

Plan International Belgium

MID-TERM AND FINAL EVALUATION OF PLAN INTERNATIONAL BELGIUM'S 5 YEAR DGD FUNDED, MULTI-COUNTRY PROGRAMME

Final Report

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ABBREVIATIONS

ACNG	Acteurs de la Coopération Non-Gouvernementale
AEC	Alternative Espace Citoyen
AGR	Activité Génératrice de Revenu
AJEC	Association des Jeunes d'Epargne et de Crédit
AJE&C	Association des Jeunes d'Epargne et de Crédit
AME	Association des Mères d'Enfants
ANTD	Association Nigérienne pour le Traitement de la Délinquance et la prévention du crime
APE	Association des Parents d'Elèves
ARNEC	Asia-Pacific Regional Network on Early Childhood
ASO-EPT	Coalition des Associations et Syndicats en faveur de l'éducation pour tous
AVEC	Association Villageoise d'Epargne et de Crédit
AVE&C	Association Villageoises d'Epargne et de Crédit
BARD	Bureau Agriculture and Rural Development (District)
BIPI	Bienestar e Igualdad desde la Pequeña Infancia
BNO	Belgium National Organisation
BoET	Bureau of Education and Training (District)
BTH	Bachillerato Técnico Humanístico
CAD	Comité d'Aide au Développement
CBA	Community Based Approach
CBDIBA	Centre Béninois pour le Développement des Initiatives à la Base
CBO-EPT	Coalition Béninoise des Organisations pour l'Education Pour Tous
CCA	Climate Change Adaptation
CE	Consejo Educativo
CEFM	Child, Early and Forced Marriage
CESC	Consejo Educativo Social Comunitario
CCGD	Conseil Consultatif Genre et Développement
CGDES	Comité de Gestion Décentralisée des Etablissements Scolaires
CGFED	Research Centre for Gender, Family and Environment in Development
CNCD	Centre National de Coopération au Développement
CNC-CEPOS	Coordinadora Nacional Comunitaria de los Consejos Educativos de los Pueblos Originarios
CNDH	Commission Nationale des Droits Humains
COMAN	Consejo Municipal de Alimentación y Nutrición
CPS	Centre de Promotion Sociale
CSC	Community Score Card
CSC	Cadre Stratégique Commun
DGDE	Délégué Général aux Droits de l'Enfant
DGD	Direction Générale Coopération au Développement et Aide Humanitaire
DIG	Dialogue Intergénérationnel
DPC	District People Committee
DRR	Disaster Risk Reduction
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
ECE	Early Childhood Education
ECMS	Éducation à la Citoyenneté Mondiale et Solidaire
FARN	Foyer d'Apprentissage et de Réhabilitation Nutritionnelle
FEE-Dev	Femme, Enfants et Environnement Pour le Développement
FES	Federación de Estudiantes de Secundaria

FGD	Focus Group Discussion
GBV	Gender Based Violence
GE	Gobierno Estudiantil
GRS	Global Road Safety
GS	Gouvernement Scolaire
IEC	Information, Education and Communication
IFMA	Institut des Filles de Marie-Auxiliatrice/Sœurs Salésiennes de Don Bosco
KAP	Knowledge, Attitudes and Practices
L&A	Lobby and Advocacy
L&L	Live and Learn
MARD	Ministry of Agriculture and Rural Development
MCPE	Mécanismes Communautaires de Protection de l'Enfant
MoET	Ministry of Education and Training
MOLISA	Ministry of Labour, Invalids and Social Affairs
MoU	Memorandum of Understanding
MOVO	Mondiale Vorming
M&E	Monitoring and Evaluation
NTP	National Targeting Program
NTP-NRD	National Target Program on New Rural Development
OCDE	Organisation de Coopération et de Développement Economiques
OCDE	Organisation de Coopération et de Développement Economiques
ODD	Objectifs de Développement Durable
ONG	Organisation non-gouvernementale
ONG	Organización no gubernamental
OS	Objectif Spécifique
OG	Objectif Global
PESIC	Programa de Educación Secundaria Inclusiva de Calidad
PI	Plan International
PIA	Plan d'Investissement Annuel
PIB	Plan International Belgique
PIB	Plan International Bélgica
PIU	Programme Implementation Unit
POA	Plan Operativo Anual
PSP	Proyecto Socioproductivo
RNB	Revenu National Brut
SEDP	Socio-Economic Development Plan
SRHR	Sexual and Reproductive Health and Rights
S4R	School for Rights
ToC	Theory of Change
ToR	Terms of Reference
ToT	Training of the Trainers
UNI	Unidad de Nutrición Integral
UNICEF	United Nations International Children's Fund
UVCW	Union des Villes et Communes de Wallonie
VBG	Violences Basées sur le Genre
VLOR	Vlaamse Onderwijsraad
VSK	Vlaamse Scholierenkoepel
VVOB	Vlaamse Vereniging voor Ontwikkelingssamenwerking en Technische Bijstand
VWU	Vietnam Women's Union
WMF	Weyborey Ma Farhan

