was built, to what extent do you agree that children have reduced exposure to disease, like giardia?

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

8. Since the playground was built, to what extent do you agree that children are more likely to attend school?

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

9. Are all children able to benefit equally from this playground?

10. In your experience at the school, has the playground remained well-maintained?

11. In your opinion, what do the children need to encourage brain development and education?

12. In your opinion, how can adults best support preschool children to grow up healthy and in school?

For teachers of preschools without playgrounds

This questionnaire is designed for the assessment of the playground initiatives and is intended for teachers of a community preschool WITHOUT a playground.

Hello! My name is _____ and I am here on behalf of UNICEF. We are conducting an assessment of Magic Classroom/Community Preschool Playgrounds. We would very much appreciate your participation in this interview. We are very interested to hear your valuable opinion and appreciate your participation. The interview will take approximately 30 minutes to complete. The information you provide will be kept confidential and will not be shown to other persons. It is not mandatory to participate in this survey and you can opt out at any point in the course of the survey. If I ask a question you don't want to answer, just let me know and I will go on to the next question; or you can stop the interview at any time. However, we hope that you will participate in this interview, since your views are important. Do you want to ask me anything about the interview? May I begin the interview now?

RESPONDENT AGREES TO BE INTERVIEWED: Yes No

Demographics

What is your name?	How old are you?	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
Where do you live?	Does your family have an ID Poor card? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure	
What do you do for a living (i.e. job)? Check all that apply. <input type="checkbox"/> Agriculture/farming <input type="checkbox"/> Teacher <input type="checkbox"/> Business <input type="checkbox"/> No job <input type="checkbox"/> Student <input type="checkbox"/> Other:	What is your ethnicity? <i>Mark only one oval.</i> <input type="radio"/> Khmer <input type="radio"/> Kreung <input type="radio"/> Tampoun <input type="radio"/> Broa <input type="radio"/> Joray <input type="radio"/> Phnong <input type="radio"/> Kouy <input type="radio"/> Stieng <input type="radio"/> Other:	

1. Are children safe when playing in the community?

Mark only one oval.

- Yes
- No
- Unsure

2. Where do children at your preschool usually play?

3. Where do children typically play when they are at home, to the best of your knowledge?

4. Do the children play somewhere where there is animal faeces?

Mark only one oval.

- Yes
- No
- Unsure

5. How can adults support children to have healthy and safe play environments?

6. Do you have any other thoughts or opinions that you would like to share about playgrounds?

7. Do you have any other thoughts or opinions that you would like to share about where and how children in your community play?

Annex 14: Analysis of playgrounds

This checklist was designed to assess the community playground using observations made by the AEs and EAT.

Score	0	1	2	3	Score and any relevant notes:
Completeness	Playground is not finished	Playground is mostly finished	Playground is finished, but not well maintained	Playground is finished and well maintained	
Inclusiveness and Gender	No one can use it	Only 1 group of children can use it There is a clear gender imbalance	Most children can use it More children of one gender use the playground than the other (i.e. some girls use it, but it is mostly boys)	All children can use it (there are special accommodations for children with disabilities)	
Use	No children use it	There is very little use	Children use it sometimes	Children use it regularly	
Safety	The playground is secluded in a quiet place, it is not safe at all for children to play there	It is in a more populated area but is not very safe (broken equipment, safety risks present)	It is in a populated area with no visible broken equipment but still has some risks	The playground is in a populated area, usually has supervision, has no broken equipment, and there are safety features (padding, etc.)	
Hygiene	There is no barrier to keep animals out and there is animal faeces present	There is no barrier to keep animals out and there is currently no animal faeces present	There is some barrier but it is incomplete, there is no animal faeces	There is a complete barrier and no animal faeces	
TOTAL:					

Scores:

0-5: This playground is unsafe, and needs immediate attention

6-10: This playground is in acceptable shape, but could benefit from some attention in problem areas as identified in the above rubric

11-15: This playground is safe and well-used, no attention is needed at this point

Any notes:

Annex 15: Toolkit

These tools make up the larger possible toolkit from which we will draw for focus group discussions, and possibly for semi-structured interviews, if appropriate.

