



Wageningen International

Strategic Evaluation Study on Child-Centred Community Development

Synthesis Report
Commissioned by Plan Netherlands

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Capacity Development & Institutional Change Programme
Wageningen UR, Wageningen
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Acronyms

ACPF	African Child Policy Forum
APPR	Annual Participatory Programme Review
ASD	Assistance for Slum Dwellers
CBO	Community Based Organisation
CCCD	Child Centred Community Development
CDF/C	Community Development Forum/Committee
CLTS	Community Led Total Sanitation
CPME	Corporate Planning, Monitoring and Evaluation System
CSP	Country Strategic Plan
DU	District Unit
HRM	Human Resource Management
MFS-2	Medefinancieringsstelsel (co-financing system of Min BuZa) Round 2
NO	National Office
PALS	Programme Accountability and Learning System
PEF	Programme Effectiveness Framework
PF	Programme Framework
Plan-IH	Plan International Headquarters
Plan-NLNO	Plan Netherlands National Organisation
Plan RESA	Plan International Region of Eastern and Southern Africa
Plan-RO	Plan Regional Office
PU	Programme Unit
VDP	Village Development Plan
WI	Wageningen International
CSO	Civil Society Organisation
CRC	Convention on the Rights of the Child
CEDAW	Convention on the Elimination of all Forms of Discrimination against Women
GSBP	Global Strategic Business Plan

Executive Summary

1. Introduction

This strategic formative evaluation was carried out by Wageningen International Capacity Development & Institutional Change (CD&IC) programme from May to September 2009. The evaluation aims to obtain insight into the understanding of CCCD within Plan, and to learn more about the factors that favor or obstruct the implementation of Child Centred Community Development (CCCD) in practice. Suggestions on improving CCCD as an approach to development are provided, as well as an analysis of capacity development needs for CCCD implementation.

This evaluation report is a product of Phase I of the complete anticipated evaluation trajectory. Phase II will most likely include an international workshop around the findings of Phase I. The findings of Phase I will contribute to the track record for the MFS II application to the Dutch Ministry of Foreign Affairs which Plan Netherlands is currently preparing.

The study comprised a desk-research stage, which reviewed relevant Plan documentation as well as consultations with key stakeholders within Plan worldwide. During this stage face to face interviews were conducted in Plan IH office in Woking, and at NLNO in Amsterdam. Other interviews with stakeholders in ROs and NOs were done using Skype. Furthermore two field studies were conducted in Kenya and Bangladesh. Given the fact that the topic of the study is broad, it is limited to analysis of the wider issues pertaining to CCCD rather than in-depth detailed analysis of these issues.

This executive summary covers the main findings and recommendations of the synthesis report. Detailed findings and recommendations are available in this synthesis report and the two country study reports. An overview of all recommendations is given in Chapter 6 of the synthesis report.

2. Findings - Understanding of CCCD

CCCD is widely, but not always deeply understood. There is common acceptance of CCCD being Plan's corporate approach to promote child rights to end child poverty. Much referral to CCCD is made by staff across the organization. CCCD has grown in an organic way – starting from field experiences of Plan offices in eg. Latin America and Bangladesh. There appear to be three main categories of interpretation of CCCD: CCCD as child-centredness (always act in the interest of the child), CCCD as child participation (working in such a way that children are actively engaged), and CCCD as empowerment (working in such a way that communities are strong enough to claim their rights).

A shift was observed from thinking about CCCD as child participation, towards CCCD as supporting empowerment processes. This shift is most apparent at IH, and programme staff in NOs, ROs and various COs. The country study in Kenya found that the main interpretation of CCCD is on 'child-centredness'. Besides these three major interpretations of CCCD there are parts of the organization that appear to be using CCCD as a banner under which old practices persist.

A key reason for this wide variety of interpretations is the late introduction of supportive activities required to embed CCCD properly in programme implementation. After CCCD was adopted in 2003, it took five years before CCCD-sensitive policy frameworks were

approved by Plan-IH and ready for roll-out. Meanwhile COs have developed their own interpretation of CCCD, or lacked the incentive to fully adopt CCCD as promoted by Plan's corporate strategy. While it is accepted that differences in interpretation of CCCD are in fact necessary for it to be relevant in various contexts, this study finds that the diversity of interpretations is hindering the development of CCCD as a unique approach to child development. The evaluation welcomes Plan's attempts to unpack CCCD in order to arrive at a better and shared understanding of the approach.

Summary of Findings and Recommendations:

Findings:

1. CCCD is widely, but not always deeply understood.
2. CCCD is more and more seen in terms of empowerment – although diversity in interpretation is huge.

Recommendation:

1. The evaluation welcomes Plan's attempts to unpack CCCD and add practicality to the policy frameworks.

3. Findings - Concept of CCCD

The conceptual underpinning of CCCD is generally in line with recent academic insights on rights-based approaches to development, child participation, and partnerships. The concept also compares relatively well to the practice of other agencies working towards ending child poverty. The current trends of donor harmonization, development of partnerships, emphasis on outcomes rather than project outputs seem to correlate well with the features of Plan's gradually developed CCCD approach.

The evaluation notes that the conceptual framework for CCCD is still quite broad and subject to multiple interpretation. Therefore Plan is recommended to create more spaces and platforms for debate where these interpretations can interact and enrich each other, while at the same Plan should provide for inspirational leadership in clarifying and communicating the core fundamentals of CCCD.

An often heard comment of staff in relation to CCCD is Plan's difficulty in reaching out to vulnerable groups in society, be it orphans or street children, or children living in volatile, conflict-ridden areas where social fabric is poor or destroyed. In these settings the needs of children are immense, yet Plan finds it hard to reach these groups. While Plan is in this respect no different from other development agencies, it is evident that Plan should put more emphasis on targeting these vulnerable groups, if Plan wants to live up to its vision and mission.

Summary of Findings and Recommendations:

Findings:

3. CCCD is an approach which is generally in line with recent academic insights on rights-based approaches to development, child participation, and partnerships.
4. CCCD seems to work best in stable contexts where long-term relationships with stakeholders can be established. It seems to perform less well in targeting vulnerable children, as well as in fragile environments.

5. Gender is implicitly present in CCCD policy frameworks, but articulation can be improved.

Recommendations:

2. Plan to work towards better understanding of CCCD by creating space for dialogue, and stimulating inspiring leadership.
3. Plan to review its targeting policies in order to put more emphasis on developing programmes for vulnerable groups, and programmes in fragile environments.

4. Findings - CCCD in practice

Recognizing the major changes Plan has made to its programming in the last decade, significant improvements are needed in several areas of CCCD implementation. There is a discrepancy between CCCD approach in theory and practice which cannot be explained by contextual factors alone. This has been recognized by Plan and the evaluation notes the current formulation of action plans to support embedding of CCCD in field implementation.

Plan appears to be an organization where old-style methods can co-exist besides hybrid and full CCCD style programmes. This results in confusion at various levels among staff, and possibly in reduced programme performance. Although this evaluation was not able to review the full breadth of Plans global operations, it is evident that in various countries serious efforts need to be made to improve and align implementation. The described confusion can theoretically stimulate innovation, but the evaluation finds that Plan has not fully grasped opportunities to utilize this confusion for organizational learning.

	Plan internal	
Favorable to CCCD	<ul style="list-style-type: none"> -Plan's community presence -Management/IH support -PF, PEF & PALS make CCCD more concrete -CO staff drive process -Learning, innovation is encouraged 	Unfavorable to CCCD
	Plan external	
	<ul style="list-style-type: none"> - Sponsorship orientation -Culture of 'evolution, not revolution' -Institutional focus on systems rather than people-factors -Theory of change is not specific enough (to provide a clear accountability framework) -Leadership inspiration critical but not always present in COs -Inward-looking culture -No active HRM policy & practice on CCCD 'readiness' of new staff -Capacity development (and related HRM) not on par with CCCD ambitions 	
	<ul style="list-style-type: none"> - Institutional donors want more political role of Plan -Premium on partnerships -Knowledge institutes confirm validity of CCCD - Decentralization offers opportunities 	<ul style="list-style-type: none"> - Backdonor demands for measurable results in short periods -Gap between rights and realization of rights -Dependency syndrome in communities - Fragile or failed contexts (either because of natural or man-made disasters)

There are also positive findings about CCCD. Some solid and innovative work has been done by Plan, not only by IH staff in coordinating policy agendas, but also by numerous individuals at RO and CO level, to shift Plan from being an implementing agency to a facilitating agency. This evaluation has seen evidence of Plan facilitating strategic dialogue between rights holders and duty bearers at various levels, thereby contributing to transformations in the development contexts within which Plan works.

For Plan internally, the figure below illustrates that there are significant issues for Plan to address in order to accelerate the embedding of CCCD throughout the organization. Therefore the eight issues described in the upper right quadrant are taken as a starting point. Addressing these issues will enable Plan to better exploit the favorable factors for CCCD implementation (as described in the left column).

- Although **sponsorship** is recognized as an important tradition and source of reliable funding for Plan, it is listed as an unfavorable condition to CCCD as sponsorship interests and demands continue to send mixed messages in linking rights holders and duty bearers. Also, Plans internal efforts to harmonize sponsorship and rights-based approaches take considerable energy from programme staff who would otherwise engage in furthering CCCD.
- The **culture of evolution** has – fortunately - prevented Plan from jumping from one development hype to another, but is also responsible for the fact that important momentum for change and innovation towards becoming a CCCD organization is at risk of being lost.
- The **institutional focus on systems** refers to a preferred response from management to ‘roll-out CCCD’ by building more and better systems, rather than striving for changes in attitude, orientation, inspirational leadership, and other people-factors.
- The current **theory of change** as presented in the Programme Framework may not be instrumental in guiding COs strategic thinking, but could with adaptations be used to formulate an accountability framework for use by COs.
- The role of **leadership** is of course a sensitive issue, and does not refer to specific people. It is listed to point out our observation that great progress towards CCCD is made where informal or formal leaders in Plan receive space to operate and inspire. In those places where substantial progress on CCCD is lacking the importance of inspiring leadership should not be underestimated.
- This issue links to the supportive role **HRM** plays in developing the right competencies for CCCD. This evaluation notes that CCCD-sensitive staff recruitment, promotion and induction are not generally practiced.
- An overarching issue, related but not limited to HRM, is that of **capacity development** for CCCD. As mentioned above, CCCD requires more than having systems in place. It requires a corporate strategy to align the capacities of staff, teams, and offices at various levels to be able to ‘do’ and ‘live’ CCCD. This is not only a matter of training, or transferring knowledge. It requires a learning process which touches the culture of the organization, the systems, as well as the way Plan interacts and learns with its partners.

Summary of Findings and Recommendations:

Findings:

6. There is some encouraging evidence of CCCD being applied in the field.
7. There is significant variation in quality and extent of adaptation of CCCD, as old

- pre-CCCD practices persist.
8. Plan is making fast progress in working through partnerships. There remain areas for improvement with regard to quality and purpose of partnerships.
 9. The introduction of PF, PEF and PALS is likely to improve the focus and quality of CCCD-related analysis, and is likely to influence strategic management on CCCD positively.
 10. Support services for COs to apply and re-interpret CCCD to their contexts are available, but show mixed results.
 11. CCCD roll-out requires an enabling environment consisting of a) a learning culture; b) effective technical support structure; c) supportive HR policies. In all three areas progress can be made.
- Recommendations:
4. Plan to review the 8 internal factors which are considered unfavorable to CCCD implementation, and intensify efforts to address these factors.
 5. For Plan to prioritize and invest in a support process for learning on CCCD, in order to embed CCCD across the organization and to further the development of CCCD as an approach.

5. Ways forward for NLNO

How can NLNO act strategically in order to promote child rights and civil society? The evaluation has looked into conditions and capacities which need to be in place for NLNO to make a meaningful contribution to embedding of CCCD throughout Plan.

There are several possible roles for NLNO in furthering CCCD in Plan, many of which Plan NLNO is already engaged in.

NLNO internal roles in Plan:	NLNO external roles:
<ul style="list-style-type: none"> - Funder of programmes - Facilitator of learning - Broker of partnerships - Capacity builder on topical issues 	<ul style="list-style-type: none"> - Broker of knowledge: share and learn with other agencies - Development educator in Netherlands - Advocate for children rights - Resource mobilizer: fund raising

This evaluation suggests that of all these roles, the gains for CCCD are primarily found in upscaling the internal roles of facilitator of learning, broker of partnerships, and support to capacity development. These roles have the potential to speed up the process of transforming Plan into an agency which facilitates rather than implements development.

There appears to be broad support throughout Plan for new initiatives by NLNO in support of country programmes. Naturally NLNO would act in coordination with IH and ROs, and care needs to be taken that initiatives to support capacity development for Plan globally are taken with a global perspective rather than a parochial perspective. Furthermore, for capacity building to be effective it is essential that methods used are experiential, dynamic, and include the personal awareness of staff necessary to facilitate change processes. The starting point should be what it means for a Plan employee to work from a CCCD perspective.

Taking a more strategic perspective towards an increased role of NLNO as a facilitator, broker, and capacity builder, can only be effective if a limited specific thematic area is chosen. The concept note of the Plan NLNO-led alliance for MFS2 is focusing of 'rights and opportunities for girls' in four areas: primary education; access to jobs; protection of girls; and (political) participation. While these four areas are still broad, there are viable opportunities for NLNO to commit itself to supporting and nurturing excellent programming in these areas. If NLNO could eventually be recognized as a leader on eg. 'the right to participate as citizen', or 'the right to be protected' it would be helpful for all parties. If NLNO can provide substantial support to COs in these areas using the abovementioned roles, it has the potential to contribute strongly to CCCD understanding and implementation across Plan. Such a strategy would have a significant effect on those country programmes that have only recently started to apply CCCD.

A few examples of how NLNO could implement this:

- Offering on-the ground support to COs *and their partners* in translating and applying CCCD to local contexts, and help match this to their reporting requirements
- Establish an Innovation Fund for further development of CCCD.
- Organize exchanges of country office staff to promote 'horizontal learning' within and across countries and regions.

For this to become effective, several internal capacities in NLNO need to be strengthened. This evaluation has not undertaken a full capacity assessment of NLNO, but there are signals that there is scope for improvement of staff capacities, if NLNO is to provide quality support to COs. This applies for both technical programme capabilities and generic or process capabilities (such as facilitation of collective learning processes). Whilst there is evidence of good quality support of individuals in NLNO to eg. development of partnerships, there is doubt whether this is sufficiently systematic or profiled. In several policy areas the evaluation observed a backlog in policy development. This indicates that becoming a 'leader' within and outside Plan on one or two programming areas will require significant efforts from NLNO.

Summary of Findings and Recommendations:

Findings:

12. Plan NLNO is a well-regarded NO by others in the Plan system, both in terms of content support and financial resources. However, there is a need for shared focus and understanding of CCCD in order to increase effectiveness.
13. There is scope for NLNO to upscale its internal role in facilitating learning, broker of partnerships, and support to capacity development.
14. NLNO's new focus for MFS2 holds potential to strongly contribute to CCCD understanding and implementation.

Recommendations:

6. For NLNO to actively offer capacity building services to COs and their local partners in order to assist them adopting and translating CCCD into their contexts.
7. NLNO to position itself as a NO committed to support and nurture one or two of Plan's programme areas, such as for example the right to participate as citizens

or the right to be protected, by developing and offering support services to ROs and COs.

8. NLNO to set up systematic learning processes to share, document, and enhance knowledge within NLNO on strategic issues related to CCCD.

1. Introduction

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The methods used for this evaluation are qualitative by nature, as the intention was to study the realities of CCCD throughout Plan. Therefore the evaluation focused on implementation issues, and has tried to identify practical areas where the implementation of CCCD can be strengthened. As Plan Netherlands already expected, the real gains in furthering CCCD are not so much in the area of policy, but in the interface between policy and practice. The field studies in Kenya and Bangladesh were therefore chosen for their potential to draw out lessons about the supportive elements required for successful CCCD implementation. Specific attention is paid to factors which can assist Plan Netherlands to support embedding of CCCD.

This report brings together a wide variety of perspectives on CCCD. Plan has a rich pool of knowledge on CCCD, both active (lived out by Plan staff at different levels) and passive (documented in various forms). Interpretations and understanding of CCCD differ, as can be expected in a global organization. Still various connecting threads are distinguishable, as this report will show.

2. Background

Child Centered Community Development is Plan International's programme approach. According to the Plan definition it is "a rights-based approach in which children, families and communities are active and leading participants in their own development. It enhances their capacity and opportunity to work together with others to address structural causes and consequences of child poverty at all levels." This chapter summarizes various internal and external factors which explain how CCCD has become so prominent in Plan's programming.

2.1 Internal

The roots of CCCD are firmly set in various countries where Plan has a long history of programming, such as Colombia and Bangladesh. Already in the nineties a strong tradition of including child rights and child participation into programming existed. The rise of these rights-based influences can partly be attributed to the strong civil society context in these countries. Plan staff became part of a local rights-based discourse, and gradually experimented with child participation in decision making and with child rights informed pilot project designs. In 2003 CCCD was adopted by the International Board as the corporate approach to programming. By that time, it was recognized that CCCD was in a 'start-up phase' and that much effort would be required to develop the concept and enable the various departments of Plan to implement it.