EXECUTIVE SUMMARY

This document presents the evaluation findings of South Research CVBA-VSO (SR) regarding the mid-term evaluation of Plan International Belgium (PIB)'s 5-year, DGD-funded, multi-country programme.

The mid-term evaluation aims to serve PIB's learning agenda on the one hand, and to meet principles regarding accountability on the other. The interventions in the five countries where the programme is implemented are assessed against some of the DAC criteria, in particular relevance, effectiveness, sustainability and gender and environment as crosscutting themes. The evaluation was carried out in 3 major phases: 1) a preparatory phase (inception phase), 2) data collection for the five country programmes (field visits), and 3) analysis and synthesis of collected data including restitution meetings and a workshop at the level of PIB (validation and reporting).

The DGD-funded multi-country programme builds on a rights-based approach and as such, its overall outcome is aligned with PIB's overall mission and vision: to advance children's rights and equality for girls. The programme focuses on two to three specific themes relevant within the respective national context of the five countries in which it is implemented (Belgium, Benin, Bolivia, Niger and Vietnam):

1. Early childhood development (Bolivia, Niger and Vietnam)
2. Child protection (Benin and Niger)
3. Inclusive quality education (Benin, Bolivia, Niger)
4. Disaster risk reduction and climate change adaptation through education (Vietnam)
5. Advocacy for the increased inclusion of children and young people's, and specifically girls', rights in education and development cooperation politics (Belgium)

For each of the countries involved in the programme, an evaluation matrix has been elaborated presenting the evaluation questions, the judgment criteria and methods that can be used to answer the different evaluation questions. Based on this, the evaluation team further developed data collection tools, presented for validation to Plan International Belgium and the country offices.

For all five programmes an executive summary is provided in the main body of this report. All five full country reports are provided in Annex. To get a quick overview of the main findings and recommendations per country programme, we invite you to read chapter 4.

Besides the evaluation questions for the five different country programmes as provided in the ToR and elaborated in the evaluation matrices, an important outcome of the discussions held during the inception phase was the identification of three additional transversal questions to provide PIB with some global lessons learned. These questions have been taken into account during each of the five evaluation visits, in addition to the questions presented in the ToR.

1. *Gender transformative – How gender transformative are the approaches and which effects do they have so far on gender dynamics?*
2. *In the different interventions Plan attempts to work through participative approaches (community based approaches) – how does this contribute to increased sustainability and quality service delivery?*
3. *In line with the Global theory of change, Plan wants to increase their future advocacy efforts – which lessons can we learn from ongoing interventions? Are we targeting the right actors, with the right messages? (appropriate power mapping, strategies?)*

The global analysis and findings for these questions are presented in chapter 5 of this report. Below we present the main findings and recommendations.

Although **the gender-transformative approach** has been developed at the level of Plan International only after the five-year DGD-programme was drafted and in its first stages of implementation, the findings from the mid-term evaluation suggest that, overall, the programme does contribute to a transformation of unequal gender relations in a number of ways. The most important results are related to the strengthening of girls' agency, position and conditions. The inclusion and participation of boys and men, on the other hand, remains a challenge in all country programmes. With regard to future programmes, it is therefore suggested that particular attention should be paid to the inclusion of boys, young men and men in the gender-transformative approach.