The tools that will be presented to the AEs and used are listed below.	Key Objectives	Key Steps	Data Collected	Other Notes
Root Cause Tree Analysis	1. To explore the root causes of poor education and/or health outcomes and/or safety in the community as they relate to the experience of childhood in Cambodia and the programmes (Magic Classroom and Playgrounds) that are designed to improve outcomes; 2. To explore the impact of those causes on children, families and communities and their long-term well-being.	1. Draw a tree (with roots, trunk and branches) on a large piece of paper and explain that it represents all the elements of poor health and education outcomes for children; 2. Have participants brainstorm causes of these poor outcomes and record them among the roots; 3. Have participants brainstorm the impact of these outcomes and record them among the branches (positive and negative); 4. Discuss these points as a group.	Qualitative data on the causes and impacts of poor health and education outcomes. This will allow for triangulating data regarding the need for these programmes and whether or not they are meeting the community's needs.	
Risk Mapping	1. To explore risks and possible protections to threats to good education and health, especially for early education and WASH and nutrition; 2. To support action planning to avoid the risks or increase protections at the personal or family level that can then be shared with UNICEF as a way to design programmes that incorporate these plans.	1. Have the participants collectively draw a map of their community; 2. Ask them to highlight places that encourage them to be healthy or go to school or places that allow them to be healthy or go to school (such as community playgrounds or health care facilities); 3. Highlight places that discourage them to be healthy or go to school or places that don't allow them to be healthy or go to school; 4. Have them identify the top 3 areas they would like to change; 5. Have a larger discussion about the actions to address these health/education deterrents.	Qualitative data on the participants' perceptions of what encourages/discourages good health and education.	The things that encourage could be the school or a community centre or even their homes; the deterrents could be a local factory that employs them, a polluted river, etc.
Flower Map	1. To explore who the participants view as important sources of support in terms of their education and health; 2. To explore the relative weight/importance of each of those people/parties, which will help UNICEF to design programmes that support these important parties.	1. Have each participant draw a circle (the centre of the flower) and write their name or draw a picture of themselves; 2. Draw a petal for each source of support--the larger the petal, the more support they get from that person/party; 3. Have the participants share their flowers with the group; 4. Discuss the flowers and the characteristics of their supporters and who/what they still need to achieve their ambitions, especially as they relate to health and education.	Qualitative data on the participants' perceptions of who supports them and how those people could be helping or hurting education/health outcomes.	

Circle Analysis	1. To explore an individual/group's perception of their roles in promoting health and education in relation to all levels of society, (individual, family, school/workplace, community, district/province, nation; 2. To explore the role of the individual in promoting education/health at each level; 3. To explore the role the individual COULD play at each level to improve health and education outcomes.	1. Prepare two sets of seven concentric circles, with the individual at the center; 2. On one set, have the participants list what they are doing at each level; 3. Have the participants list what they could be doing; 4. Present and discuss other possible actions that could be effective.	Qualitative data on the participants' perceptions of how they fit into the larger picture of improving education/health outcomes.	
H Diagram	1. To explore strengths and weaknesses/successes and challenges of Magic Classroom and community playgrounds; 2. To share action ideas to improve them.	1. Prepare the H Shape with a happy face on the left, a lightbulb in the middle and a sad face on the right; 2. Let the participants fill it in. (If with a large group, have small groups work on it and then share with the group); 3. Go through the table together.	Qualitative data (and possibly a little quantitative) on what is and is not working with each programme.	
Visioning	1. To explore the children's dreams for the future; 2. To allow them to make some concrete plans; 3. To allow them to share with each other and create support networks; and 4. To empower them to see that their dreams are realizable and valid.	1. Draw the outline of tree on flip chart paper (trunk, branches, roots); 2. have the children draw or write their dreams for the future on a piece of paper; 3. Share the dreams and put them on the "tree"; 3. Discuss and explore the individual and group strengths as well as the strategies and action plans necessary to achieve those dreams; 4. Write the strategies/plans on the "trunk" and their individual and group strengths are the roots; and 5. Discuss how outside groups (such as parents or NGOs) can help achieve those dreams.	Qualitative data to bring back to UNICEF as an insider's look at what programmes or initiatives can help the children realize their ambitions.	This is for the final wrap-up with the AEs to help them dream about their roles as change makers in the future.
Free listing	1. To collect the opinions, perceptions, views of a group of people; 2. To create a more collaborative space to share ideas and thoughts.	1. Introduce the topic or question; 2. Have respondents list their answers until everyone has shared all that they want to 3. As they are talking, have the notetaker write down everything; 4. Discuss if relevant.	Qualitative data (and possibly a little quantitative) on lessons learned from education sessions, on ideas about improvement, or other subjects that lend themselves to listing.	