Today there is a wide diversity in the perception of CCCD and how it has been put to practice. Some countries, often building on foundations laid years back, have adopted the concept and show much progress in reshaping programming to become more focused on child rights and child participation. Interpretations of CCCD vary across countries and regions, and the speed at which CCCD is taken up and is given form varies likewise.

CCCD is given further prominence in the newly validated Programme Framework 2009-2013. While this Framework states that "a CCCD approach requires a flexible and responsive approach to the realization of child rights... local Plan offices are encouraged to identify and analyze their priorities and shape and build relevant programme responses". CCCD has in recent years penetrated more areas of Plan than programming alone: work has been done to mainstream CCCD into areas like governance, sponsorship, and HRM.

Even though the trend towards a stronger focus on rights is clearly visible, the pace of implementation is slow. This is partly because of deliberate caution on the part of Plan to engage in 'political' advocacy related activities, but the slow speed can also be attributed to a lack of operational guidance in the roll-out of CCCD. Some essential ingredients for implementation, such as a Programme Effectiveness Framework and a suitable monitoring and learning system, have only recently been put into place (also see 3.2).

2.2 External

Plan is not, and has never been, operating in a vacuum. There are various developments within the development sector which have allowed or stimulated the conceptualization and uptake of CCCD. In brief these can be described as follows:

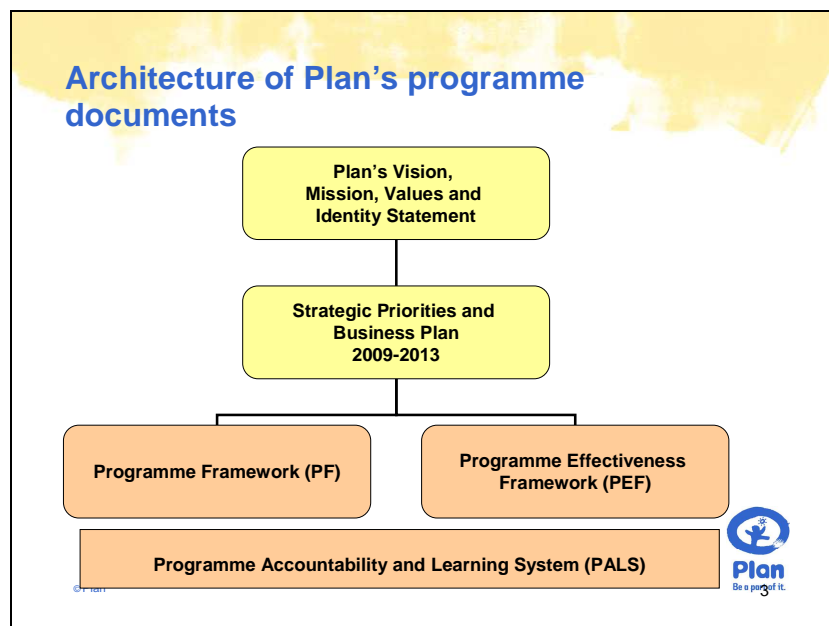
- Move from service provision paradigm to a rights paradigm. Started by civil society organizations, but generally taken up in the nineties by aid agencies, was a realization that development issues are closely linked with human rights, based on the International Bill of Rights. This shift implied a need to empower rights holders and work with duty bearers towards fulfillment of these rights for the poor and vulnerable.
- Similarly, a move from charitable support to children in need, to sustainable realization of children's rights based on the Convention of Child Rights.
- A strong impulse for more collaboration with other NGOs and governments came in recent years, most prominently articulated in the Paris Declaration for Aid Effectiveness and the Accra Agenda for Action. This external development

coincided with Plan's own strategy for collaboration which has been identified as a core strategy of the CCCD approach.

- Recent policy discussions, in particular amongst the Dutch and UK governments¹, have brought the political dimension of development cooperation back to the centre of the debate – including a strategic role for civil society to support processes of accountability and advocacy.
- Lastly, public critique on sponsorship practices of some international NGOs, including Plan, led to a rethink of these practices. This pressure enabled Plan to adopt a more comprehensive rights-based approach.

3. Plan's CCCD approach

This chapter summarizes Plan's perspective on CCCD as presented in a number of key strategic documents. Starting with the official documents, adopted by the International Board and guiding Plan's programming worldwide: the Global Strategic Business Plan, Programme Framework, Programme Effectiveness Framework and the Programme Accountability and Learning System. How these documents are related to each other is shown in the following picture.



3.1 Business Plans

Global Strategic Business Plan

In Plan's Global Strategic Business Plan 2009-2013 (PLAN, 2008), the embedding of CCCD is one of the four priority global initiatives. When the CCCD approach was adopted in 2003 it was realized that it would require ten years to implement. Five years later, the Business Plan recognizes the need to strengthen both 'how' Plan works (CCCD) and to clarify 'what' Plan does (the Programme Framework). CCCD is regarded as a work in progress, as evidenced by the most recent definition proposed by the PF (2009):

¹ See eg. 'Our Common Concern' DGIS (2007) and the recent DFID White Paper 'Our Common Future' (2009)

“Plan’s programme approach is known as **Child Centred Community Development**. It is a **rights-based approach**, and it incorporates all the key elements vital for children’s rights to be known, respected, protected and enjoyed by all children. CCCD addresses both immediate and underlying consequences of gaps and violations in child rights. CCCD is guided by **clear standards and obligations** provided by **international human rights instruments, primarily the CRC** but also the Universal Declaration of Human Rights and the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW). All of our work will be based on the best interests of the child. This focus on child rights enables us to simultaneously address some of the structural causes of child poverty in our programming and deepen the impact of our work.”

This CCCD definition has a remarkably stronger rights focus than its predecessor from 2003:

“Child centred community development is a right-based approach in which children, families and communities are active and leading participants in their own development. It enhances their capacity and opportunity to work together with others to address structural causes and consequences of child poverty at all levels.”

Main updates of CCCD proposed by the Business Plan are the inclusion of Advocacy (defined as ‘influencing the policies and actions of others through global campaigns’), and Disaster Management. The Business Plan sets objectives for making CCCD more operational, for developing a new partnership policy, and for internal capacity development on the CCCD approach.

To make the Strategic Priority of embedding CCCD practical, IH is currently working on an action plan² to set the objectives and activities that are needed to ‘create the environment in which learning about rights-based CCCD is applied strongly and consistently across all levels of the organization’. The document mentions that the key to success for a stronger CCCD is for ‘the complete senior management to be committed in ensuring that momentum is maintained and that all parts of the organization work towards this goal’, otherwise *‘.like many previous Plan initiatives, the process will fail to deliver on expectations’*³ A four pronged strategy is suggested in achieving a better CCCD:

- 1) development of a Rights Based Child Centered Development online training resource (‘the on-line CCCD handbook’);
- 2) provision of experimental learning for improving understanding and practice of rights based child centered programming;
- 3) establish a Global Programme Forum to ensure that fundraising efforts and new programme initiatives are aligned with CCCD, and;
- 4) create an enabling environment for integration of knowledge management into Plan’s programmes.

This action plan is currently being refined and may prove to be strategic in terms of guiding Plan’s support agenda for CCCD in the coming five years.

² A Business Plan for Delivering Plan’s Strategic Priority 2 : Stronger CCCD (draft, March 2009 by Alasdair Unwin)

³ Ibid, p.3

3.2 Key Programme Documents

Three recently validated and approved programme documents provide the framework that guides Plans work: the Programme Framework (PF), the Programme Effectiveness Framework (PEF) and the Programme Accountability and Learning System (PALS). Within these key programme documents CCCD has been adopted as the overarching, rights based approach to quality programming. According to Plan IH, the implementation of CCCD has been delayed because these official policy frameworks were not in place.

Plan's **Programme Framework 2009-13 (PF)** will guide the work of Plan in coming years, and defines eight domains of rights to which Plan programming will contribute. In effect, this replaces the five pillars that were previously defined. The PF further re-establishes a set of organisational values, and describes the implication of CCCD for programming. It is a 'high level, strategic, long term' framework which provides appropriate focus and sets boundaries. IH is currently developing guidelines and manuals to make the PF practical for all staff.

Plan's **Programme Effectiveness Framework (PEF)** is a practical framework to indicate how PLAN will assess and capture its programme effectiveness at different levels across the organization and demonstrate how these are linked. Its primary audience is Plan management and decision makers. The document underlines that programme effectiveness is driven by improving programme quality and impact as well as organizational learning. The PEF has partly been informed by Outcome Mapping, a methodology for planning and measuring development results focusing on change in participant behaviors as outcomes. The document acknowledges that with a shift from a needs-based or service-delivery paradigm to a rights based CCCD approach the output-outcome-impact chain is no longer linear but multi-dimensional. Outcomes are defined no longer as access to and delivery of services but as changes amongst rights holders, duty bearers and Civil Society Organisations (CSOs) and the synergies amongst these actors. Impact is now defined as the creation of a lasting and enabling environment in which children's rights are fulfilled and in which children and youth realize their full potential. The focus of the programme effectiveness assessment will differ for the various levels of Plan, ranging from individual project evaluations at PU level to the evaluation of the relevance and effectiveness of Plan policies and programme approaches at a global level. Programme effectiveness assessments will be designed to make best use of the information generated at the level of programme countries and is guided by PALS.

Plan's **Programme Accountability and Learning System (PALS)** provides the programme country link between the Programme Framework (aim and focus of Plan's programmes vis-à-vis the CCCD approach) and the Programme Effectiveness Framework (assessing programme effectiveness at different levels of the organization).

The PALS is presented at three levels:

- Level one: the core guidelines: the four stages of PALS (participatory situation analysis; strategic and programme planning; programme implementation, and; monitoring, evaluation and research) and the mandatory processes for each of these stages;
- Level two: the 'how to ...' guidelines providing guidance on how to carry out the core processes, and;
- Level three: toolkits providing tools, methodologies and good practice to support planning, monitoring and evaluation.

PALS, though a complicated and demanding system, appears to be appropriate to inform the CCCD approach at country level and collect relevant information to measure programme effectiveness. Much thought has gone into the PALS system but making it operational appears to be demanding. It places huge responsibility on PLAN management and thematic staff. There is obviously a clear demand to build the capacity of staff at country level to use of a palette of tools and satisfy the different information needs.

3.3 CCCD

In 2003, the **CCCD Document** approved by the International Board was one of the few official documents referring to CCCD. In 2009 the dissemination of the concept of CCCD into almost every policy document, manual, and evaluation of Plan is notable. There is hardly one single document which captures CCCD – rather one has to look at a range of documents in order to appreciate how CCCD has permeated Plan’s policies and systems.

The 2003 document is officially retired with the adoption of the Programme Framework in 2009. The key differences between CCCD 2009 (Programme Framework) and CCCD 2003 are:

- CCCD 2009 perceives CCCD as an evolution rather than a dramatic different change of direction;
- More explicit focus on the aspect of CCCD as a rights based approach which has necessitated a reflection on the global context in which Plan works and how Plan works and in what areas;
- CCCD 2009 seeks to further develop social mobilization, evidence based participatory advocacy and scaling up, and;
- Inclusion of disaster management as an important operational field of activity.

As mentioned before, the new CCCD definition carries a significant stronger focus on rights. A number of (online) handbooks and manuals have been developed to make CCCD more practical. Most policy level documents on CCCD offer the dominant interpretation of CCCD as a rights-based approach. Some of the manuals however offer interpretations which are much stronger geared towards CCCD as child participation.

The **Plan 2003-06 Program Review on Effectiveness of CCCD** establishes that PLAN has responded well to the ‘shifts and challenges of the new era of global development’⁴. Plan is a global player in the development community, has demonstrated success in its global advocacy work, is working in partnerships and has a multi-level capability impacting on local, national and international level. Plan has demonstrated a flexibility of response enabling the organisation to deliver context specific programmes at country level working on the four pillars of the UN Convention on the Rights of the Child (survival, development, protection and participation).

A number of challenges were identified as part of the review:

- The need to enhance Plans technical capacity in support of a more explicit evidence-based approach to development, as well as capacity for policy dialogue;

⁴ According to the report these include the emergence of global frameworks for action such as the MDGs and the Paris Declaration, the rise of the human rights agenda, focus on good governance and accountability and the trend towards decentralisation.

- Greater shared learning to facilitate the development of technical capacity and enable transformation and change to take place on the basis of experience and expertise;
- The need to scale up which calls for stronger sharing of expertise and best practice, and engagement with national level partnerships as well as policy and aid instruments;
- To become a rights-based organization, Plan needs to mainstream principles of participation throughout its operations, structures and hierarchy, and;
- For Plan to view partnerships as rights based structures instead of welfare organizations and subcontractors, and to avoid dependency and effectively replacing the state. Therefore investment in long-term strategic partnering is needed.

The evaluation notes that the application of CCCD as an overarching approach is at different stages in different country programmes and contexts. For example, in Bangladesh and India CCCD is embedded across all Plan programmes. In these countries rights-based approaches are relative well-established and politically 'acceptable', and civil society relatively well developed. In other countries where this is not the case or to a much lesser extent, 'country offices take a more incremental approach'.

3.4 CCCD in Plan Netherlands

Much of the initial policy input for CCCD has come from Plan Country Offices in the South, for example from Bangladesh and South America. Eventually CCCD was adopted as Plans global approach, with much assent from Plan Netherlands and Scandinavian National Offices.

Within Plan International, there is no requirement for National Offices to define their own approaches and strategies as these are centrally established by IH, of course with relevant participation and input from National, Regional and Country offices. In order to establish how Plan Netherlands has influenced or contributed to the rise of CCCD in Plan International, there are two areas to be considered. One is to trace the influence of Dutch Plan staff on international policy discussions around CCCD second is to trace the extent to which Plan Netherlands has been setting the agenda or influencing policies in the Netherlands concerning child rights, child participation and other CCCD-related topics.

The role and influence of Dutch Plan staff in informing and influencing the policy discourse on CCCD is hard to substantiate, though it is recognized that several Dutch staff are in senior positions in Plan IH (however these do not necessarily represent NLNO). With Plan NLNO successfully accessing Dutch government co-financing funding in 2003 increased space and leverage to influence Plan International policies was created and utilized. With the loss of grant funding in 2007 and the subsequent departure of several key staff members, this leverage was lost and Plan Netherlands became less effective in influencing Plan International policy.

Regarding its contribution to policy formulation policy in the Netherlands, it is noted that Plan Netherlands has initiated **CCCD workshops** in 2004 and 2005 together with Save the Children NL and IREWOC, and again in 2008 with Save the Children NL. These workshops (facilitated by Context, international cooperation) aimed at mutual learning and exchange of experiences around child participation, especially related to education.

Attendants in 2008 were from a variety of Dutch INGOs active in child development, with the majority being local staff from implementing offices of these INGOs.

Another sign of Plan Netherlands activity regarding CCCD comes from the angle of Civil Society Development, one of the three result areas of the Dutch government MFS funding system. In 2002 Plan Netherlands produced a **Position Paper on Civil Society Development**, which outlines a central role for local organizations in the claim making process. The position paper further argues that Plan Netherlands should develop further policies, integrate civil society into existing programming, increase expertise on civil society development, and further explore the concept of partnership in Plan. It displays a strong awareness and endorsement of rights-based approaches to child development.

In 2005, Plan Netherlands participated in a **joint evaluation on Civil Society Development** with Hivos, Novib and Cordaid. From the countries under study (Colombia, Guinea, Uganda) the general finding is that despite the recent CCCD policy, Plans work in the field still embodies a fairly instrumentalist perspective on participation⁵. There is limited evidence of Plans contribution to lasting change of power spaces in favor of deprived children and their communities. Furthermore the Corporate Planning, Monitoring and Evaluation System (CPME) system appears to be unable to capture some of the good existing examples of rights-based interventions facilitated by Plan. The report contains various strong recommendations for Plan Netherlands to review the nature of partnerships, a better embedding of participation in its service delivery work, and include a stronger gender perspective in project appraisal and –implementation. The follow-up of the recommendations by Plan Netherlands has been slow and has not yet effected in change⁶.

The recent NLNO strategy document **Vision 2012** shows a full integration of CCCD related values and focus areas. All activities are seen and interpreted from the CCCD perspective: child participation enables sustainable development programming; encouragement of children to take part in activities contributing to community development, and; co-operation with CSOs, local and national governments and institutions. Vision 2012 is however pre-occupied with internal processes at Plan NLNO level and in particular fund raising strategies. Little attention is being paid to programme development and quality (the external orientation) which is rather remarkable seen the absence of other key documents or strategy papers to inform and guide programme development and implementation⁷.

Work is currently underway in preparation of the MFS-2 application. The concept note which outlines the basic concepts and strategies of the Plan-led alliance, has a strong focus on girls and their rights and opportunities. CCCD strongly informs this concept note, as evidenced by the decision to focus on the following programme areas: the right to participate as a citizen, the right to quality education, the right to access to the labor market, and the right to be protected. These choices indicate a strong potential for CCCD-informed programming.

⁵ Guijt et al (2005), p.105.