The approach, as developed by Plan International, has to become the main reference framework when drafting programmes, establishing partnerships and identifying interventions. At the same time, it is important to always keep in mind that transforming gender norms takes a lot of time and that work needs to be carried out in close cooperation and constant dialogue with all key stakeholders so as to ensure that the "do-no-harm" principle is respected. Any programme or intervention should be preceded by a thorough situational and contextual analysis focusing on gender, inclusion and age. Programmes should be followed-up via indicators measuring (both positive and negative) changes. As empowerment is a holistic process, attention needs to be paid to the personal aspects, the social context, the development of knowledge and of economic resources.

For influencing, the findings of the mid-term evaluation revealed that particular attention needs to be paid to how local levels can be held accountable. Local legitimate actors should (be strengthened and supported to) invest in policy influencing and monitoring through mechanisms at municipal level. In contexts where such mechanisms already exist (f.ex. in Bolivia, where local actors may have a certain influence on education through the municipal level), the creation of new platforms or arenas for consultation and cooperation running alongside existing ones should be avoided. If those mechanisms do not (yet) exist or do not function adequately, aiming at creating or improving them can be part of future programme strategies for influencing. Aiming at influencing through the local representative actors is a logical step in community-based approaches reinforcing local community and municipality actors. This kind of capacity strengthening can be done by local partners and/or Plan International country offices. However, influencing at the local level may not be sufficient to achieve the structural changes desired if policies remain absent or their implementation deficient at intermediate or national levels. This is why programmes should aim at contributing to coherent policy and implementation at all relevant levels. It is Plan International's and its partners' and allies' responsibility to analyse the overall policy situation, identify the specific levels and areas where policy and/or its implementation are deficient, and where influencing is needed. Plan International, in Belgium and at country office level, should always keep the broader stakeholder analysis in mind and define their specific role(s) in collaboration with legitimate local actors, such as their partners. In some cases, it will be more strategic for country offices to do influencing alone, in other cases they should do influencing in alliances with representative civil society organisations (or social movements), and in yet other cases the role of the country offices can be merely focussed on strengthening policy influencing capacities of representative civil society organisations, such as their partners.

Community-based approaches increase quality and sustainability of programme results because the approach is associated with direct contact and cooperation with the direct beneficiaries. Results of the field visits indicate that beneficiaries' needs call for a holistic approach that also consider economic empowerment strategies. The approach also includes being present "in the communities" or "on site". This sometimes results in having cooperation with local authorities; as such the community-based approach strengthens local governments and enhances the link between community members and their local governments. If direct cooperation with local authorities does not fall directly within the scope of the program, the presence of the programme and its actors on site brings certain topics to the attention of local governments and can demonstrate (locally) that positive changes can be achieved through specific activities. In this way, by seeing the positive

results, local governments can be convinced to prioritize these themes themselves and provide part of their local budget for this. From the evaluation findings in the five countries, we note that a community-based approach also works well because, ideally, it involves a diversity of local actors. However, a number of important challenges were identified during the evaluation visits and the feedback workshop in Belgium: i) Empowerment must be considered from a holistic point of view. In each context it should be analysed and specified what empowerment means and what the specific changes are that the programme is aiming for. The evaluation findings show that based on the local needs, the economic aspect of empowerment is one of the biggest concerns and hopes of the women and men involved, both youth and adult populations. Besides the economic aspect of empowerment, the ability to speak-up, be heard and be recognized (by local governments for example), are also important aspects of empowerment. These virtues will also become (more) important in future commitments related to influencing at the local levels. ii) A community-based approach calls for up-to-date knowledge of the different actors, formal and informal community-based organisations, local governments and other NGOs working in the same area. Furthermore, a good understanding of the local processes and power relations is needed to consider optimal strategies and potentials for cooperation between the different actors.

1 INTRODUCTION

This document presents the evaluation findings of South Research CVBA-VSO (SR) regarding the mid-term evaluation of Plan International Belgium's 5-year, DGD-funded, multi-country programme.