Annex 16: Recommendations matrix

	Findings	Conclusions	Recommendations
Magic Classroom			
1	<p>All respondents could identify areas in their community that posed health risks</p> <p>Respondents reported a lack of soap in school latrines or at home</p> <p>Respondents reported lack of access to latrines</p> <p>There is clear knowledge gain and desire to adopt healthier habits among all respondents</p>	<p>There is a clear need for health, nutrition and WASH intervention.</p> <p>Even if there is knowledge gained and a desire to change behaviours, if there is a lack of available resources or access, behaviour change will be limited.</p>	<p>After an educational session that recommends behaviours that require specific materials, such as soap, be sure that every attendee is given soap or has the means to access it. If possible, also provide extra materials for attendees to give to their neighbours or friends who were unable to attend. This recommendation could also include coordinating with other non-governmental organisations (NGOs) and development partners (DPs) to create an integrated approach to health, nutrition, water, sanitation and hygiene (WASH).</p>
2	<p>Respondents reported that not everyone could attend educational sessions</p> <p>Respondents said that the reasons people cannot join the sessions is due to distance, poor road conditions or other conflicts, such as work</p>	<p>Not all members of local communities can attend sessions so they are unable to benefit from any knowledge sharing.</p>	<p>Create and distribute posters or pamphlets that include the information and clear illustrations of what was in the videos. These materials could be given to attendees and / or to the village chief to distribute to those who could not attend.</p>
3	<p>All respondents reported that sessions are appropriate for girls and boys</p> <p>EAT observed that the burden of changing habits and adopting lessons has fallen mainly to girls and women</p> <p>The videos themselves are not gendered and do not include any subtle gender bias</p>	<p>Materials, while not advocating a gendered approach, are still being understood as the responsibility of girls and women.</p>	<p>Verify that the way Magic Classroom videos are understood by the community and the information provided alongside them, as well as any papers or pamphlets, ensure gender equity. The extra effort to adhere to the lessons should not fall exclusively to girls and women and should encourage men to be equal partners.</p>
Playgrounds			
1	<p>Several teachers and parents reported that there was no shade at the playground and that it would get very hot</p> <p>One CPS playground that was placed on the opposite side of a cashew tree grove had been abandoned because, as respondents reported, it was too far away and too quiet</p> <p>Many parents and teachers requested additional ECE materials, such as books and toys</p>	<p>Playgrounds were placed in sites as suggested by local communities but were not adequately analysed to ensure that they would be safe and fully utilized.</p>	<p>Create a list of prerequisites or requirements before building new playgrounds that consider the location of the playground carefully. If it is secluded or there is no shade, consider a different place. If no such location exists, it is recommended to explore other ways to support early childhood development.</p>

2	None of the playgrounds appeared to be receiving regular maintenance from the community, leading to the presence of animal faeces, rubbish and broken equipment	There is no plan or willingness to maintain playgrounds with the current system.	Ensure that the local community has the resources and/or personnel to maintain the playground year-round before investing in the construction of new playgrounds or the repair of those that already exist.
3	<p>None of the playgrounds were successful in keeping the playgrounds entirely clean for the children</p> <p>Three out of the five playgrounds lacked infrastructure to keep out animals; one had a cow tied up directly adjacent to the play area with an overflowing rubbish bin</p> <p>The other two had fences but were still unable to keep out animals</p> <p>Even the fenced playground had animal faeces present</p>	Playgrounds may need to be updated or changed in some way so that upkeep is more feasible; or a better plan needs to be considered. The fences, when present, are not achieving their goal of keeping out animals so alternatives will need to be considered.	Invest in new playground innovations that could provide ways of keeping animals out of the area while also ensuring that the area remains a clean place for children to play and grow up.
Adolescent-Led Approach			
1	<p>The 12 different adolescents engaged in this review were successful</p> <p>All 12 reported enjoying the activity and said that they learned something</p> <p>The restricted time reduced the amount of training and data collection that was possible, reducing the skill level of the evaluators and leading to a smaller sample size</p>	AEs can contribute to high quality data collection and analysis but would be more effective if there was more time available to work with them on a consistent and longer-term basis. Evaluation concepts and data collection techniques take time to fully digest and understand.	Continue to include adolescents and young people in UNICEF programme design and implementation activities as well as in evaluation to create programming that is more inclusive and responsive to the needs of children, adolescents and young people, and consider working with schools to create an adolescent-led evaluation programme in which students would be able to get credit for the project, and thus use class-time over several weeks to teach about evaluation, data collection and analysis. This school credit would be in addition to UNICEF certification that this cohort received. This would give the AEs a better foundation and more confidence in the field. If school credit is not possible, consider other methods to work with the AEs for longer periods of time so that they AEs can engage with the programme for a longer time without missing class time, money-making opportunities or time with family