⁶ The reason given by NLNO for this backlog is that substantial plans for capacity development of country offices were prepared by NLNO, but not approved by MFS-1 in 2007. After this, efforts to re-formulate partnership policies have been slow, but have recently received attention in the form of an INTRAC supported process of Plan IH of policy development for collaboration with civil society.

⁷ Apparently Plan NLNO has other programme documents in use, which were not approved by the Board during the time of this evaluation and have therefore not been shared with the evaluation team.

3.5 Understanding of CCCD in Plan

Nobody working within Plan can afford to have no opinion about CCCD. After all, it is corporate policy and gradually organizational systems have been geared to produce and measure results in CCCD-terms. This evaluation found an overwhelming range of opinions about what CCCD is or should be – indicating that it is at least an approach which has been communicated and debated across the organization. Interestingly, the field studies showed a high level of awareness of CCCD not only among staff, but also among staff of partner organizations of Plan.

It is more difficult to establish to which extent people's ideas about CCCD are aligned with each other, or are moving collectively in a certain direction. This evaluation was limited in scope and methodology for this task, but is able by way of illustration to give some insight into the diversity of understandings of CCCD.

Levels CCCD Elements ⁸	Shared understanding	NLNO perspective	Plan Bangladesh perspective	Plan Kenya perspective
Child Rights	Yes	Is central, renewed focus	Central	Central
Non-discrimination	Yes	Assumed	Assumed	Assumed
RBA	No	High, considered very important	High, considered very important	Moderate awareness, but not always applied
Partnerships	No	Growing awareness, considered very important	High, considered very important	General awareness of importance, includes CBOs in definition.
Multi-level	No	Important	Considered important	Growing awareness of importance
Participation of children/youth	Yes	Remains important	High, considered very important	High, considered very important
Social Mobilization	Mixed	Important, but with moderation	Very important and accepted strategy	Growing awareness of importance
Advocacy	Mixed	Important, but with moderation	Is central to CCCD, highly regarded	High, considered very important but difficult in Kenyan context.
Accountability	Mixed	Very high, crucial role for civilateral agencies	High, community-based accountability well developed	High, community-based accountability well developed

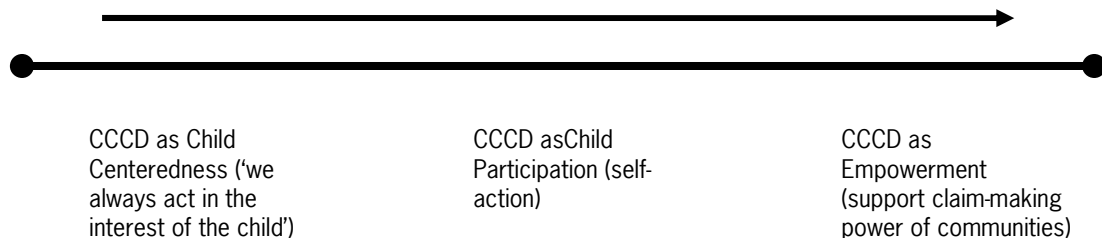
Table: levels of understanding of CCCD in various parts of the Plan organisation.

Although the data do not allow for more than a comparison of impressions, it can be concluded that there are differences in understanding of CCCD. The 'traditional' elements of CCCD (child rights, non-discrimination and children's participation) are those where shared understanding seems to exist. The more recent additional elements, particularly on CCCD as a rights based approach, show a more diverse set of interpretations and understandings among the countries studied⁹.

⁸ These 9 elements of CCCD are taken from the draft 'CCCD Assessment Tool' prepared for the Program Committee Meeting of 18 September 2009.

⁹ The same set of 9 CCCD elements was used on 10 September to find out what NLNO staff thought to be strong or weak points in CCCD implementation. The results are shown in Annex 6.

To our understanding, these differences of understanding fall within the normal range of interpretations to be expected in international organizations, but are quite distinct in their operational consequences. If placed on a continuum the three main positions about CCCD in Plan look as follows:



Those who define CCCD predominantly as child-centeredness, mainly observed in Kenya during this study, do not mind which process or method is used as long as the interests of the child are met – this can include service delivery. Those who define CCCD predominantly as child participation, will come up with examples of CCCD being about child parliaments, inclusion of youth in decision making structures, and advocacy undertaken by child representatives. Those who define CCCD predominantly as empowerment, as observed in Bangladesh, will mention initiatives where communities are facilitated to claim child rights from duty bearers. Generally it was found that understanding of CCCD has over time shifted from the left to the right side of the continuum, without abandoning the left side completely. In a similar way, the Programme Framework from Plan juxtaposes all perspectives, rather than regarding them as exclusive positions.

Diversity in understanding is not always a problem. After all, CCCD is based on the value of continuous learning and improvement, whereby new ideas and interpretations need to have a space to develop and mature locally. CCCD offers the flexibility for programming to adapt to local circumstances. Diversity becomes problematic when it is indicative of competing values within Plan. For example, if staff were to refuse to accept that CCCD is about facilitation communities rather than delivery of services to communities, there would be a serious fundamental issue regarding the understanding of Plan's vision and mission. This study did not come across such fundamental deviations, except in the case of a few individual staff in Kenya.

In conclusion, the understanding of CCCD in Plan is diverse. There is increasing support for a stronger rights-based interpretation of CCCD without abandoning the child participation element. Translating this into programming is a challenge, requiring leadership and an upscaling of efforts to stimulate learning and innovation at all levels of the organization.

4. Strategic Considerations related to CCCD

4.1 The child participation focus of CCCD

For many Plan staff interviewed, the concept of CCCD is strongly linked to Plan's values on participation of children. The idea that children can and must be involved in any decision making process which affects them, is well embedded in the organizational routines and culture of Plan. It is generally accepted that there is space for children to express their views in various forms and fora. This ranges from the facilitating role which Plan plays in the community (eg. dialogue between community members and local government representatives) to the way how Plan does its own planning: representation of children in drafting CSPs and DU Long-Term Plans.

The country studies generally found good strategies and capacity in place to make child participation operational. It remains difficult to guarantee the voice of children after the planning or consultation phase. In Kenya, youth were consulted properly but the sport field they prioritized never materialized because the follow-up was done by the CBO with parents and other stakeholders, who prioritized a school building instead. This example illustrates the difficulty in managing expectations of stakeholders, and confirms the need to be aware of child participation at all stages of projects.

In Bangladesh many good examples of child participation were observed: "Plan and its partners have proved that children can participate and play a constructive role in informing project design as well as project implementation"¹⁰. Recent innovations in child participation are eg. from Community Led Total Sanitation, where children are actively used to monitor compliance of adults to community-agreed sanitation plans¹¹. The field study report describes the ethical dilemma's which are posed by child participation: using children for advocacy also implies exposing children into arena's where they cannot have an overall view of what is going on. Taking children to the provincial government to advocate for their rights can send a powerful message, but can also backfire in unexpected ways. Again, it confirms the need for ongoing sensitivity and caution.

Overall, this study found that child participation in development processes is widely embedded and practiced throughout Plan, both in theory and in daily practice. Plan's implementation is largely in line with recognized good practice of others in this area.

Recommendation: Plan to consolidate its focus on child participation and continue to reflect on ethical boundaries of involvement of children in the adult world.

4.2 The partnership focus of CCCD

This section is focusing on the way Plan looks at and develops partnerships, as a important element of CCCD. It looks at existing policies, and continues to frame Plan's practice around key issues such as semantics, competencies needed, and effectiveness.

¹⁰ Quote taken from Bangladesh field study report of this evaluation.

¹¹ Eg. Chambers, 2009.

Plan policies on partnerships

The CCCD approach implies that Plan cannot and should not work alone on issues related to child poverty. The Programme Framework clearly states the importance of partnerships as a key element in Plan's CCCD approach. Pursuing and promoting partnerships and alliances at local, national and international levels is an important strategy, based on the assumption that the impact of Plan's work will be strengthened if Plan works simultaneously at multiple levels, with multiple stakeholders.

The Programme Framework also describes partnerships as important conduits for strengthening institutional capacity of the State, and for engaging in effective lobby and advocacy work with other civil society actors and global alliances.

The term 'Partnership' is only used by Plan if most or all of the following principles are applied:

- Congruity of vision, goals, interests and values;
- Long-term commitment;
- Reciprocal rights and obligations;
- Trust and respect;
- Sustainability of results.

from Plan's Partnership Policy, 2003

Guidance on what this means, and how to go about it, is offered in the 'Framework for Partnerships' approved in 2003¹². This framework provides principles for Plan staff in interactions with other organizations, and offers definitions of different modes of collaboration. Plan's Framework for Partnership does a commendable job in trying to define different collaborative modes between Plan and other institutions. A partnership can only be called a partnership if a high intensity collaboration is implied. Other, less intense forms of collaboration can be called 'strategic alliances', 'contracts', 'joint ventures' or 'networks'.

For many NGOs, one additional driving factor behind more collaboration is the call for harmonization of the Paris Declaration on Aid Effectiveness, as well as the Accra Agenda for Action, in which large donors commit themselves to closer collaboration with civil society actors. For Plan this may have had some effect, but the intentions and policy decisions in favor of working through partnerships predate this donor call for harmonization and collaboration. It has been informed by Plans global analysis of how CCCD, as a right-based approach, can be made to work: this depends on crucial platforms for rights-holders to speak with a collective voice, and to build constructive dialogue between rights-holders and duty-bearers. For these platforms to emerge Plan considers partnerships as a key component of its strategy.

The pitfall of semantics

Plan's premium on partnership can be considered to be a two-edged sword. It is undeniable that collaboration is essential to make any progress towards impact on complex development issues such as child rights or child protection. To call it a partnership, however, is in many cases overstating the expectations. There is widespread frustration among southern NGOs who have naively assumed that a partnership in a development aid context implied equality and reciprocity. Such expectations may be naïve – but they are fed and provoked by the casual use of the word partnership. In fact, there are good reasons to abstain from using the word partnership if there is a significant power difference between the parties in the partnership. It might be more upfront and honest to call it a sub-contracting or mere networking relationship, as Fowler (2000) argues. But because Northern NGOs sincerely wish to do justice to their adopted value of equality, organizations are unlikely to drop the word partnership from their vocabulary.

This evaluation finds that a common understanding of the term partnership according to the Programme Framework is not wide-spread. Locally, some collaborative efforts are not captured as partnerships because they take place without formal, contractual agreements, while they fulfill most of the criteria set by Plan for partnerships¹³. Opposite, there are collaborations in which Plan participates where the word partnership might not fully encompass the reality. Therefore it is timely that Plan IH, in collaboration with Plan Sweden and Plan NLNO is currently working with INTRAC to revisit Plans civil society strategy. This important guidance may yet require additional work in the area of collaboration with government agencies and private sector.

Competencies for partnering

The wide variety of partnerships necessary for realizing CCCD, gives rise to the question what competencies Plan has in place at various levels for effective partnering. It makes much difference whether a Plan Country Office is partnering with a Ministry of Education, or with a social movement who struggles for justice in an instable political context. In all cases, it requires competencies for stakeholder analysis, for brokering a partnership, for maintaining a partnership, and finally for setting and appropriate phase out strategy.

Most of the interviewees of this evaluation assessed Plan's internal capacity to work collaboratively as weak or at best 'diverse'. Indeed the evaluation has observed some strong partnerships and promising initiatives, such as the partnership with ACPF (African Child Policy Forum, a pan-african advocacy organization based in Addis Abeba). The impression is that partnerships at regional level are strongest in the sense of being reciprocal, compared to the field level partnerships. It is in this realm that the evaluation found that NLNO has a reputation or track record suitable to help Plan to grow further in partnership competencies. As one interviewee put it: "NLNO has a strong emphasis on development of partnerships, where Plan is not in the driver seat but is part of the process".

In general the impression is that the quality of partnerships varies a great deal across country programmes as was observed by contrasting Bangladesh with Kenya. Plan Bangladesh seems to be doing better than Kenya for which there are good reasons. For example in Bangladesh there are high-quality, mature potential partner organizations. Some of partner organizations of Plan Bangladesh have adopted CCCD and are said to be as proficient in child-centred community development as Plan itself. In Kenya the evaluation found that partnering is widely practiced, both with NGOs as well as CBOs. Joint Annual Reviews with partners are generally viewed as fruitful to review progress and plan for future activities with partners.

There is much difference in collaboration between NGOs and CBOs, especially in Kenya. CBOs usually fall into Plan's category of 'sub-contracting' rather than 'partnerships'. There is also a tendency to create or use CBOs for Plan purposes – with the subsequent risks of dependency and lack of sustainability. The NGOs collaborations show more elements of true partnership in terms of shared vision and equality. It is questionable whether the CBOs which have been deliberately catalyzed or mobilized by Plan can be regarded as being part of civil society. In Bangladesh however there were positive examples of CBOs selected because they existed already in the villages. Still, the Bangladesh study questions the impression created in Plan documents that 'the community' is a

¹³ Plan International/INTRAC 2009.

homogenous entity. All these issues point to the need for Plan to increase awareness and analysis of power dynamics at play at the community level and in partnerships.

Recommendation: Plan NLNO to capitalize on its experience in partnership development and make its expertise available to other Plan offices, and initiate capacity building activities to support COs in brokering and maintaining partnerships.

Effectiveness of partnerships

It was further commented by interviewees that Plan's partnerships at regional (eg. pan-african) levels are well designed and implemented, but that many attempts for partnerships at national or local levels have little success. This may seem paradoxical: while Plan's strong global asset is its presence in local communities, it seems unable to demonstrate strong examples of partnerships at this local level. On second thought, this paradox can be explained. It is exactly the fact that Plan has a community presence which makes partnerships at the local level often cumbersome. This is because at the local level the disruptive element of power difference is at play: Plan is perceived as an agency with resources in an environment where local stakeholders (local governments, NGOs, CBOs) are usually cash-strapped. Therefore, the type of collaborative relationship commonly arrived at will be that of sub-contracting.

As discussed above, such a limited partnership is not always bad. But if the rhetoric around the collaboration is full of references to partnership and equality, while the implementation is characterized by a pre-occupation with short-term result oriented outputs and a lack of joint decision making, the net result can be disempowered local NGOs. To prevent this from happening, Plan needs to continue to reflect on the way partnerships are named, and are put into operation. The question is how strategic these partnerships are being developed and maintained. How are partners selected, and with what aims in mind? Do they indeed help Plan to reach the most vulnerable children? The evaluation found significant gaps in context- and stakeholder analysis, essential for a strategic outlook on which relationships are likely to be effective, and which ones won't.

"Partnerships can achieve results, but they do not develop smoothly. Members must explore their differences before they can perform well together. Some agencies look inwards at their own priorities and expect their partners to follow them. This leads to a blend of co-operation and competition. Other organizations turn outwards and look for partners who can contribute to shared results. They see themselves as others see them. They do not look back to make sure that others are following. This leads to a blend of mutual respect and reciprocity which is as important for success as finely honed memoranda of understanding"
- Thomas Franklin, 2009.

Whether a partnership with another organization contributes to CCCD or hinders CCCD, depends strongly on the objectives of the partnership, and the motives for Plan to embark on it. If a partnership is mainly a method for efficient service delivery, such as seen in the Kenya study, opportunities are lost to extend its impact on child rights. If a partnership is deliberately entered in order to increase leverage for child rights, as is known from Bangladesh study and many other examples, it might still entail service delivery components but will be likely to have more sustainable effects on local capacities to support and negotiate child right issues.

If CCCD is understood as an approach which addresses root causes of child poverty, it should be concerned with the systemic underlying ways in which power affects

relationships in the development field. The Civil Society Participation Evaluation¹⁴ indicated that the relationships between Plan Country Offices and local partners contain – and are sometimes dominated by - an instrumental aspect. Collaboration is often centered around development of structures and service delivery, and does not necessarily create space to develop platforms where actors can engage in policy influencing or learning. It is therefore critical that Plan monitors the purpose and quality of partnerships being practiced, and ensures that partnerships contribute to institutional changes required in the interest of the child. CCCD clearly regards Plan staff as agents of change in order to end child poverty. It is therefore recommended that Plan continues to reflect on its own role in forging partnerships which have potential for sustainable, deep social transformation.

Recommendation: For Plan to ensure the purpose and quality of partnerships, by revisiting the conclusions and recommendations of the Civil Society Participation Evaluation.

Monitoring and learning about partnerships

An area requiring continued support is monitoring of collaborative efforts with other organizations. The new monitoring and learning system, PALS, provides ample opportunity to track change and progress in areas where collaboration is involved. It is essential that the roll-out of PALS includes guidance on how to deal with results generated by partnerships, alliances and networks. These results are often not captured, as they cannot be exclusively attributed to Plan's intervention. The PALS system is designed to be flexible, but in practice it is the interpretation of field staff determining the quality of data. For Plan to truly learn from its experience, it is important to use PALS effectively for this purpose.

Recommendation: Plan to actively provide capacity building to COs in using PALS to track results and learn from collaborative efforts with other local stakeholders.

NLNO and the partnership debate

The previous MFS grant application of Plan Netherlands was unsuccessful, partly because of its definition of partners: it considered the Country Offices as its main partners, while in the view of the Dutch government these offices were part and parcel of Plan International's organizational structure. As is known, this difference in interpretation led to the rejection of the grant application.