The structure of the report is as follows: in chapter 2, the context of the evaluation and the evaluation objectives are presented; chapter 3 presents the evaluation process, including the general approach and methodology; chapter 4 deals with the key findings and recommendations we have identified during each of the five country studies; chapter 5 includes our global analysis on three transversal themes; chapter 6 contains the overall conclusions. The five country reports, ToR, evaluation budget and all evaluation matrices are included in annex (separate files).

Disclaimer: *The views expressed here are those of the authors and do not necessarily reflect those of Plan International. All remaining errors and opinions expressed in this report are the sole responsibility of the authors.*

2 CONTEXT OF THE MID-TERM EVALUATION

2.1 Key characteristics of the programme

The programme builds on a rights-based approach and as such, its overall outcome is aligned with PIB's overall mission and vision: to advance children's rights and equality for girls. In each of the five countries in which it is implemented (Belgium, Benin, Bolivia, Niger and Vietnam), the programme focuses on two to three specific themes, identified as relevant within the respective national contexts:

- Early childhood development (Bolivia, Niger and Vietnam)
- Child protection (Benin and Niger)
- Inclusive quality education (Benin, Bolivia, Niger)
- Disaster risk reduction and climate change adaptation through education (Vietnam)
- Advocacy for the increased inclusion of children and young people's, and specifically girls', rights in education and development cooperation politics (Belgium)

In each of these contexts, PIB, the Plan country offices and their partners work with children, parents, communities, civil society and authorities and translate the rights-based approach in interventions centred on capacity-building, empowerment (access to information and education, awareness and claiming of rights, access to quality services, ...) and advocacy.

2.2 The evaluation's scope, aim and key questions

The mid-term evaluation aims to serve PIB's learning agenda on the one hand, and to meet principles regarding accountability on the other. The interventions in the five countries where the programme is implemented are assessed against some of the DAC criteria, in particular relevance, effectiveness and the first steps towards sustainability. Gender and environment are crosscutting themes throughout the programme, and therefore have been taken into account as such throughout this evaluation.

The evaluation as a process has provided learning opportunities for the programme managers, the programme development team, the M&E department, management and board of directors, who will all use the lessons learned, the strong and weak points identified, to adapt and improve approaches and strategies. The other users of the evaluation, as specified in the ToR, are DGD and PIB's partners and beneficiaries, mostly but not solely from an accountability perspective.

The ToR introduced a limited number of evaluative questions per country for the mid-term evaluation; the evaluation questions for the final evaluation will be developed at a later stage. During the inception phase, the evaluation team has expanded on the mid-term evaluation questions in the evaluation matrices that served as a basis for evaluation activities and analysis (see further).

3 EVALUATION PROCESS

3.1 Approach

3.1.1 Ethics and child and youth safeguarding

SR fully concurs with the importance PIB attaches to ethical and safeguarding concerns that need to accompany this evaluation. This issue has been discussed during the inception phase to ensure that all work was done to guarantee children's safeguarding. During the evaluation activities all evaluators acted according to the ethical MERL Framework and Plan's Child and Youth Safeguarding policy.

As per PIB's regulations, consent forms have been introduced and completed prior to each interview, by partners or Plan International country office programme staff.

3.1.2 Guiding principles of the evaluation team

Building on the experiences and the values of South Research as a consultancy team, the following principles guided the work for this evaluation:

- A focus on empowerment, that seeks the active engagement of all stakeholders, most notably the beneficiaries, in the present evaluation process;
- A participatory approach, keeping in mind the ownership and the usefulness of the results. The consultants have worked in close collaboration with PIB and the Plan Country Offices in the different partner countries throughout the evaluation process (preparation, data collection, reflection on findings...). In the same way, all stakeholders have been actively involved, with particular attention being paid to the inclusion of children and youth, to valorise their experiences and ideas;
- Respect for the identity and valorisation of the knowledge and experiences of all stakeholders. The evaluation includes a wide range of stakeholders (children and youth, mothers and fathers, staff at the Country Offices (COs), partners, civil society actors, the authorities...) and touches on some challenging subjects. The evaluation team ensured that both the methods, as well as the implementation of the evaluation were adapted so that it allowed participants to freely share their thoughts, and that the input of all stakeholders could be heard and valued.
- A focus on 'learning' to enhance the sustainability of the programme and its outcomes. The evaluation questions have been developed upon consultation with PIB so as to ensure that the evaluation meets PIB's learning needs. Likewise, both in the countries where field visits took place and in Brussels, restitutions were organised so that PIB and the respective Country Office had the opportunity to reflect on the findings with the evaluation team, ensuring (more) ownership of the evaluation findings.
- A flexible approach, adapted to the various contexts and voices included in this evaluation, as well as flexibility within the consultancy team to be open to new questions that were raised during the evaluation process.