2	<p>Two cohorts were 17 to 19-year-old students and the other was composed of 15-year olds. The 15-year olds were less confident in front of focus group discussions</p> <p>The exact same plan and materials were used with each cohort</p>	<p>The plan was not sensitive enough to age or maturity differences, requiring more on-the-spot flexibility with providing support and help.</p>	<p>Ensure that the plan is sensitive to age differences or ability levels between different cohorts given that the maturity and confidence of a 15-year-old old can be significantly different than that of an 18-year-old. This would include contingency plans or tools for all elements of the review or evaluation that could be added or removed or modified based on the individual group so that the training and data collection are still consistent between groups but are sensitive to the needs of the particular cohort. For example, if one group is more reserved, an additional practice session could be added or if another group has trouble focusing, more games or interactive activities could be included.</p>
3	<p>A guide and tools were created for this review and can be expanded for future reviews</p>	<p>The guide and tools were effective but more options could have sparked different insights in the AEs and respondents. Also, developing these materials in local indigenous languages could also increase the effectiveness of the ALE approach.</p>	<p>Expand on existing tools and guides, in the local language, that can be used in future evaluations that encourage meaningful participation of adolescents and young people.</p>

Annex 17: Evaluation matrix

Question	Assessment Criteria	Collection Methods	Tools	Analysis Procedures
<i>General</i>				
What are the needs of children, as understood by children, including those dubbed young people or adolescents in this document?	Relevance, effectiveness	FGDs with AE cohort and with other students/young people	Root Cause Tree Analysis, Risk Mapping, Flower Map, Circle Analysis	Qualitative: triangulation between all focus groups of children with desk review documents and other data collection of adults
What are the strengths of local activities in promoting the well-being of children?	Relevance	FGDs and SSIs	Questionnaire, H Diagram	Qualitative: triangulation between all focus groups of children with desk review documents and other data collection of adults
What are the weaknesses of local activities in promoting the well-being of children?	Relevance	FGDs and SSIs	Questionnaire, H Diagram	Qualitative: triangulation between all focus groups of children with desk review documents and other data collection of adults
Were children consulted in the process leading up to the design of the activities?	Relevance, equity	FGDs and SSIs	Questionnaire, H Diagram	Qualitative: triangulation between all focus groups of children with desk review documents and other data collection of adults
Do children (especially young people) feel as if they can advocate for themselves within their family?	Effectiveness/ Impact	FGDs with AE cohort and with other students/young people	Root Cause Tree Analysis, Circle Analysis	Qualitative: triangulation between all focus groups of children
Do children (especially young people) feel as if they can advocate for themselves outside their family, i.e. at school?	Effectiveness/ Impact	FGDs with AE cohort and with other students/young people	Root Cause Tree Analysis, Circle Analysis	Qualitative: triangulation between all focus groups of children
Are there any differences between girls and boys, age groups, etc.?	Equity, Gender	FGDs and SSIs	Questionnaire, H Diagram	Qualitative: triangulation between all focus groups of children
<i>Magic Classroom</i>				
Are there any gaps between what the Magic Classroom has achieved and what was identified as children's needs?	Relevance, effectiveness, equity	FGDs, SSIs and questionnaires with Magic Classroom beneficiaries	H Diagram; Questionnaire	Triangulation of qualitative and quantitative results from FGDs, SSIs, and questionnaire
Are there any factors preventing children from engaging with the learning session, i.e. too much noise, hunger, issues with technology, etc.?	Relevance, effectiveness, equity	FGDs, SSIs and questionnaires with Magic Classroom beneficiaries	H Diagram; Questionnaire	Triangulation of qualitative and quantitative results from FGDs, SSIs, and questionnaire
What factors prevent the children or their families from implementing the lessons learned from the videos?	Relevance, effectiveness, sustainability	FGDs, SSIs and questionnaires with Magic Classroom beneficiaries	Root Tree Cause Analysis; H Diagram; Questionnaire	Triangulation of qualitative and quantitative results from FGDs, SSIs, and questionnaire
In what ways are children most impressed with the programme?	Relevance, effectiveness	FGDs, SSIs and questionnaires with Magic Classroom beneficiaries	H Diagram; Questionnaire	Triangulation of qualitative and quantitative results from FGDs, SSIs, and questionnaire