Instead of Country Offices, Plan Netherlands currently considers its main partners in developing countries to be the communities and their representatives. This is correct, given the fact that Plan already has substantial other partner relationships with a wide range of organizations, from village level groups to national or regional NGO alliances. Given the importance of partnerships, it is still surprising that Plan Netherlands has undertaken little effort to update its Position Paper on Civil Society Development (Plan NL, 2002) or further development of the Framework for Partnerships for example in providing capacity development to ROs and COs. Plan NLNO did however take some noteworthy initiatives such as commissioning (currently pending) research studies and work alongside

¹⁴ Guijt et al, 2005.

RESA in deepening the discussions on Plan's role in partnerships. An important current initiative of Plan, in which NLNO is actively involved, is the development of a Strategy for Plan's Engagement with Civil society, supported by INTRAC throughout 2009.

Recommendation: For NLNO to update its partnership policies by revisiting the 2002 Position Paper on Civil Society Development, and use it in parallel with the INTRAC supported process to further position itself as a NO with expertise on offer regarding partnerships.

4.3 The rights-based focus of CCCD

CCCD is Plan's interpretation of a rights-based approach (RBA), and therefore Plan's orientation towards RBAs is of central importance in making CCCD work. Much has been written, also in Plan, about what RBAs are about and what the implications are for NGOs who adopt them. We will refer to other documents for a discussion of these issues¹⁵.

*"There is a rhetoric misalignment within Plan regarding RBAs. The focus has become too strong, too much jargon. I'd actually prefer to drop the 's' of rights, and talk straight with each other about right or wrong."
- Jim Emerson, COO*

Plan, a late adopter

In several interviews, staff described Plan as being 'slow but steady' in the uptake of new concepts and ideas. While this may be true for any international organization of the scale of Plan, it is striking that Plan only fully took on board rights-based programming after the hype of RBAs was over its top. Most RBA publications and guidance manuals from international development agencies date from the period between 2003 and 2006. While CCCD has been around for longer than that, it was initially more an approach geared towards active child participation than for realizing rights. To illustrate, it is only in 2009 that the Synthesis of Country Programme Progress Reports is clearly written from a rights based perspective. And only in 2009 have essential key policy documents such as the Programme Framework become more in line with a rights-based interpretation of CCCD.

Being a 'late adopter' of a rights-based approach has its advantages, say various interviewees. One can learn from others who were early adopters, such as Save the Children, Oxfam and Care – both in terms of successes but also challenges of making the organizational changes needed to implement a rights-based approach. Although this evaluation did not include a comparison with the current rights-based approaches of other agencies, it is evident that this evolutionary approach has assisted Plan in adopting a more balanced version of rights-based focus.

A Balanced Rights-based Approach

This is important because narrow interpretations of a rights-based approach, which sees policy and advocacy work as the sole approach to solving poverty, have severe limitations¹⁶. It can create polarities with other development approaches, and it can ignore fundamental issues about how power and change operate in society. The lesson learnt by ActionAid and others, as Chapman (2005) argues, is to combine a focus on rights with lessons learned about participation, empowerment and social change. Generally, these lessons can be summarized as follows:

¹⁵ See Harris-Curtis et al (2005); Save the Children (2005); Oxfam America and CARE (2007); Ljungman (2004)

¹⁶ Chapman et al (2005), Hughes et al (2005).

- Never start with advocacy initiatives as an international NGO. Rather support communities to claim their rights;
- This requires organizing communities and involve them in efforts to bring advocacy issues to higher levels;
- Regularly update your rights-based context- and stakeholder analysis, and;
- Combine short-term targets (results to show for) with long term targets (being strategic).

If we apply such lessons to how CCCD is currently understood in Plan, there is good reason to believe that that Plan has struck a right balance. Plan has embraced rights-based thinking in its strategy and systems, but continues to combine it with direct involvement with - and participation of - communities, children and youth.

An important precondition for combining a RBA with direct involvement with communities, is that this is done with a facilitating attitude to promote participation, respect for local knowledge en existing social capital¹⁷. This evaluation finds mixed evidence of Plan's capability to facilitate such social change processes. Sometimes facilitation skills are clearly subservient to other skills. But examples from Community-led Total Sanitation are promising in its rediscovery of 'old' lessons from PRA, adult education, and community organizing¹⁸. However, it is a major challenge to transpose good practice from a new, dynamic CLTS context to a situation of a existing programme with high sponsorship caseload. It is often easier to start afresh with new practice and new people, than to transform old practice. Despite the fact that this transition will be difficult, it is needed to embed CCCD into all areas of Plan's work.

Recommendation: Plan to consolidate its understanding of CCCD as a rights-based approach, and deepen its skills in facilitating community empowerment.

A second precondition is that the organization is willing to depart from a merely technical approach and increase its range of strategies to include also more confrontational modes of engagement. Without becoming overtly political, it should be understood that addressing the root causes of poverty and injustice requires stronger politically sensitive programming. A recent evaluation of Plan Guatemala's RBA praises the progress made in adopting a rights-based perspective, but also questions whether Plan has gone far enough (see box). The same reflection applies to a certain extent to the field data of this evaluation collected in Bangladesh and Kenya.

¹⁷ Harris-Curtis et al (2005); Veneklasen et al (2004)

¹⁸ Chambers (2009).

“Plan Guatemala has managed to find strategic ways of combining its long history and expertise in community-level work with its new commitment to a rights-based approach. By focusing its efforts on facilitating the interaction between duty bearers and rights holders on a municipal level, Plan takes a bottom up approach to rights-based development that differs from strategies of other rights-based development organizations.

Despite its new rights-based approach, Plan continues to take a predominantly technical approach in its interactions with government and communities, focusing on increasing capacities on both sides. While this approach has proven to yield positive results in the short-term, it remains to be seen if this non-confrontational and apolitical understanding of RBA is sufficient to challenge some of the structural causes that are at the root of poverty in Guatemala. In the future, the identity of a rights-based organization may more directly challenge the organizational confines of a traditional child sponsorship organization.”

- Plan Guatemala Strategic Evaluation (2009, p. 6)

RBA in difficult contexts

There seems to be less confidence and acceptance that CCCD - and rights-based approaches more generally – can be applied in fragile states and/or emergency situations. After all, CCCD stimulates an increased focus on advocacy with duty-bearers. Due to the often urgent needs of children in crisis situations, and a lack of capacity of the state or other actors to respond to these needs, it is evident that restricting oneself to advocacy is neither effective nor morally justifiable. Therefore involvement in service provision can still be important in its own right for fulfilling children’s rights, and as a source for the evidence base for advocacy.

Recommendation: More work to be done through collaboration with other agencies to explore how CCCD as a rights-based approach can be applied successfully in conflict and post-conflict settings, as well as in man-made and natural disasters.

Situation Analysis

The field studies also indicate that the quality, focus and timing of situation analysis can be improved. With the introduction of PALS there are improvements to be expected in this area. Presently, situation analysis in practice can turn out to be semi-invented evidence to back up existing programme directions. This may not be intentionally – it is the result of an inward looking focus which makes it hard to look with fresh eyes at the context in which Plan operates. There was limited reference made to previous situation analysis. A child rights-based situation analysis will not only provide fresh insight into opportunities for intervention by Plan, it will – if done well and participatory – also help to build awareness and willingness among stakeholders for supporting child rights.

Recommendation: The changes in situation analysis proposed by PALS offer a great opportunity to strengthen rights-based analytical skills at CO and PU levels. Plan should invest in capacity development to support local capacities for participatory situation analysis.

4.4 Sponsorship

Before CCCD was introduced, sponsorship was primarily conceptualized in terms of a reliable funding source. Later, much more emphasis was given to aspects of accountability upward (demonstrating how money is spent and benefit distributed) and downward (engagement of sponsors in development education or advocacy). The evaluation observes that over the past years great effort has been made to align sponsorship with programmes, in accordance with the CCCD approach.

Most of the staff interviewed during the evaluation underline that sponsorship benefits are a very important source of income to Plan and still central to its funding strategy. However, they also unanimously point out that the effects of sponsorship in the field is often adverse to what a rights-based approach is supposed to achieve: empowered communities able to claim rights. It is therefore understandable that the sponsorship orientation of Plan must be mentioned as one of the unfavorable factors for CCCD implementation.

A recent IDS study¹⁹ regarding the developmental impact of child sponsorship in Plan found little evidence of development impact on sponsored children – before or after introduction of CCCD. While it is still early days and the policy shifts taken by Plan will need to bear fruit, it is essential that Plan addresses the major paradoxes, contradictions and challenges identified in aligning sponsorship with CCCD, child rights, and the organization's espoused values.

The country studies showed that Plan's presence at the community level has both advantages and disadvantages. In the best cases, it can support rights-based programming through linkages with advocacy initiatives at higher levels (as evidenced, for example, in the case of Plans partnership with the pan-african ACPF network). This has been observed in Bangladesh and sometimes Kenya, in particular where grant funding was involved. In other cases, the operational routines and work pressure from traditional sponsorship work prevent Plan from real community empowerment and focus on the most vulnerable groups in society. From a sponsorship point of view, there is a clear disincentive for Plan to withdraw from certain areas while a critical rights-based situational analysis would almost certainly lead to withdrawal²⁰.

The country studies also show that the pressure on frontline staff is high to fulfill their sponsorship duties. This makes it more difficult to also invest in CCCD related roles such as facilitation. While this evaluation has seen impressive examples of CCCD inspired work in the field, there remains much work to be done in transforming the sponsorship model to be aligned with CCCD as Plan's approach. One respondent mentioned an initiative to separate sponsorship from programming by subcontracting the communication with sponsors to another organization. The Bangladesh report further notes that efforts are made with the RO to modernize the sponsorship concept by developing group-based funding strategies. These creative solutions should be further explored as ways to end the current paradoxes where Plan frontline staff find themselves caught in between sponsorship demands at the one hand, and CCCD demands at the other.

¹⁹ Plan International/IDS, 2008.

²⁰ It is recognized that Plan uses multiple criteria for choosing areas to work in. Sponsorship is only one consideration. Others are child poverty indexes; operational costs of working in a certain area, and possibilities for programming.

Recommendation: Plan should continue to review the way the sponsorship model impacts field operations, in order to make it fit with principles of rights-based programming.

A final note regarding sponsorship is that it is such a flexible and reliable source of funding that it might impede Plan's ability to change. The incentives needed for change towards becoming a CCCD-organization are currently coming from Plan's principles and values – not from a struggle to survive as an organization. While we do not advocate a decrease of sponsorship-based fundraising, the current reliance on sponsorship makes change less attractive.

4.5 Accountability and Learning CCCD

Accountability

Plan is introducing a new evaluation system called PALS (Programme Accountability and Learning System) which in concept is more adjusted to CCCD than the existing CPME system. In earlier evaluations²¹, criticism was expressed about the CPME system and its inability to capture change in line with the introduction of CCCD. Plan also recognized the need for a new monitoring and evaluation system which would 'enable staff in programme countries to assess their CCCD approach in a way that allows for local circumstance and flexibility'. Of course it is too early to formulate conclusions about the extent in which PALS is indeed enabling staff to assess their CCCD approach, because there is no experience in using PALS as of now. The concept, as developed by IH with extensive consultation across the origination, seems to have dealt with many of the shortcomings of CPME.

Many of the interviewed staff were happy with the new changes, in particular with the focus on long-term plans at Programme Unit level. This appears to have been a missing link in the previous system. It is expected that better linkage of information from community-level to corporate level will contribute to increased learning about what is actually happening in CCCD terms. It was also expressed that PALS would increase awareness at district and country levels about the status of CCCD implementation.

At the policy level Plan has made significant progress with the development of the Programme Framework, Effectiveness Framework and PALS. The PEF and PF are essential in order to be able to work well with PALS. Particularly PF as it is more specific on CCCD than PEF. However, Plan would do well if the PF would be further developed towards a strategic accountability reference framework. To this purpose it could be further transformed towards a description of Plan's theory of change vis-à-vis CCCD at corporate level. It would need to contain change markers that identify the areas of change that Plan is expecting to take place (partly) as a result of Plan's interventions. Once such a Theory of Change and its strategic change markers (aspired future characteristics) is defined at a corporate level, it could be made specific at country level in line with local realities and circumstances²².

PALS, as it is described now, does improve on its predecessor (CPME) in terms of CCCD coverage. However, it is still very much the kind of system that CPME was: a combination of guidelines for PME albeit more aligned to CCCD. The question is whether the nature of

²¹ Eg. Guijt, 2005.

²² Annex 4 illustrates how Plans Theory of Change is visible in the PF. We have cut and pasted existing text from the PF together into a usable narrative, as a first step towards a strategic accountability framework.

CCCD (particularly its incorporation of certain RBA principles) does not require a different kind of PME system support. In other words, is PALS in effect not still focusing on accountability issues and to what extent does it indeed help leadership at all levels (right down to frontline staff) to plan, act and monitor strategically in view of core principles and aspired outcomes? We suggest that there is room for improvement in terms of the capacity strengthening potential of PALS.

Recommendation: Plan should continue to explore ways how PALS can better contribute to strategic learning, in addition to its contribution to programme accountability.

However, Plan IH is already working on systems and mechanisms to an extent that it makes little sense for NLNO to get deeply involved. Rather, NLNO may focus on what is an essential complement (priority) to systems and mechanisms: people working from a CCCD perspective. This can be done:

- through facilitating exchange between countries and between partners in different countries.
-by providing coaching opportunities for country staff and staff of partners they work with.
-through tailor-made (demand-driven) training.
-by providing support in/resources for strengthening genuine partnership in countries.
-through strengthening its own (NLNO) HRM policies for working with people who can support CCCD thinking and practice.
-by advocating at international level and country level for CCCD-supportive HRM policies.
-by advocating internationally for an active policy on assigning CCCD-inspiring and –knowledgeable CO directors.
-through facilitating exchange at various levels between Plan staff and staff of peer organisations.

Recommendation: NLNO to concentrate on what it means for a Plan employee to work from a CCCD perspective, and offer capacity strengthening services to increase awareness, and skills. It is important to include NLNO staff in this process.

Learning

The success of CCCD depends to a large extent on the ability of Plan to learn from experience. Learning is not merely an add-on to improve staff capacities to perform certain duties, it is an essential function to maintain and improve Plan's relevance as a development actor.

Current insights on organizational learning²³ make clear that the most effective way to learn is by linking reflection and action. This implies that learning processes should be embedded in the day to day work of programme and policy staff. While there is a place for eg. separate training courses for staff, the main organizational gains are to be achieved by linking reflection to tasks that need to be done anyway: it ensures relevance

²³ Eg. Senge (1990) and Argyris (1999).

and timeliness of the issues addressed, and it ensures that lessons learned will be used in subsequent actions. Several people interviewed mentioned that the validation process of the PF, PEF and PALS included elements of reflection which helped the organization to get a common understanding of CCCD. This is an example where a job that needs to be done 'anyway' can be put to strategic use for organizational learning as well.

But it would be a mistake to assume that further dissemination of CCCD understanding will trickle down through hierarchical lines. Learning does not spread this way through an organization. It emerges at places where there is deliberate investment in support. A support process for organization-wide learning on CCCD, consisting of a mix of methods, is required to embed CCCD across the organization and to further the development of CCCD as an approach. Much of the knowledge, attitudes and practices for CCCD implementation are already available within the organization. It is a matter of unlocking the expertise of these frontrunners, providing exposure to the practice of these frontrunners for other staff who need to make the shift towards becoming 'CCCD-inspired', and creating appropriate incentives for these staff to change. Much results can be expected by horizontally connecting previously disconnected pockets of knowledge in Plan. This could be achieved through a mix of methods. Some examples mentioned by interviewees are:

- exposure visits;
- internship;
- immersions (staff spending time living in communities and learning directly), and;
- exchange of experience using eg. open space methodologies.

But the type of method used is not main issue. Important is that there is a guiding strategy for connecting learning with practice, and that there are champions and facilitators in the organization who can engage staff by taking initiatives. Such support process should focus on both the embedding of CCCD as well as the enabling environment for learning within Plan. This will not come by itself, but requires a dedicated service which will make learning within Plan pervasive and attractive. There are five functions²⁴ which such a learning service must fulfill in order to embed learning in the Plan system if it is to strengthen collaboration and improve performance:

- Improve practice of specific teams/partners 'in the field' through learning processes;
- Support critical reflection within Plan to create a more conducive learning environment;
- Document, use and enhance collective experience and knowledge;
- Support development of critical mass of learning facilitators at different levels, and;
- Develop mechanisms, tools, platforms, networks to support the above.

Recommendation: For Plan to prioritize and invest in a support process for learning on CCCD, in order to embed CCCD across the organization and to further the development of CCCD as an approach.

Previously, new policies from IH have sometimes been received rather passively by country staff, as if they were subjects of a roll-out. It would be a missed opportunity if the

²⁴ Adapted from Guijt, 2007.

introduction of PALS, as well as embedding CCCD strategic priority 2 process would be perceived as a similar IH-led introduction of new policy. The focus should not be on merely introducing the system, but also on deepening awareness on the type of change promoted by Plan. This requires changes in attitudes and behaviours – it is recommended that NLNO positions itself to support this reflection process, in coordination with IH.