3.1.3 Phases and steps in the evaluation process

The evaluation was carried out in 3 major phases: 1) a preparatory phase (inception phase), 2) data collection for the five country programmes (field visits), and 3) analysis and synthesis of collected data including restitution meetings and a workshop at the level of PIB (validation and reporting).

Inception phase

In the inception phase, the evaluation team and the evaluation manager together with PIB staff (programme managers and thematic experts) worked together to further develop a thorough understanding of the evaluation scope, rationale and purpose. Based on this, South Research developed the inception note including evaluation criteria and evaluation questions for each of the five country programmes.

As such, the inception report is the result of an inception phase that consisted of several steps, during which expectations with regard to the field work in the respective countries with respect to the indicators, available M&E data, transversal evaluation questions and the evaluation matrix (including evaluation tools) were discussed.

- An inception meeting (17/07/2019)
- Discussions with PIB country coordinator/programme manager

Belgium & Bolivia	17/07
Benin	24/07
Niger	24/07
Vietnam	08/08

- Meeting with the Child Protection technical advisor
- Meeting with the Education technical advisor
- Meeting with M&E Advisor
- Skype meetings with COs

Benin	31/07
Bolivia	25/07
Niger	08/08
Vietnam	14/08

An important outcome of the discussions held during the inception phase was the identification of three additional transversal questions that could inform PIB to have some global lessons learned, based on the evaluation findings of the five different country programs. The three transversal questions are presented below. These questions have been taken into account during each of the five evaluation visits, in addition to the questions presented in the ToR. The global analysis and findings for these questions are presented in chapter 5 of this report.

4. *Gender transformative – How gender transformative are the approaches and which effects do they have so far on gender dynamics?*
5. *In the different interventions Plan attempts to work through participative approaches (community based approaches) – how does this contribute to increased sustainability and quality service delivery?*
6. *In line with the Global theory of change, Plan wants to increase their future advocacy efforts – which lessons can we learn from ongoing interventions? Are we targeting the right actors, with the right messages? (appropriate power mapping, strategies?)*

Field visits

For the field visits, the consultants of South Research teamed up with experienced national consultants that have a track-record in evaluations and thematic experiences related to the programme objectives. Considering the limited time available for data collection at field level, field visits were carefully prepared in close consultation with the national consultants, staff of PIB and country offices and partners in target countries. After thorough preparation, based on the

documentary analysis of the programmes in the five different countries, and remote consultation with the national consultants, the consultants undertook field visits in the five countries. The similar approach for each of the five country programmes consisted of:

- A briefing meeting with staff from the country offices and the partners. This meeting, among others, recalls the evaluation objectives and approach, reconfirms/discusses the key priorities with regard to the field visit, and offers the opportunity to present and discuss the activities of the visit, thereby sorting out the last practical details;
- A workshop/focus group discussions with staff from the country offices and the partners;
- Semi-structured interviews with staff members, partners, other relevant stakeholders;
- Semi-structured interviews and focus group discussions with programme participants;
- A restitution at the end of each field visit (debriefing) to present the results and to reflect on these collectively (triangulation). The meeting attended by programme staff and the partners focused on key findings, lessons learned and priorities for the future. The meeting tried to avoid “a business as usual approach” and endeavoured to develop an approach that triggers the participants and engages them in open, in-depth discussions.