Have the children interacted with other activities aimed to improve health, nutrition and WASH?	Relevance	FGDs, SSIs and questionnaires with Magic Classroom beneficiaries	H Diagram; Questionnaire	Triangulation of qualitative and quantitative results from FGDs, SSIs, and questionnaire
Where is there room for improvement?	Relevance	FGDs, SSIs and questionnaires with Magic Classroom beneficiaries	H Diagram; Questionnaire	Triangulation of qualitative and quantitative results from FGDs, SSIs, and questionnaire
Do children feel like they have learned something after the videos and education sessions?	Effectiveness, sustainability	FGDs, SSIs and questionnaires with Magic Classroom beneficiaries	Free listing; questionnaire	Triangulation of qualitative and quantitative results from FGDs, SSIs, and questionnaire
Are children generally engaged during the sessions (i.e. alert, asking/answering questions, interacting with the video or session)?	Relevance, effectiveness	FGDs, SSIs and questionnaires with Magic Classroom beneficiaries [if possible, a few KII or SSIs with MC implementers would provide evidence for/against this]	H Diagram; Questionnaire	Triangulation of qualitative and quantitative results from FGDs, SSIs, and questionnaire
Are the Magic Classroom's videos able to keep children's attention?	Relevance, effectiveness	FGDs, SSIs and questionnaires with Magic Classroom beneficiaries [if possible, a few KII or SSIs with MC implementers would provide evidence for/against this]	H Diagram; Questionnaire	Triangulation of qualitative and quantitative results from FGDs, SSIs, and questionnaire
Is there a need for such interventions?	Relevance	FGDs, SSIs and questionnaires with Magic Classroom beneficiaries	Free Listing; Questionnaire	Triangulation of qualitative and quantitative results from FGDs, SSIs, and questionnaire
<i>Playgrounds</i>				
Is the playground fully built?	Effectiveness	Observations	Playground Rubric	Triangulation of qualitative and quantitative results from FGDs, SSIs, and questionnaire with rubric observations
Are all children able to benefit equally from the playground?	Equity, Gender	FGDs, SSIs with parents/teachers of kids who use the playgrounds	H diagram; SSI notes	Triangulation of qualitative and quantitative results from FGDs, SSIs, and questionnaire
Are there any gaps between what the programme has achieved and what the programme identified as children's needs?	Relevance, effectiveness, equity	FGDs, SSIs and questionnaires with playground beneficiaries	H diagram; Questionnaire	Triangulation of qualitative and quantitative results from FGDs, SSIs, and questionnaire
Are there any factors preventing children from using the playground, i.e. broken equipment, parents cannot bring children, dangerous, etc.?	Relevance, effectiveness	Observation rubric; SSIs with parents/teachers of kids who use the playgrounds	H Diagram; SSI notes; Observation Rubric	Triangulation of qualitative and quantitative results from SSIs and observation rubric
Are children who use the playground less likely to suffer from diseases and conditions that result from exposure to faeces?	Relevance, effectiveness	SSIs with parents/teachers of kids who use the playgrounds	H Diagram; SSI notes; Observation Rubric	Triangulation of qualitative and quantitative results from SSIs and observation rubric
Are there any observable improvements in the life experience of children who use the playgrounds (more joyful, motivated to learn/go to school, etc.)?	Relevance, effectiveness	SSIs with parents/teachers of kids who use the playgrounds	H diagram; SSI notes; Observation Rubric	Triangulation of qualitative and quantitative results from SSIs and observation rubric

Do the playgrounds cause any problems/harm for the children, i.e., negative social interactions, injury, etc.?	Relevance, effectiveness, equity	SSIs with parents/teachers of kids who use the playgrounds	H diagram; SSI notes; Observation Rubric	Triangulation of qualitative and quantitative results from SSIs and observation rubric
Are the playgrounds keeping out animal faeces as planned?	Effectiveness	Observation rubric; SSIs with parents/teachers of kids who use the playgrounds	H diagram; SSI notes; Observation Rubric	Triangulation of qualitative and quantitative results from SSIs and observation rubric
Is the playground a hygienic environment in which the children can play?	Relevance, effectiveness, sustainability, equity	Observation rubric; SSIs with parents/teachers of kids who use the playgrounds	H diagram; SSI notes; Observation Rubric	Triangulation of qualitative and quantitative results from SSIs and observation rubric
How many children can benefit from ready-made versus community developed?	Effectiveness	FGDs, SSIs with parents/teachers of kids who use the playgrounds	H Diagram; SSI notes; Free Listing	Triangulation of qualitative and quantitative results from FGDs, SSIs and observation rubric
Does one do a better job at engaging children in play and socialization?	Relevance, effectiveness, sustainability, equity	Observation rubric; FGDs, SSIs with parents/teachers of kids who use the playgrounds	H Diagram; SSI notes; Free Listing	Triangulation of qualitative and quantitative results from FGDs, SSIs and observation rubric
Do the community developed playgrounds have more support from the community vs the ready-made?	Relevance, effectiveness, sustainability, equity	FGDs, SSIs with parents/teachers of kids who use the playgrounds	H Diagram; SSI notes; Free Listing	Triangulation of qualitative and quantitative results from FGDs, SSIs and observation rubric