Recommendation: for NLNO to position itself as a supporter of reflective practice throughout Plan, aiming at influencing attitudes and behaviours required for CCCD throughout the organization.

4.6 Staff capacity, HRM

*“The difficulty lies not so much in developing new ideas as in escaping from old ones”
-John M. Keynes*

It is generally more difficult to re-orient existing staff to new roles, than employ new staff who do not have the old baggage. Un-learning is harder than learning, as is generally known. Still, one should not make the mistake that ‘new brooms sweep clean’ always applies for an organization. A right balance between experienced and new staff is needed to retain vitality and create conditions for organizational growth.

A key question for Plan is: what are incentives for employees to become more CCCD oriented in their work? If changes are hard to make (and obviously the shift from a service delivery to a rights-based facilitation perspective is a major change), how can the organization best reward employees to make that transition? This evaluation found that various ambitious and innovative CCCD champions felt slowed down because of lack of support from the organization. Partly this refers to human resource management, for example the current lack of in-depth orientation for new staff on CCCD. Also it was observed that in some rather senior positions at CO and RO levels the orientation on and understanding of CCCD is insufficient to fully drive a process of embedding CCCD further into the organization. This evaluation notes that CCCD-sensitive staff recruitment, promotion and induction are not generally practiced.

Besides the recruitment function, HR has an important role in supporting learning processes by harmonizing training packages and setting examples of how experiential learning can benefit Plan as an organization. These learning processes are, if used strategically, important for building the competencies required for translating the principles of CCCD to specific country contexts.

Recommendation: For Plan to review staff recruitment, staff evaluation and -promotion, and staff induction procedures at all levels, and if needed adapt to reflect sensitivity to CCCD.

4.7 Leadership

“Most progress has been made where leadership has clearly articulated a vision on the changes required and has proactively pursued those. This has not happened in all parts of the organization²⁵”

²⁵ Plan IH (draft, 2009). Work Plan to deliver the Strategic Priorities of Impact and Accountability and Stronger CCCD.

To be clear, leadership does not necessarily refer to Plan management. Leadership can be observed wherever people feel encouraged and motivated to try new and better ways of doing things. There is leadership in unexpected places throughout the organization, sometimes formal but often informal. When this evaluation is addressing the issue of leadership it is therefore seeking to draw attention to a critical factor which can drive and accelerate CCCD in Plan: the capacity to inspire.

From the country studies it emerges that CCCD has been most quickly and deeply adopted with the motivating presence of inspired leadership. Sometimes this was an entrepreneurial country director, sometimes a small group of frontline staff supported by an advisor. In all cases this leadership gave other staff members the confidence that the route chosen was feasible and worthwhile. It tipped the balance for many staff who were not yet convinced that a rights-based approach could really fit with Plan's work with communities, or that it somehow could find a place besides the sponsorship activities. The evaluation observes that great progress towards CCCD is made where informal or formal leaders in Plan receive space to operate and inspire. In those places where substantial progress on CCCD is lacking the importance of inspiring leadership should not be underestimated.

The evaluation welcomes various initiatives that Plan is currently taking in order to inspire staff on CCCD (such as the direct communication efforts of the CEO expressed in the monthly Team Briefings), and to develop and nurture leadership among staff (such as the RESA initiated Program Quality Enhancement Strategy²⁶ which features a highly interactive way of involving staff in issues which they regard as relevant for improving the quality of Plan's programmes).

4.8 Making policy intentions work: implementation issues

"To move from an understanding to consistent application of CCCD a clear articulation of roles and responsibilities at different levels is needed."²⁷

It may be clear that most of the progress to make CCCD better embedded, will come from an enabling environment at different levels:

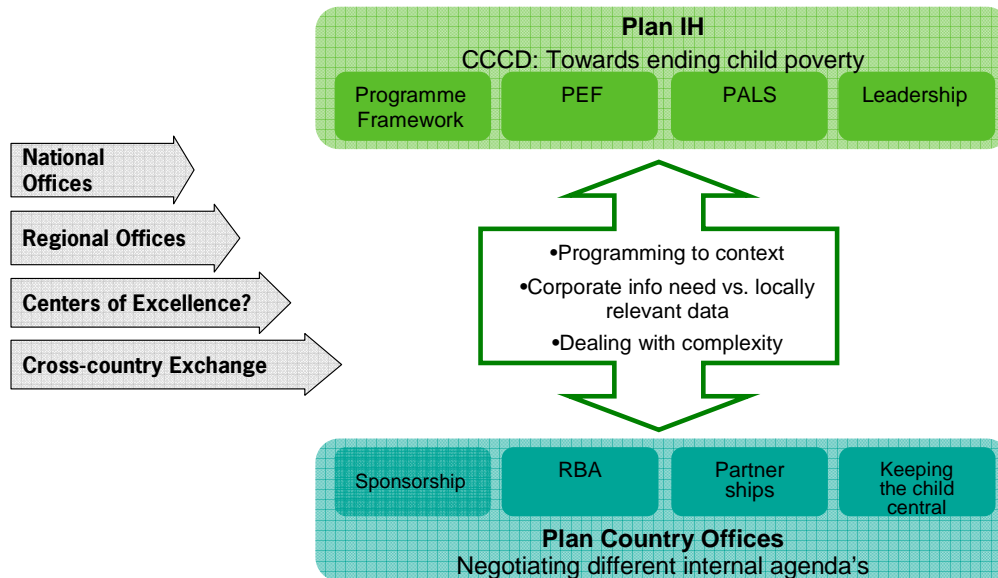
- a learning culture;
- effective technical support structures, and;
- supportive HR policies to keep, stimulate and nurture innovative staff.

The process of embedding CCCD at all levels is a challenging one, in particular as it takes place within a context of organisational restructuring and redefinition of roles and responsibilities of different units of the organization. At best, it can provide a healthy tension in which CCCD can permeate all corners of the organization – as long as the above mentioned enabling environment is in place. But this is not an easy task, as different internal stakeholders within Plan have to navigate in a complex arena in order to make policies practical as is illustrated by the figure.

²⁶ Plan RESA, 2009.

²⁷ Plan IH (draft, 2009). Work Plan to deliver the Strategic Priorities of Impact and Accountability and Stronger CCCD.

A Healthy Tension?



Many of these issues are outside the realm of this evaluation, and are currently being dealt with by Roland Berger Strategy Consulting, who have researched internal service provision in Plan, including technical expertise services. One of their recommendations, which has been partially accepted by the International Management Team, is to bring technical support as closely to the COs as possible, effectively reducing the ROs in favour of in-country technical expertise. Furthermore Plan has been recommended to organize its expertise in technical competence centers – strengthening knowledge base and increasing institutional know-how. These centers would heavily draw upon institutionalized exchange of in-country technical experts, according to the Roland Berger report.

This evaluation confirms that the formation of technical expertise centers can be an effective way forward to support country programming. In a way such a center already exists in Plan Bangladesh with a key group of CCCD champions working at various levels within Plan Bangladesh's country programme as well as playing a role at RO level. From country studies and various interviews it is evident that national or regional exchanges between staff at CO and PU levels are effective learning strategies, and a preferred way to support a stronger embedding of CCCD.

Recommendation: Plan to consider the importance of country-based capacity development services in its key discussions around internal service provision.

Furthermore, the evaluation confirms that CCCD has informed and transformed some programme responses of Plan better than others. The programme areas of 'right to participate as citizens' and 'right to education' have made important shifts as a result of application of CCCD principles and approaches. In these programmes there is evidence of change being generated at multiple levels, both in interaction with rights holders as well as duty bearers. Other programme areas, such as the 'right to water and sanitation' and 'right to a good and healthy start in life', do not yet show that CCCD embedding has

fully taken place. Here a service delivery mode still prevails, with limited reference to actions aimed to inform the broader policy environment²⁸.

Recommendation : Plan to increase efforts to ensure CCCD embedding in programme areas that perform less in terms of CCCD principles and approaches.

4.9 Factors that are favorable or unfavorable to CCCD implementation

This section can be read as a summary of the analysis in this chapter.

Recognizing the major changes Plan has made to its programming in the last decade, significant improvements are needed in several areas of CCCD implementation. There is a discrepancy between CCCD approach in theory and practice which cannot be explained by contextual factors alone. This has been recognized by Plan and the evaluation notes the current formulation of action plans to support embedding of CCCD in field implementation.

Plan appears to be an organization where old-style methods can co-exist besides hybrid and full CCCD style programmes. This results in confusion at various levels among staff, and possibly in reduced programme performance. Although this evaluation was not able to review the full breadth of Plans global operations, it is evident that in various countries serious efforts need to be made to improve and align implementation.

There are also positive findings about CCCD, though these are not found in all Plan's programme areas. Some solid and innovative work has been done by Plan, not only by LH staff in coordinating policy agendas, but also by numerous individuals at RO and CO level, to shift Plan from being an implementing agency to a facilitating agency. This evaluation has seen evidence of Plan facilitating strategic dialogue between rights holders and duty bearers at various levels, thereby contributing to transformations in the development contexts within which Plan works.

For Plan internally, the figure below illustrates that there are significant issues for Plan to address in order to accelerate the embedding of CCCD throughout the organization. Therefore the eight issues described in the upper right quadrant are taken as a starting point. Addressing these issues will enable Plan to better exploit the favorable factors for CCCD implementation (as described in the left column).

²⁸ Plan International, 2009. Synthesis of Country Programme Progress Reports 2007-08 (final draft June 2009).

	Plan internal	
Favorable to CCCD	<ul style="list-style-type: none"> -Plan's community presence -Management/IH support -PF, PEF & PALS make CCCD more concrete -CO staff drive process -Learning, innovation is encouraged 	Unfavorable to CCCD
	Plan external	
	<ul style="list-style-type: none"> - Institutional donors want more political role of Plan -Premium on partnerships -Knowledge institutes confirm validity of CCCD -Decentralization offers opportunities 	<ul style="list-style-type: none"> - Backdonor demands for measurable results in short periods -Gap between rights and realization of rights -Dependency syndrome in communities - Fragile or failed contexts (either because of natural or man-made disasters)

- Although **sponsorship** is recognized as an important tradition and source of reliable funding for Plan, it is listed as an unfavorable condition to CCCD as sponsorship interests and demands continue to send mixed messages in linking rights holders and duty bearers. Also, Plans internal efforts to harmonize sponsorship and rights-based approaches take considerable energy from programme staff who would otherwise engage in furthering CCCD.
- The **culture of evolution** has – fortunately - prevented Plan from jumping from one development hype to another, but is also responsible for the fact that important momentum for change and innovation towards becoming a CCCD organization is at risk of being lost.
- The **institutional focus on systems** refers to a preferred response from management to 'roll-out CCCD' by building more and better systems, rather than striving for changes in attitude, orientation, inspirational leadership, and other people-factors.
- The current **theory of change** as presented in the Programme Framework may not be instrumental in guiding COs strategic thinking, but could with adaptations be used to formulate an accountability framework for use by COs.
- The role of **leadership** is of course a sensitive issue, and does not refer to specific people. It is listed to point out our observation that great progress towards CCCD is made where informal or formal leaders in Plan receive space to operate and inspire. In those places where substantial progress on CCCD is lacking the importance of inspiring leadership should not be underestimated.
- This issue links to the supportive role **HRM** plays in developing the right competencies for CCCD. This evaluation notes that CCCD-sensitive staff recruitment, promotion and induction are not generally practiced.

- An overarching issue, related but not limited to HRM, is that of **capacity development** for CCCD. As mentioned above, CCCD requires more than having systems in place. It requires a corporate strategy to align the capacities of staff, teams, and offices at various levels to be able to 'do' and 'live' CCCD. This is not only a matter of training, or transferring knowledge. It requires a learning process which touches the culture of the organization, the systems, as well as the way Plan interacts and learns with its partners.

Summary of Findings and Recommendations:

Findings:

- There is encouraging evidence of CCCD being applied in the field.
- There is significant variation in quality and extent of adaptation of CCCD.
- Plan is making fast progress in working through partnerships. There remain areas for improvement with regard to quality and purpose of partnerships.
- The introduction of PF, PEF and PALS is likely to improve the focus and quality of CCCD-related analysis, and is likely to influence strategic management on CCCD positively.
- Support services for COs to apply and re-interpret CCCD to their contexts are available, but show mixed results.
- CCCD roll-out requires an enabling environment consisting of a) a learning culture; b) effective technical support structure; c) supportive HR policies. In all three areas progress can be made.

Recommendations:

- Plan to review the eight identified internal factors which are considered unfavorable to CCCD implementation, and intensify efforts to address these factors.
- For Plan to prioritize and invest in a support process for learning on CCCD, in order to embed CCCD across the organization and to further the development of CCCD as an approach.

5. Strategic Considerations for NLNO

How can NLNO act strategically in order to promote CCCD as the corporate approach within Plan in realizing promote child rights and capacitating civil society in terms of its focus on child development? The evaluation has looked into conditions and capacities which need to be in place for NLNO to make a meaningful contribution to embedding of CCCD throughout Plan.

There are several possible roles for NLNO in furthering CCCD in Plan, many of which Plan NLNO is already engaged in.

NLNO internal roles in Plan:	NLNO external roles:
<ul style="list-style-type: none"> - Funder of programmes - Facilitator of learning - Broker of partnerships - Capacity builder on topical issues 	<ul style="list-style-type: none"> - Broker of knowledge: share and learn with other agencies - Development educator in Netherlands - Advocate for children rights - Resource mobilizer: fund raising

This evaluation suggests that of all these roles, the gains for CCCD are primarily found in upscaling the internal roles of facilitator of learning, broker of partnerships, and support to capacity development. These roles have the potential to speed up the process of transforming Plan into an agency which facilitates rather than implements development.

There appears to be broad support throughout Plan for new initiatives by NLNO in support of country programmes. Naturally NLNO would act in coordination with IH and ROs, and care needs to be taken that initiatives to support capacity development for Plan globally are taken with a global perspective rather than a parochial perspective. Furthermore, for capacity building to be effective a condition is that methods used are experiential, dynamic, and include the personal attributes and awareness of staff necessary to facilitate change processes. The starting point should be what it means for a Plan employee to work from a CCCD perspective, and what it means to be informed by good practise gained with CCCD on the ground.

Taking a more strategic perspective towards an increased role of NLNO as a facilitator, broker, and capacity builder, will be more effective if a strategic thematic area is chosen. The concept note of the Plan NLNO-led alliance for MFS2 is focusing on 'rights and opportunities for girls' in four areas: primary education; access to jobs; protection of girls; and (political) participation. While these four areas are still broad, there are viable opportunities for NLNO to commit itself to supporting and nurturing excellent programming in these areas. For NLNO to be recognized as a leader on eg. 'the right to participate as citizen', or 'the right to be protected' would be beneficial to all parties. If NLNO can provide substantial support to COs in these areas based on the abovementioned roles, it has the potential to contribute strongly to CCCD understanding and implementation across Plan. Such a strategy would have most effects for those countries who have only recently started to apply CCCD.

A few examples of how NLNO could implement this:

- Offering on-the ground support to COs *and their partners* in translating and applying CCCD to local contexts, and help match this to their reporting requirements;
- Establish an Innovation Fund for further development of CCCD, and;
- Organize exchanges of country office staff to promote 'horizontal learning' within and across countries and regions.

For this to become effective, several internal capacities in NLNO need to be strengthened. This evaluation has not undertaken a full capacity assessment of NLNO, but signals that there is scope for improvement of staff capacities, if NLNO is to provide quality support to COs. This applies for both technical programme capabilities and generic or process capabilities (such as facilitation of collective learning processes). Whilst there is evidence of good quality support of individuals in NLNO, for example with

regard to the development of partnerships, there is doubt whether this is enough systematic or profiled. In several policy areas the evaluation observed a backlog in policy development. This indicates that becoming a 'leader' within and outside Plan on one or two programming areas will require significant efforts from NLNO.

Summary of Findings and Recommendations:

Findings:

- Plan NLNO is a well-regarded NO by others in the Plan system, both in terms of content support and financial resources. However, there is a need for shared focus and understanding of CCCD in order to increase effectiveness.
- There is scope for NLNO to upscale its role in facilitating learning, broker of partnerships, and support to capacity development.
- NLNO's new focus for MFS-2 holds potential to strongly contribute to CCCD understanding and implementation.

Recommendations:

- NLNO to set up systematic learning processes to share, document, and enhance knowledge within NLNO on strategic issues related to CCCD.
- NLNO to position itself as a NO committed to support and nurture one or two of Plan's programme areas, such as for example the right to participate as citizens or the right to be protected, by developing and offering support services to ROs and COs.
- For NLNO to actively offer capacity building services to COs and their local partners in order to assist them translating CCCD into their contexts.

6. Overview of Recommendations

The evaluation has formulated the following recommendations for Plan NLNO in order to provide strategic support to embedding CCCD in Plan.