The table below provides an overview of the field visits executed, programme titles, time period of field visit and the consultancy team

Country	Programme Title	Timing of Field Visit	Consultancy team
Belgium	<i>Un monde juste qui fait progresser les droits des enfants et l'égalité pour les filles</i>	Sept – Nov 2019 (5 days)	- Søren Stecher-Rasmussen - Nele Willems
Bolivia	<i>Trabajamos por un mundo justo que promueva los derechos de la niñez y la igualdad de las niñas</i>	16/09-27/09 (2019) (10 days)	- Søren Stecher-Rasmussen - Lopo Gutiérrez León
Benin	<i>Impact-Elle</i>	14/10-21/10 (2019) (7 days)	- Katrijn Asselberg - Lisette Caubergs - Marcelin Nonfon
Niger	<i>Weyborey Ma Farhan</i>	22/10-30/10 (2019) (7 days)	- Katrijn Asselberg - Lisette Caubergs - Aisha Mounkaila
Vietnam	<i>We strive for a just world that advances children's rights and equality for girls</i>	30/09-12/10 (2019) (10 days)	- Ellen Verhofstadt - Hanh Tranthi

Reporting

Based on the findings from the evaluation activities, the feedback received during the restitution meetings and the overall analysis of the (qualitative) data, five country reports have been elaborated and shared with PIB and the country offices for feedback. The country reports are presented in annex 1 to 5. Chapter 4 includes the 5 executive summaries of the country reports presenting main findings and recommendations for each of the country programmes in a 2-3 pager format.

Besides the feedback meetings organised at the end of the evaluation visit in each of the five countries in which a programme is implemented, the evaluation team organized a restitution workshop for PIB staff to present their findings, lessons learned, and recommendations.

An additional workshop with PIB staff was organized to discuss the evaluation findings related to the three transversal questions and to develop recommendations and potential strategies for PIB's future programming.

Aside from the meetings, this phase consisted mainly of drafting a high-quality report along the specifications as discussed with PIB staff. The draft report was discussed with PIB. On the basis of the feedback received, this final report has been worked out.

3.2 Evaluation matrices and global methodology

For each of the countries involved in the programme, an evaluation matrix is provided in annex 8. These frameworks present the evaluation questions, the judgment criteria and methods that can be used to answer the different evaluation questions. Based on this, the evaluation team further developed data collection tools, presented for validation to PIB and the country offices. The team took care to ensure that the tools are adapted to the specific characteristics of the respective stakeholders and their role in the programme. In addition, starting from the moment upon completion of the first field visit, the South Research consultants exchanged amongst each other about their experiences on the methods used.

As introduced above, three transversal evaluation questions are additionally taken into account during this mid-term evaluation.

1. *Gender transformative – How gender transformative are the approaches and which effects do they have so far on gender dynamics?*
2. *In the different interventions Plan attempts to work through participative approaches (community based approaches) – how does this contribute to increased sustainability and quality service delivery?*
3. *In line with the Global theory of change Plan wants to increase their future advocacy efforts – which lessons can we learn from ongoing interventions? Are we targeting the right actors, with the right messages? (appropriate power mapping, strategies?)*

The following figure illustrates the main evaluation methods, and visualises how findings have been triangulated.