General Recommendations

1. The evaluation welcomes Plan's attempts to unpack CCCD and add practicality to the policy frameworks.
2. Plan to work towards better understanding of CCCD by creating space for dialogue, and stimulating inspiring leadership.
3. Plan to review its targeting policies in order to put more emphasis on developing programmes for vulnerable groups.
4. Plan to review the 8 internal factors which are considered unfavorable to CCCD implementation (see page 30), and intensify efforts to address these factors.
5. For Plan to prioritize and invest in a support process for learning on CCCD, in order to embed CCCD across the organization and to further the development of CCCD as an approach.
6. For NLNO to actively offer capacity building services to COs and their local partners in order to assist them to adapt and translate CCCD into their contexts.
7. NLNO to position itself as a NO committed to support and nurture one or two of Plan's programme areas, such as for example the right to participate as citizens or the right to be protected, by developing and offering support services to ROs and COs.
8. NLNO to set up systematic learning processes to share, document, and enhance knowledge within NLNO on strategic issues related to CCCD.

Specific Recommendations

On Child Participation:

- Recommendation: Plan to consolidate its focus on child participation and continue to reflect on ethical boundaries of involvement of children in the adult world.

On Partnerships:

- Recommendation: Plan NLNO to capitalize on its experience in partnership development and make its expertise available to other Plan offices, and initiate capacity building activities to support COs in brokering and maintaining partnerships.
- Recommendation: For Plan to ensure the purpose and quality of partnerships, by revisiting the conclusions and recommendations of the Civil Society Participation Evaluation.
- Recommendation: Plan to actively provide capacity building to COs in using PALS to track results and learn from collaborative efforts with other local stakeholders.
- Recommendation: For NLNO to update its partnership policies by revisiting the 2002 Position Paper on Civil Society Development, and use it in parallel with the INTRAC supported process to further position itself as a NO with expertise on offer regarding partnerships.

On Rights-based Approaches:

- Recommendation: Plan to consolidate its understanding of CCCD as a rights-based approach, and deepen its skills in facilitating community empowerment.
- Recommendation: More work to be done through collaboration with other agencies to explore how CCCD as a rights-based approach can be applied successfully in conflict and post-conflict settings, as well as in man-made and natural disasters.
- Recommendation: The changes in situation analysis proposed by PALS offer a great opportunity to strengthen rights-based analytical skills at CO and PU levels. Plan should invest in capacity development to support local capacities for participatory situation analysis.

On Sponsorship:

- Recommendation: Plan should continue to review the way the sponsorship model impacts field operations, in order to make it fit with principles of rights-based programming.

On Accountability and Learning:

- Recommendation: Plan should continue to explore ways how PALS can better contribute to strategic learning, in addition to its contribution to programme accountability.
- Recommendation: NLNO to concentrate on what it means for a Plan employee to work from a CCCD perspective, and offer capacity strengthening services to increase awareness, and skills. It is important to include NLNO staff in this process.
- Recommendation: For Plan to prioritize and invest in a support process for learning on CCCD, in order to embed CCCD across the organization and to further the development of CCCD as an approach.
- Recommendation: for NLNO to position itself as a supporter of reflective practice throughout Plan, aiming at influencing attitudes and behavioural change required for CCCD throughout the organization.

On Staff Capacity and HRM:

- Recommendation: For Plan to review staff recruitment, staff promotion and staff induction procedures at all levels, and if needed adapt to reflect sensitivity to CCCD.

On Implementation Issues:

- Recommendation: Plan to consider the importance of country-based capacity development services in its key discussions around internal service provision.
- Recommendation : Plan to increase efforts to ensure CCCD embedding in programme areas that perform less in terms of CCCD principles and approaches.

People Interviewed

Plan NLNO

Jan Jaap Kleinrensink	Director, International Programmes
Tjipke Bergsma	General Director
Liesbeth Pruijs	Director, Fundraising
Denise Lapoutre	Programme Development Manager
Jan Til	Monitoring and Evaluation Officer
Jos van Heiningen	Policy Officer
Martin de Keijzer	Desk Officer Water & Sanitation
Barbara Feres	Resource Mobilization Officer
Jet Bastiani	Senior Health Advisor
Maud Bringmann	Senior Child Protection Officer

Most information from NLNO was obtained during two focus group discussions on 22 June at NLNO office, as well as a validation meeting at NLNO on 10 September, followed up by several phone interviews.

Plan IH

Simon Heap	Global Research Portfolio Coordinator
Paul Bode	Program Director
Jim Emerson	Deputy CEO
Irko Zuurmond	Manager Programme Effectiveness Team
Bruce Yeager	Sponsorship Manager
Alasdair Unwin	Manager Programme Policy and Practice Team

Other Plan staff

Marja Jorgensen	Regional Program Support Manager, RESA
Sven Coppens	Regional Program Support Manager, West Africa
Matias Bryneson	Regional Program Support Manager, Asia
Ming Viado	Relationships Advisor Plan Asia
Jose Vicente De Sousa	CCCD Advisor, Plan Timor Leste
Krista Kruff	Regional Resource Mobilisation Manager, RESA
Ellen Tombe	RESA, Advocacy
Amsalu Negussie	RESA, WatSan

Plan Bangladesh

Sabber Ahmed	Organization Development Specialist - CCCD
Syed Matlubar Rashid	Organisation Development Advisor
Mohammed Masud	Program Unit Manager Dhaka North
Md. Abdul Mannan	Program Unit Manager Khansama
Farukh Ahmed	Program Co-ordinator Enabling Environment
Mohammed Mohsin	Regional CCCD Advisor Plan Asia Region –
Debashish Saha	Human Resource Manager
Tushar Quader Haq	Sponsorship & Grants Support Manager
Partner staff	
Hassan Imam Khandaker	Project Manager Assistance for Slum Dwellers
Dr. Mohiuddin Kamal	Executive Director Radda
Dr. Iqbal Jillul Majid	Director Community Health Programme Radda

Representatives and various staff members	Surovi (quality basic education for urban children) and UCEP (technical school project).
Partner agency staff met during a meeting on the 9 th in Saidpur, Khansama Program Unit. Mozaffar Hossain, SUPK Meraz Uddin Talukdar, SUPK Ziaul Alammilton, Bohobrihy MD Jakir Hossen, Bohobrihy MD Mosnuz Parvaz, Bohobrihy	

Plan Kenya

<i>Country office</i>	
Benson Kingoo	Technical advisor M&E
Kenyata Maitha	Technical advisor
James Mwangi	Technical advisor
Frank Marita	Technical advisor
Bwibo Adieri	Technical advisor
Lilly Omondi	Head DA
<i>DA Machakos</i>	
Evangeline Ngunjiri	Area manager
Francis Ngungi	Plan facilitator
Agnes Kagenda	Plan facilitator
Grace Wamira	Plan facilitator
Jane Waraga	Plan facilitator
Charles Muriu	Plan facilitator
Francisca Wanbui	Plan facilitator
Lucy Muraguri	Plan facilitator
Jediel Muthuri	Plan facilitator
Catherine Kithingi	Plan facilitator
Maryann Muchene	Plan facilitator
Stephen Matei	Resource mobilisator
Ali Mohamed	Technical advisor education
Franklin Mwirichia	M&E facilitator
<i>CBO Kithyoko</i>	
John Mutinda	Sponsorship coordinator (Plan)
Stephen Mo Muomo	Chair person
Gidiem Wambua	CBO member
Fredrick N. Kasusya	CBO member
Julius Katiwa	CBO member
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Annex 1 - Executive Summary of Bangladesh Country Study

1.1.1. Aim and Methodology

PLAN Netherlands National Organisation has in co-ordination with PLAN International Headquarters commissioned an independent formative evaluation study to get systematic insight in the preconditions for appropriate functionality of Child Centred Community Development (CCCD) and to strengthen common understanding on CCCD.

To review the general findings of the study (presented in the synthesis report), which are based on an extensive literature review of the materials available within Plan and within other organisations on child centred development and consultations with CCCD champions at various organisational levels within Plan, country studies were carried out in Kenya and Bangladesh.

This report presents the findings of the country study in Bangladesh and forms an integral part of the synthesis report. Perspectives on CCCD and CCCD practise were looked at from four interrelated levels: Plan Bangladesh's Country Office (exploring overall strategic outlook); one urban and one rural Programme Unit (looking at application of CCCD strategies in their particular settings); Plan partners (level of understanding and role of both NGO and government partners in developing and implementing CCCD, and; beneficiaries (CCCD practise and focus on understanding and effect of CCCD). Findings are based on a review of Plan Bangladesh documents, groupwork, semi structured interviews and key informant interviews of Plan and partner staff at various organisational levels as well as field visits and discussions with CBOs and project beneficiaries. The findings are of a general nature and to some degree dependent on the sites visited and people met as a full depth analysis of CCCD would require more time than the weeklong visit to Bangladesh allowed for.

1.1.2. Plan Bangladesh

Plan Bangladesh has been piloting CCCD in 1998 and 1999 and has adopted CCCD as the key approach in its programmes. Child Centred Community Development is defined as

'a rights based approach in which children, families and communities are active and leading participants in their own development. It enhances their capacity and opportunity to work together with others to address structural causes and consequences of child poverty at all levels'.

Four operational programs have been identified by Plan Bangladesh to meet its strategic objective and country goal in line with the Country Strategic Plan: Enabling Environment Program; Community Learning Programme; Community Health Programme, and; Family Economic Security Programme.

On Plan Bangladesh and CCCD

1.1.3. CCCD Constitutes a Paradigm Shift

Prior to the 1998/99 CCCD pilot programme Plan Bangladesh used to be a service oriented organisation working in almost complete isolation of other NGOs and local government.

Fundamental in the successful adoption of CCCD as its operational approach have been a number of factors including a change in mindset at all organisational levels, effective organisational learning, strong commitment of staff and openness to try and adopt new ideas and methodologies, good human resource management and a change in organisational culture. A key factor has been visionary leadership by senior management.

1.1.4. CCCD Requires Organisational Change

It is evident that CCCD has been operationalised in Bangladesh based on the old institutional and logistical framework which was geared towards individual child sponsorship.

The adoption of CCCD demands a more flexible approach coupled with the need for scaling up of activities. This may require a review of Plan's organisational structure in terms of internal systems as well as organisational hardware and infrastructure.

- There is a need for Plan-Bangladesh to seriously reflect on its future role and direction in Bangladesh. This no doubt will have major consequences for the organisation.

1.1.5. Perception of CCCD

There is a good understanding of what CCCD stands for at all organisational levels within Plan Bangladesh. The NGO and government partners visited as part of the assessment demonstrated a good understanding of CCCD as well. Understanding about CCCD by the CBOs (Community Development Fora/Committees) is excellent and good amongst the wider community, both from a theoretical perspective and in terms of its practical relevance.

Child rights and child participation are seen as crucial elements of CCCD by all stakeholders.

1.1.6. Operationalising CCCD

The CCCD approach promoted by Plan has been well received by Plan's partner agencies as well as the beneficiaries as visited during the country study.. Major changes have taken place and it is evident that CCCD has played an important role in most of these.

1.1.7. Results of CCCD

Results of CCCD have been very encouraging in both urban and rural programme units and include increased awareness of child rights and issues amongst various stakeholders, active participation of children in the design and implementation of programmes, enhanced leadership qualities and capacity of CBOs and stronger linkages between CBOs at one hand and NGOs and local government at the other hand.

On Enablers and Disablers of CCCD

1.1.8. Enablers and Disablers

Important enablers for the operationalisation of CCCD were identified at conceptual, methodological and operational level.

CCCD offers a flexible approach to programme to local context and, as a holistic approach, reflects the daily life experience of communities resulting in a wide range of interventions on the ground. Observing quality standards is an issue though.

- The challenge for Plan Bangladesh is to build in an accountability mechanism to make sure interventions adhere to national as well as international quality standards (including technical standards).

CCCD is piloted in Bangladesh and the organisation has developed appropriate training modules and resource materials.

- Plan-Bangladesh has good experience with CCCD and has developed well tested resource materials making Plan-Bangladesh well placed to support/advise other Plan countries on the CCCD approach and how to put this into practise.
- Lessons learned and best practise are being captured though it is felt that this to be done in far more systematic way and to make it accessible to other agencies both in Bangladesh as well as to the wider Plan family.

An important disabler is that various organisations are operational at local level and implement projects predominantly by subcontracting local NGOs for direct service delivery.

- Plan should consider broadening up their sensitisation on CCCD by including non-partner organisations (sharing good practise and lessons learned being an essential element).

At operational level a number of disablers present Plan with serious challenges which should be addressed.

- Plan's logistical set-up still reflects old style service delivery (heavy investment in terms of support buildings/offices) making cost-effectiveness and the issue of appropriateness important issues for organisational reflection.
- With CCCD the new paradigm it requires creativity and innovations to redesign Plan's 'product' (Plan continues struggling to meet on concrete 'old-style' child sponsorship expectations).
- Plan could much better exploit opportunities to tap into institutional donor funding which demands a change regarding Plan's role and a strategic repositioning of child donor support structures.
- Plan staff was found to be somewhat inward looking with little exposure and knowledge regarding child development work being practised by organisations such as Oxfam and the Save the Children Alliance.

A key disabler over which Plan Bangladesh is having little control is continuity of government policy and related practise as with government change policies may be changed overnight.

- Plan should more strongly build on national as well as international conventions and treaties to which the Bangladeshi government is a signatory. This to promote continuity of policy and practise beyond short-term political agendas and aspirations.

Some traditionalist donors are not ready to invest in community mobilisation and capacity building as a prerequisite for sustainable child centred community development. Interestingly some of Plan's partner agencies are successful in winning donor grants by capitalising on the CCCD approach.

- Plan need to present itself better to the donor community as an organisation strong on community mobilisation and capacity building in delivering sustainable child oriented community development initiatives.

Using the disabler-enabler matrix (see page 4-3) to generate further discussion a number of pertinent issues were drawn out which were validated as part of the field visits and interviews with stakeholders.

1.1.9. Plan Bangladesh has Gained Valuable Experience with CCCD and Demonstrated Results

It is clear that Plan Bangladesh in putting CCCD to practise has gained valuable experience on all major aspects of CCCD and has demonstrated encouraging results.

1.1.10. Sustainability of Behavioural Change Not Taken for Granted

During the assessment it more than once was claimed that CCCD has resulted in behavioural change in a number of programme areas. However it is know that for genuine behavioural change to take place needs a concerted effort.

- Plan is advised to develop appropriate indicators to establish the degree to which behavioural change takes place and why (e.g. by developing contextualised Knowledge/Attitude/Practise assessments).

1.1.11. Communities: Harmonious Entities or Conflict Ridden?

In discussions with Plan staff it was striking to note that communities were perceived as rather harmonious entities. In most communities strong individual or group category agendas exist reflected by control and power structures that are often not easy to distinguish.

- There is thus a need for the application of instruments like power analysis for a more critical view at the community as entity of work. Insight in processes that engender marginalisation and poverty and the role power and control structures protecting the interests of the elite may well be at the root of poverty and marginalisation (and are core to a rights based approach to child development).

1.1.12. Inclusion of the Marginalised and Discriminated Against

Though CBOs demonstrated a pro-poor focus active participation and inclusion of the poorest and most vulnerable household in CCCD is a serious challenge. There is a shared concern across the organisation that this issue needs to be addressed.

1.1.13. Need to Seek Stronger Engagement with the Government and Strengthen their capacity as a Duty-Bearer

Though Plan Bangladesh is engaging with local government structures there is a recognised need for strengthening the capacity of the government as a duty bearer and means of scaling up CCCD.

1.1.14. Lack of Appropriate PM&E System has Jeopardised Institutional Learning

Representing a paradigm shift in thinking, with far reaching conceptual, methodological and operational consequences, the lack of a corporate system to monitor CCCD progress and evaluate impact in individual country programmes such as in Plan Bangladesh, and across the wider organisation, has hampered organisational learning as well as proper documentation of good practise and lessons learned.

PALS is recently introduced to redress this issue but to date little experience has been gained with the system.

1.1.15. Child Sponsorship

With the introduction of CCCD child sponsorship has positively changed from direct resource transfers aimed at individual children towards a more inclusive and community based approach. With child sponsorship still of fundamental importance to Plan Bangladesh new sponsorship initiatives and approaches are being developed by Plan-Bangladesh with the involvement of Plan-RO (focusing on group based funding strategies).

1.1.16. Need for Scaling Up

One of the key challenges for Plan-Bangladesh, one not readily being identified by Plan staff, is the need for scaling up. Having modeled successful CCCD pilots in its traditional areas of operation the task is now to see these models adopted in government policy and promoted in terms of NGO and government practice.

- With Plan having developed tested CCCD models and the importance and practical value of this increasingly being realised by other national and international actors there is opportunity to attract grant funding for scaling up the models and inform practical CCCD work.

1.1.17. Sustainability of the Approach

As part of the CCCD approach Plan and its partners have focused on strengthening the capacity of CBOs which is believed central to the sustainability of the CCCD approach. The longer term sustainability of the CBOs (Community Development Fora or Committees) should not be taken for granted and Plan should address this issue.

On CCCD as a Rights Based Approach

Plan Bangladesh has gained significant experience and valuable insights in the most salient elements of CCCD. This provides a very good starting point to work on 'CCCD-2009' which puts emphasize to CCCD as a rights based approach.

Plan International's recent Programme Framework and Programme Effectiveness Framework underline the importance of CCCD as a rights based approach providing the opportunity and momentum for Plan Bangladesh to strengthen CCCD as a Rights Based Approach.

The recent introduction of PALS underlines the importance of a child rights situational assessment covering multiple levels and actors/stakeholders which is of fundamental importance to inform and direct CCCD in Bangladesh as rights based approach.

On Partners and Partnering Policy

Plan has engaged with a variety of partners ranging from small local NGOs for direct project implementation to more long-term strategic partnerships with established national

NGOs or NGOs having the interest and potential to mature in the area of CCCD. This has resulted in the adoption of CCCD by some of its strategic partners. Increased awareness on child rights and the importance of child participation in the development arena has resulted in several partner NGO developing child-sensitive operational guidelines and child protection policies.

Recommendation:

- There is a need for Plan Bangladesh to develop an elaborate partnership policy distinguishing between operational partnerships, strategic alliances and networks in furthering the CCCD for which there is undoubtedly a need in Bangladesh.

Prior to the 1998/99 CCCD pilot in Bangladesh Plan-Bangladesh did not structurally engage with neither NGO nor government partners. The assessment found that Plan has made major progress in establishing partnerships with both NGOs and local government proving that CCCD has the ability to foster meaningful relationships between rights holders and duty bearers. Plan has been instrumental in the adoption of Universal Birth Registration, Community Led Total Sanitation, Early Childhood Development and Community Clinics in Bangladesh official government policy.

However, in light of earlier assessment reports (e.g. by Alan Fowler in 2003) there remains a concern with regard to Plan's involvement with government stakeholders.

Recommendation:

- Plan should strengthen and expand its engagement with local government authorities to strengthen their performance as duty bearers.

Plan has developed good child oriented resource materials, which have been tested in various settings in Bangladesh. This is a highly valuable resource which given some further attention can be further utilised in promoting child centred community development beyond Plan's current set of direct partners.

Annex 2 - Executive Summary Kenya Study

1. Introduction

The validation study for Kenya, a part of the strategic formative evaluation on CCCD, was carried out August 16-23, 2009. This validation study aimed at bringing practical examples of CCCD and compare these with the findings of the desk study.

This executive summary covers the main findings and recommendations of the validation study in Kenya. Detailed findings and recommendations are described in the main report.

2. Understanding of CCCD in Kenya

Child centredness stood central in all programmes undertaken by Plan Kenya. Plan Kenya is in the process to transform the organization from a service delivery development organization towards a right based organization. This will take some time and staff considered the organization in transition. Some of the staff considered CCCD mainly as a framework to involve children (participation) and others were focusing on CCCD as an approach to work on empowerment of the children and the community.

There are a couple of reasons why CCCD in Kenya still is in the process of being integrated:

- CCCD is launched in 2003 as a framework without any other support material, it was open for any interpretation
- New staff has not been schooled in CCCD (there was a high turn-over in staff in 2006 and 2008 due to budget cuts)
- Staff is very committed towards improving the situation of children and might meet circumstances that they feel obliged to address immediate needs (service delivery instead of using a rights based approach). In addition also communities requested assistance with addressing their needs

Findings:

CCCD is viewed by the majority of the staff , partners and community as a useful approach to development. Interpretation of CCCD was very varied, child centredness was seen by the community (supported by funds from sponsorship children) that interventions should be aimed at child and not as much that children were participating in the process of development.

Recommendations:

1. Capacity building for staff on what the CCCD approach means for development
2. Awareness campaigns for community based organization and communities on CCCD and its relevance for development.

3. CCCD in practice

Efforts have taken place in Plan Kenya to integrate CCCD in their activities. In 2006 new CPOs had to be developed which gave a boost to incorporate the CCCD framework. To what extent this has been done and how it worked out in practice shows a huge variety. Some of the CPOs are still aiming at the delivery of services, other CPOs were able to make an analysis of the situation with the participation of the community with a good representation of women and children from a right-based perspective and planning their activities accordingly.

Factors as being favourable or hindering the full integration of CCCD were identified by Plan Kenya staff as follows:

Plan internal	
<ul style="list-style-type: none"> - training of staff in 2005 in CCCD - devolution of mandate and responsibilities closer to the field (from CO to DA) - review of CPO in 2006, CCCD used as a guiding framework - increase of grant funded projects based on CCCD approach - new staff recruited with new ideas - sponsor money available to address some of the needs of the community - sharing of experiences with CCCD plan-wide 	<ul style="list-style-type: none"> - the devolution of powers was seen by CO staff as a hindering factor for the adoption of CCCD - budget cuts in 2006/2008 affected the relationship with the community - high turn-over of technical staff - no training on CCCD for new staff - lack of leadership on CCCD - depending on sponsor funded projects
Favorable to CCCD	Unfavorable to CCCD
<ul style="list-style-type: none"> - after signing by GoK the children's act it was easier to discuss child rights with Government - devolution of powers by GoK, availability of funds at district level - GoK is willing to partner with communities 	<ul style="list-style-type: none"> - children are overburdened in schools, less opportunities to interact with school children on CCCD - attitude of the community, community prefers service delivery - cultural practices-participation of children, youth and women is not favoured - climatic changes require an immediate response (food aid, seeds etc.) - hardship due to poverty-communities are surviving and do not have time/energy to put into development - conflicting approaches by other NGOs- they work on a needs-based agenda.
Plan external	

For embedding of CCCD in all development activities it will be crucial for Plan Kenya to look into the possible friction between staff of CO and staff at the programme unit. For a

solid embedding of CCCD in Plan Kenya it will be crucial to create and strengthen leadership on CCCD together with capacity building of staff and of the community on CCCD.

Findings

The drafting of new CPOs (2006-2010) offered a good opportunity to work with the CCCD framework.

Bringing the “powers” closer to the field resulted in the adoption of CCCD by field staff.

The need for an enabling environment (political, administrative) is crucial for the acceptance of CCCD by all stakeholders.

Recommendations:

3. to encourage the creation of leadership on CCCD within Plan Kenya like has been done in Plan Bangladesh
4. practical training on CCCD for new staff
5. to address the (possible) friction between CO and DA staff on CCCD

4. Partnerships

Partnership forms an important part of CCCD. In this study I have been looking at some of the partnerships Plan Kenya is involved. In the Framework of Partnerships (Plan; 2003) a partnership is defined if there is a strong collaboration implied. Other forms of collaboration are described as “strategic alliances”, “contracts”, “joint ventures” or “networks”. The two partners visited expressed their appreciation on how Plan Kenya operated in their partnership. Partners held a similar view on the approach for development (CCCD) and were involved in the planning, and implementation of the activities based on their complementarities. In both cases a memo of understanding was signed making explicit the roles and responsibilities of Plan Kenya on one side and the partner on the other side.

The ground rules for partnerships with the community (CBOs) were less clear. It seemed that the CBO was more seen as a delivery agent (assisting in building classrooms, water and sanitation for schools etc.) for the community than as a development partner of Plan.

Findings:

Partnerships established around a common aim where both parties have a saying in the planning and implementation and building on each strengths were working to satisfaction of both parties (Plan Kenya and a NGO).

Partnerships at community level with the CBOs were less strong in the sense of “real” partnership. It looked like the CBO was more a delivery agent instead of being a partner in development.

Recommendations:

6. to develop a framework on the establishment of partnerships with the community based on equality.
7. to strengthen CBOs to play their role as partners in development.

Findings:

The drafting of new CPOs (2006-2010) offered a good opportunity to work with the CCCD framework.

Bringing the “powers” closer to the field resulted in the adoption of CCCD by field staff
The need for an enabling environment (political, administrative) is crucial for the acceptance of CCCD by all stakeholders.

Recommendations:

6. to encourage the creation of leadership on CCCD within Plan Kenya like has been done in Plan Bangladesh
7. practical training on CCCD for new staff
8. to address the (possible) friction between CO and DA staff on CCCD

Annex 3

Child Centred Community Development (CCCD) as an approach to realize Child Rights and strengthen Civil Society

TERMS OF REFERENCE

Strategic Evaluation Study on CCCD Phase I

1. Introduction

Plan is an international non-governmental organization (NGO) focused on addressing the causes and mitigating the consequences of child poverty. Its vision is of a world in which all children realise their full potential in societies that respect people's rights and dignities. Plan's work, across 46 country programs, is directed towards the realisation of the United Nations (UN) Convention on the Rights of the Child and the eight Millennium Development Goals, as well as national poverty reduction strategies. In particular, Plan programs operate under the four rights pillars of the CRC: survival, protection, development and participation.

Plan Nederland, part of the international organization, shares a common identity with Plan International; an international child-centred development organization free from political and religious agendas. Plan Nederland develops and supports programmes in the child rights, child protection, education, health, water and sanitation, and livelihood domain. The technical expertise it has developed over the years is used to support Plan Nederland's implementing partners in communities through the exchange of best practices and lessons learned.

In 2003 Plan International's Board formally adopted the **Child Centred Community Development (CCCD)** approach as a way to achieve its vision and since then all Plan offices have taken steps to apply this approach. It is a rights based approach in which children, families and communities are active and leading participants in their own development. It enhances their capacity and opportunity to work together with others to address structural causes and consequences of child poverty at all levels (see Annex 1).

The CCCD approach was developed to reflect the understanding that:

- Children and their development must be understood and promoted within the context of their communities;
- For children now and in the future, community is not only local but also global;
- Efficient and effective community development that will transform the lives and opportunities of children, their families and their communities can only be achieved

through an integrated approach that recognises the complex systems that continue to keep millions of children living in poverty.

With the adoption of Child Centred Community Development as a rights-based approach, Plan assumes the role of facilitator of development processes. To this effect Plan is working with different types of partners and stakeholders at different levels, comprising of:

- **Rights holders** - Because of Plan's mandate, first and foremost Plan's focus is on children and youth as rights holders. At the same time, however, Plan works with adults and communities to facilitate processes through which they can exercise their rights as citizens, as this will have a direct impact on the fulfilment of children's rights.
- **Duty bearers** - Plan recognises that there are different duty bearers at different levels who have an impact on the fulfilment of the Rights of the Child and other Human Rights. These include parents and carers, communities, government at different levels (from service providers, managers to politicians) and the international community. To ensure the fulfilment of children's rights, working with these different groups of duty bearers at different levels is essential.
- **Civil society organisations** - Apart from working directly with rights holders and different groups of duty bearers, Plan puts much emphasis on its works with a wide range of civil society organisations (CSO).²⁹ Jointly CSOs play a pivotal role in the democratic process in society, in particular in the promotion of accountability of duty bearer vis-à-vis rights holders. CSOs can voice the interest of citizens as rights holders, lobby and advocate on behalf of citizens thereby addressing injustice and violations of rights. CSOs often provide a platform or democratic space for dialogue between rights holders and duty bearers. Plan considers its work with these CSOs essential in ensuring a lasting fulfilment of the Rights of the Child and other human rights.

2. Intended purpose and objectives of the study

2.1. The purpose of the study:

CCCD is unique for Plan. Although the approach is being put in practice since 2003 consensus within the organisation regarding its meaning and functionality is not optimal. Therefore, there is need to carry out an independent formative evaluation to get systematic insight in particularly the preconditions for proper functionality of CCCD and strengthen common understanding. A study could also reveal important information as to the further development of CCCD and produce evidence for Plan as an effective child centred development organization working from a rights based perspective³⁰.

The strategic formative evaluation of Plan's CCCD will provide insight in the following:

- The understanding of CCCD in Plan
- Field- and/or institutional conditions that favour the implementation of CCCD;

²⁹ CSOs include registered charities, development and environmental non-governmental organizations, community-based organisations, faith-based organizations, professional associations, trade unions, self-help groups, social movements, business associations, academic institutions, coalitions and interest groups

³⁰ Plan's experiences with the model so far indicate particular functionality at sub-national levels, particularly the community level.

- Field- and/or institutional conditions that obstruct the implementation of CCCD;
- Ways of improving CCCD as an approach to development
- Capacity development needs for CCCD implementation

2.2. *The study shall have the following objectives:*

The study will be a formative evaluation in view of strengthening the CCCD approach. It's main objectives are:

- To bring together scattered knowledge about CCCD at different levels of the organisation
- To compile a strong but realistic picture of CCCD as a unique approach to development
- To identify CCCD capacity issues in Plan, organisational and individual
- Learning for further development of CCCD
- To support the NLNO MFS II application for funding (track record component)

3. Scope of the study and methodology

3.1. *Scope*

The complete anticipated evaluation trajectory will consist of two phases. **This ToR pertains to Phase I only.**

Phase I, as per **this ToR**, will consist of:

- Literature study
- Consultations of CCCD champions at different organisational levels
 - IH
 - NLNO (possibly other NO's)
 - RO
 - CO and partners
- Field validation of findings: use of NLNO supported programmes (2003-2009) in two countries³¹
- Reporting Phase I

Phase I will feed into phase II.

Phase II, **ex-this ToR**, will consist of

- International workshop around findings of phase I
- PI comprehensive evaluation of CCCD (postponed)
- Reporting Phase II

3.2. *Methodology*

Research methodologies for phase I will comprise:

- Literature Review
- Consultation of IH and NLNO staff (visits)
- Consultation of CCCD champions in programme regions and –countries, possibly including partnerrepresentatives (telephone interviews)

³¹ Between 2003 and 2009 Plan Netherlands has worked in the following thematic area's: child rights and child protection, health and HIV, education, livelihood, water and sanitation.

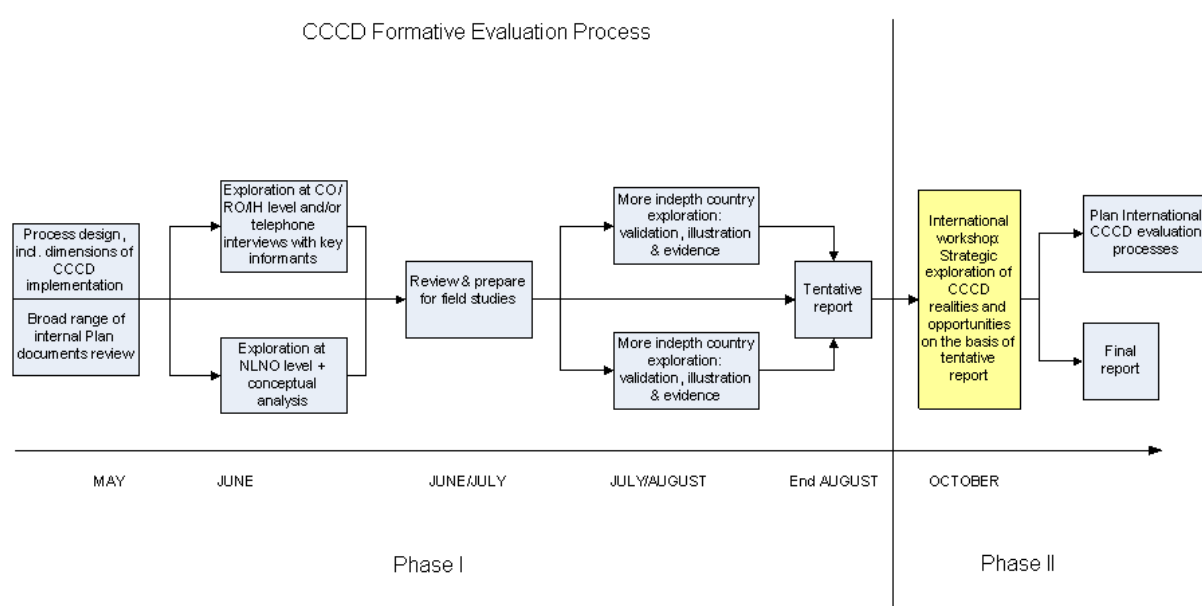
- Field visits for validation of findings (two NLNO programme countries)

3.3. Language of the study:

English.

4. Indicative timeline and deliverables

An indicative work plan for finalizing the study is outlined in the below schedule:



WI agrees to provide the following services within the Framework Agreement IF2009A to Plan Nederland.

Services	Days
Step 1: Evaluation plan; also: get all evaluation team members on the same page	2 days
Step 2a: Visit Plan IH office; visit Plan NL office (two-hour meeting with group of key staff as well as further discussions with selected staff). Purpose a.o. to establish accurate understanding about CCCD.	4 days
Step 2b: Literature review (incl. documentation). Partly done before meeting in Woking and Amsterdam.	12 days
Step 2c: Targeted telephone interviews (incl. documentation)	5 days
Step 3: Develop field study plan and connect with host countries	4 days
Step 4: Two short field studies (effectively 2 x 1 week on location)	24 days (incl. reporting)
Step 5: Synthesis and tentative report (involving several team members to ensure rich report)	12 days
Step 6: Final report based on feedback from Plan NL (several team members to participate in workshop)	6 days (incl. feedback workshop)
	Total: 69 days

5. Contract duration

5.1 Provisional period of the contract:

15th May 2009 – 1st September 2009 (Phase I in diagram above)

6. Evaluation team

Coordination: Marianne van Dorp
Seerp Wigboldus
Rest of team: Herman Brouwer
Fannie de Boer
Jim Woodhill
Gerrit-Jan van Uffelen

7. Payment

As per conditions spelled out in Framework Agreement IF2009A

8. Support from Plan Nederland

8.1 The contracting authority, Plan Nederland, will provide support to the consultants by providing relevant project's documentation and reports and liaising with Plan country offices and project's partners on behalf of the consultants.

8.2 For further information concerning this ToR, please contact Mr. Jan Til, the Monitoring and Evaluation advisor (Plan Nederland) at (+31) 20.54.95.363 or email at jan.til@plannederland.nl

9. Child protection policy

With due respect to the child protection policy of Plan Nederland (in Annex 2), the consultant shall manage any confidential and sensitive information with care.

Annex 4: Plan's theory of change of Child-Centred Community Development

NB: The following text has been extracted from Plan's Programme Framework, and rearranged in order to illustrate that the theory of change in this Framework could form a basis for further development of an strategic accountability framework.

The Challenge Plan sees:

Children and youth's participation in decisions that affect their lives is limited or non-existent, due in part to the lack of adult understanding of the added value of children and young people's views. Children and youth have restricted access to formal or informal channels for participation. As a result their capacities, skills and confidence are not nurtured and many feel alienated from the State. Issues affecting children and youth remain poorly reflected in local development planning and government service delivery.

The first two years of life are the most critical in children's development and determine the cognitive, physical social and emotional potential of children. Future child well-being and productive participation in life finds its foundations in these early years. Insufficient child health, nutrition provision and poor stimulation can have severe consequences. But even child survival is not guaranteed: millions of children under the age of five die each year and maternal mortality continues to be high. Public health facilities and services available to the poor are under-resourced, of poor quality, inadequate or non-existent.

The link between quality education and children realising their full potential is well established. Education which is poor quality in terms of environment, curriculum and teaching is a problem affecting many children and youth. Unfortunately a lot of children, particularly girls, are denied access to quality education or vocational training.

Access to safe drinking water and hygienic sanitation are vital for the survival and development of children and youth. In spite of decades of effort, nearly a billion people still lack access to potable water, and many more lack access to sanitation. Safe, reliable, potable water supplies and improved environmental sanitation services are vital for healthy development of children. Without them, millions of children are at risk of disease and death. When access to water is difficult or schools are without toilets, many children (especially girls) face increased burdens on their time and risks to their safety and education.

Poor households which lack sufficient resources to meet basic needs such as food, water, shelter or education put children at risk. When already vulnerable households experience 'shocks' – sudden price fluctuations, natural disasters, illness, or death – it causes further setbacks and exacerbates risks for children. Struggling for economic security, households and individuals may be forced to deploy strategies that have negative implications for children, like involvement in hazardous work. With limited opportunities available to the one billion youth entering adulthood, special emphasis is necessary to support the transition from school into productive livelihoods.

The problems of sexual and reproductive health of children and youth, such as teenage pregnancy and HIV infection, are a consequence of the non-realization of sexual and reproductive rights, including the right to exercise a healthy and safe sexuality. 33 million

people live with HIV. There are 2.5 million new cases every year, with almost half of these affecting those under the age of 25 who contracted HIV through unprotected sexual intercourse. The unequal distribution of power of boys and men over girls and women and entrenched beliefs about sexuality are major factors driving the spread of HIV. Around the world, the stigmatization of children living with, or affected by, HIV undermines their basic rights.

Physical and psychological violence against children and youth is a fundamental breach of human rights and prevents children from reaching their full potential. This includes child abuse and gender-based violence as well as trafficking, working in hazardous conditions, bullying and corporal punishment. Violence is a complex and deep-rooted problem; comprehensive strategies with a wide range of actors, including children themselves, are needed to tackle it.

Disasters and conflict-induced emergencies have increased in recent decades, adversely affecting the lives of millions of children and young people and compromising their rights. Already strained support mechanisms are being overwhelmed, and poor people are more likely to die in such circumstances. This increased vulnerability is often a reflection of living in marginal conditions where their rights are not recognised. The increasing fragility of environments also affects the rights of future generations.

The approach underpinning Plan's efforts in making a difference

First of all, Plan has a set of organisational values which guide our programme approach and practice:

- We will strive to always act in the best interests of the child.
- We respect child rights and human rights and we believe in everyone's innate and inalienable dignity as human beings regardless of age, gender, race, ethnicity, religion, class, or disability.
- We are ethical, honest, transparent, and place a high value on integrity.
- We create the conditions in our work, in our activities and in our organisation for personal empowerment, especially of children and the most marginalised.
- We acknowledge that we cannot solve problems of poverty alone but only through teamwork and mutual partnerships.
- We are accountable to all of our stakeholders in communication, finances, performance measures, and results and strive for effectiveness, sustainability, and efficiency in everything we do. We adhere to recognised international standards.
- We strive for continuous learning and improvement. We listen to new ideas and encourage entrepreneurial activities, innovation, creativity, and change.

Secondly, Plan's understanding of how the failure to protect and ensure child rights perpetuates child poverty underpins all our programming. We recognise that there are a number of key dimensions of a child rights approach to addressing child poverty that can make our work effective and sustainable:

- A rights-based approach should empower children and youth to know, enjoy, exercise and claim their rights.
- A focus on working with rights-holders (those who hold rights) and duty-bearers (those who are responsible for fulfilling rights) to address root causes of poverty and inequality helps to secure the 'progressive realisation' of all rights.

- International human rights instruments help us analyse the different dimensions of child poverty.
- Organisations like Plan should address child rights at multiple levels: community, district, national, regional and international.
- The principle of non-discrimination draws attention to children more likely to be excluded, and ensures that we make special efforts to include all children.
- Gaps as well as violations of children's rights are revealed, alerting organisations like Plan to issues that are putting children at risk – and allowing for preventive actions before situations deteriorate further.
- The recognition that children and youth can actively contribute to society enables us to focus on their empowerment – so that they can have a voice in decisions which affect them.
- Working on child rights with a wide range of Civil Society Organisations (CSOs) allows us to enhance the collective voice of excluded groups, to promote and support accountability mechanisms for better governance and a more responsive State.

Discrimination and social exclusion have many different dimensions: gender, ethnicity, religion, disability, caste, sexuality, health status and a range of other identities. These can all affect the ways in which individuals, including children, participate in, and are allowed to participate in, society. Discrimination can be compounded: a disabled girl from a low caste family for example may suffer extreme levels of exclusion and the denial of rights. In particular, gender remains one of the main causes of poverty and exclusion, since the relatively lower social status of women and girls in many societies results in differential access to power and resources. Because of the interconnected nature of children's rights and those of women, a development approach which combines gender and child rights perspectives is more likely to be effective in breaking the intergenerational cycles of poverty.

Thirdly, for Plan, our understanding of, and engagement with, national strategies and plans (e.g. UN Convention on the Rights of the Child Millennium Development Goals (MDGs) and National development plans such as Poverty Reduction Papers) and their delivery is critical. Plan is a major global development actor: we have the responsibility to play a key role in this new agenda. Plan focuses its work at all the different dimensions of the development process: to support governments to deliver on their obligations, to advocate for a child focus within strategy and planning, and to act as part of the global.

Finally, in an increasingly complex world, the lives of children and young people are being shaped by global, national and local trends, shifts and circumstances. It is this demanding and fluid global context that challenges Plan: to mobilise all of its financial, institutional and human resources, to build on its many years of experience and knowledge, and to shape all this into a programmatic approach that will support, advocate, deliver and report on, the realisation of rights for children.

In practical terms this leads Plan to operate from a programme approach known as Child Centred Community Development. CCCD is Plan's rights-based approach in which children, families and communities are active and leading participants in their own development. It enhances their capacity and opportunity to work together with others to address structural causes and consequences of child poverty at all levels. There are very few child development and rights issues that can be addressed by a single-programme activity. All Plan's programmes need to take an integrated approach, since complex and interconnected development issues generally require multi-dimensional programmatic

responses in order to be effective. Similarly, offices need to look to the multiple stakeholders involved in the development context to ensure that programmes work with all players to generate maximum effectiveness on the ground. Plan must work with all relevant rights-holders, duty-bearers, civil society and private sector to apply the approaches and strategies of CCCD, to help achieve our global vision of all children realising their potential.

The common thread running through all these varied options is that programmatic priorities should contribute to the long-term realization of child rights, and the CCCD approach should be followed to achieve these results. This means that our Country Strategic Plans – their preparation, analysis, review and critique – should be rigorous in locating themselves within a CCCD approach. In line with the CCCD approach outlined within the Programme Framework, Plan will work at multiple levels. The design, scope, phasing, partnerships and resources employed at each level will be informed by both the Situational Analysis and the strategic plans of our global organisation.

The difference Plan wants to make/contribute to:

Goal 1: Children and youth realise their rights to participate as citizens.

Strategy:

To pursue this goal, Plan will strengthen child and youth participation and engagement to help build citizenship and democracy. We will support efforts that build and strengthen the capacity of children and youth to demand and realise their rights from the State. We will support leadership development and assist children and youth to achieve their potential by involving them as part of civil society in issues of policy, budget allocations, development activities and accountability mechanisms.

If we indeed make a difference, we expect to see situations change along the following lines:

Goal 2: Children and youth will realise their right to a healthy life.

Strategy:

To pursue this goal, Plan supports a range of efforts that reduce child and maternal mortality, increase child survival, and support the holistic healthy development of children to adulthood. Programmes will include preventing and combating specific avoidable childhood illnesses and diseases, promoting early stimulation and good nutrition, as well as strengthening support for parents and care-givers. Plan will also promote and support protective and nurturing environments for young children through integrated Early Childhood Care and Development (ECCD), improving access to quality primary health care and social and educational services for children and youth. Cognitive, physical, social and emotional development will be achieved through education, sports, recreation, and cultural and artistic activities.

If we indeed make a difference, we expect to see situations change along the following lines:

Goal 3: Children and youth will realise their right to education.

Strategy:

To pursue this goal, Plan supports a range of efforts that give accessible learning opportunities for children and youth. These include early years learning and stimulation and quality learning in primary and secondary schools as well as alternative and reintegration programmes to reach out-of-school children. It also includes learning through appropriate technical and vocational education and training, and opportunities to tertiary education. To achieve quality education, Plan promotes the development of safe, healthy and child-friendly learning environments where children and youth learn through active approaches, Plan also facilitates the empowerment of children and communities for quality participation in school governance.

If we indeed make a difference, we expect to see situations change along the following lines:

Goal 4: Children and youth have the right to reliable and affordable safe drinking water, hygienic sanitation, and to live in a clean environment.

Strategy:

To pursue this goal, Plan supports community- and school-led efforts for improved and sustainable access to adequate supplies of potable water, as well as basic and improved environmental sanitation in the home, within the community and at school. Plan seeks to improve hygiene practices, promote clean and safe environments, and increase the multiple use of water in domestic and productive ways.

If we indeed make a difference, we expect to see situations change along the following lines:

Goal 5: Children and youth will enjoy their right to an adequate standard of living.

Strategy:

To pursue this goal, Plan supports activities that help families to build income and assets, and develop resiliency to withstand economic shocks or disasters. Plan facilitates access to appropriate sustainable financial services, as well as supporting children and youth to gain the knowledge and skills for sustainable livelihoods and wealth creation to break the cycle of poverty. Plan will facilitate access to economic opportunities and tools to reduce risk and cope with shocks.

A special emphasis is placed on engaging children and youth (especially girls) to break the cycle of poverty and promote wealth creation. This includes engagement in activities leading to, and preparing for, sustainable livelihoods including building the knowledge and skills needed to make informed livelihood choices and support for the successful transition from school to work.

If we indeed make a difference, we expect to see situations change along the following lines:

Goal 6: Children and youth will realise their rights to sexual and reproductive health and be protected in a world with HIV.

Strategy:

To pursue this goal, Plan will support quality reproductive and sexual health services for youth. Plan will also contribute to more effective policies and actions to promote, fulfill and protect the rights of children living in a world with HIV by focusing on children rather than on the virus or on the epidemic. This will be done by addressing the rights of children to protection from HIV; the rights of children to live with their family; the rights of families affected by HIV to social protection; and the rights of children affected by HIV to care and support.

If we indeed make a difference, we expect to see situations change along the following lines:

Goal 7: Children and youth will realise their right to protection from all forms of violence.

Strategy:

To pursue this goal, Plan will support prevention and mitigation efforts to protect children from all forms of physical and mental violence, injury and abuse, neglect or negligent treatment, maltreatment and exploitation, including sexual abuse in the home, at school, in the community and in emergencies. We will encourage and actively enhance the participation of children and youth in their own protection. We will build child protection into all our programmes and advocate for child protection throughout statutory and customary law. We will lead by example and ensure Plan staff and partners understand the need for prevention against violence, the importance of child protection and have rigorous child protection procedures in place.

If we indeed make a difference, we expect to see situations change along the following lines:

Goal 8: Children and youth will realise their right to be protected in emergency situations.

Strategy:

To pursue this goal, Plan works to strengthen the resilience of children and youth to cope with emergencies. When Plan responds to emergencies, it will work with government, agencies and civil society to ensure appropriate responses that address all aspects of child protection. Plan will work on preventing and minimising the impact of emergencies

through integrating disaster risk reduction, good governance, environmental sustainability and conflict resolution into our longer-term development programmes.

If we indeed make a difference, we expect to see situations change along the following lines:

Strategic M&E

Plan's organisational values:

- We will strive to always act in the best interests of the child.
What type of evidence would support the fact that you are indeed doing so?

- We respect child rights and human rights and we believe in everyone's innate and inalienable dignity as human beings regardless of age, gender, race, ethnicity, religion, class, or disability.
What type of evidence would support the fact that you are indeed doing so?

- We are ethical, honest, transparent, and place a high value on integrity.
What type of evidence would support the fact that you are indeed doing so?

- We create the conditions in our work, in our activities and in our organisation for personal empowerment, especially of children and the most marginalised.
What type of evidence would support the fact that you are indeed doing so?

- We acknowledge that we cannot solve problems of poverty alone but only through teamwork and mutual partnerships.
What type of evidence would support the fact that you are indeed doing so?

- We are accountable to all of our stakeholders in communication, finances, performance measures, and results and strive for effectiveness, sustainability, and efficiency in everything we do. We adhere to recognized international standards.
What type of evidence would support the fact that you are indeed doing so?

- We strive for continuous learning and improvement. We listen to new ideas and encourage entrepreneurial activities, innovation, creativity, and change.
What type of evidence would support the fact that you are indeed doing so?

Rights-based programming:

- A rights-based approach should empower children and youth to know, enjoy, exercise and claim their rights.
What type of evidence would support the fact that you are indeed doing so?

- A focus on working with rights-holders (those who hold rights) and duty-bearers (those who are responsible for fulfilling rights) to address root causes of poverty and inequality helps to secure the 'progressive realisation' of all rights.
What type of evidence would support the fact that you are indeed doing so?

- International human rights instruments help us analyse the different dimensions of child poverty.

What type of evidence would support the fact that you are indeed doing so?

- Organisations like Plan should address child rights at multiple levels: community, district, national, regional and international.

What type of evidence would support the fact that you are indeed doing so?

- The principle of non-discrimination draws attention to children more likely to be excluded, and ensures that we make special efforts to include all children.

What type of evidence would support the fact that you are indeed doing so?

- Gaps as well as violations of children’s rights are revealed, alerting organisations like Plan to issues that are putting children at risk – and allowing for preventive actions before situations deteriorate further.

What type of evidence would support the fact that you are indeed addressing this?

- The recognition that children and youth can actively contribute to society enables us to focus on their empowerment – so that they can have a voice in decisions which affect them.

What type of evidence would support the fact that you are supporting this?

- Working on child rights with a wide range of Civil Society Organisations (CSOs) allows us to enhance the collective voice of excluded groups, to promote and support accountability mechanisms for better governance and a more responsive State.

What type of evidence would support the fact that you are indeed doing so?

Corporate goals:

Goal 1: Children and youth realise their rights to participate as citizens.

What type of evidence demonstrates that Plan made a (significant) difference?

Goal 2: Children and youth will realise their right to a healthy life.

What type of evidence demonstrates that Plan made a (significant) difference?

Goal 3: Children and youth will realise their right to education.

What type of evidence demonstrates that Plan made a (significant) difference?

Goal 4: Children and youth have the right to reliable and affordable safe drinking water, hygienic sanitation, and to live in a clean environment.

What type of evidence demonstrates that Plan made a (significant) difference?

Goal 5: Children and youth will enjoy their right to an adequate standard of living.

What type of evidence demonstrates that Plan made a (significant) difference?

Goal 6: Children and youth will realise their rights to sexual and reproductive health and be protected in a world with HIV.

What type of evidence demonstrates that Plan made a (significant) difference?

Goal 7: Children and youth will realise their right to protection from all forms of violence.

What type of evidence demonstrates that Plan made a (significant) difference?

Goal 8: Children and youth will realise their right to be protected in emergency situations.

What type of evidence demonstrates that Plan made a (significant) difference?

Annex 5 – Where does NLNO see strengths and weaknesses of CCCD implementation?

On 10 September 2009, a group of 12 NLNO staff (from diverse departments) were asked to indicate which 3 elements of CCCD were strongest, and which 3 elements were considered to be weakest. Blue dots indicate strong points; red dots indicate weak points.