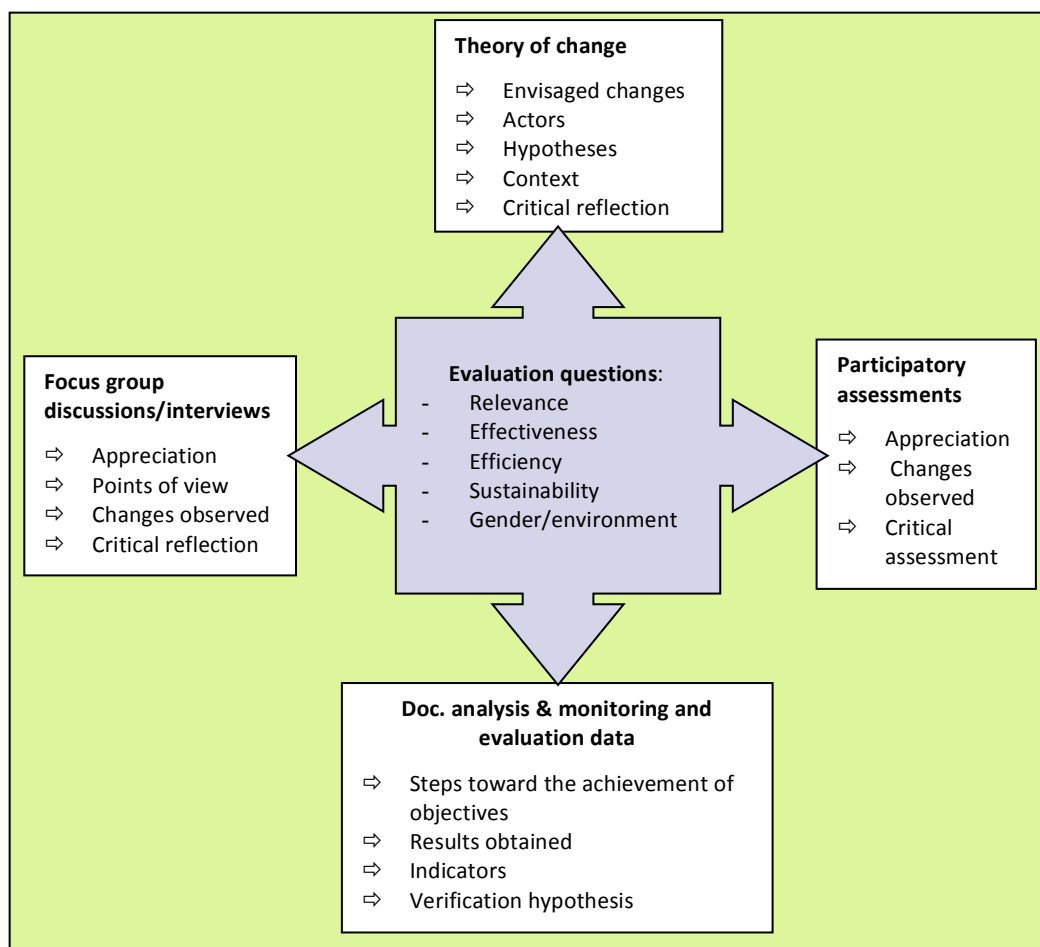


Figure 1 Main evaluation methods and triangulation

Structured documentary analysis

Using the evaluation matrix as the reading grid, key documentation related to programme implementation was reviewed. The reading grid ensures that all evaluators analyse the available documentation in a coherent way.

Data collection during the field visit

The following methods were used for data collection during the field visits in the five different countries.

1. Workshop ToC with programme and partner staff

At the start of the field visit, a reflection on the programme's ToC at mid-term with actors actively involved in its implementation was scheduled to allow in-depth reflection on the relevance and effectiveness of the approaches developed and strategies used.

In Vietnam, a stakeholder mapping provided initial information on stakeholders' level of cooperation and an appreciation of the programme approach, via the All-matrix¹. In Niger and Benin, the participants built on the new ToC of Plan International to reflect on and adapt the existing ToC. In Bolivia, it has not been possible to do a ToC workshop.

2. Focus group discussions with teachers, community volunteers, mothers and fathers

Focus group discussions not only allowed to engage with a larger number of people, but also enhanced interactions enriching the discussions and reflections. For each of the relevant stakeholder groups, the evaluators could rely on a framework with main themes, topics and guiding questions. At the same time the national evaluators actively stimulated discussions and encouraged the active participation of all those present.

Box 1 Overview of FGD's with programme participants and stakeholders

Country	Stakeholders	#
Vietnam	Parenting groups, community volunteers/collaborators, preschool teachers, primary & secondary school teachers (trained on DRR/CCA)	15
Benin	Mothers and fathers of children with a disability, members of community-based child protection committees, participants (women, men) in the intergenerational dialogues, members of parents' associations and mothers' associations, religious leaders	12
Niger	Mothers and fathers of girls in qualifying training, members of community-based children protection committees (M/F), religious and community leaders	59
Bolivia	Mothers and fathers, representatives of community social education councils	4
		90

3. Focus group discussions with children

The subjects to be discussed as well as the specific methods used to enhance the discussion with children have been adjusted to the age of the participants.

Some tools used to enhance the discussion and analysis among children and youth include:

↳ Picture talk (Vietnam, Niger, Bénin)

In Vietnam, by making use of the drawing of the school's DRR-plan, made by the children or together with the children, children were encouraged to reflect on changes they have observed or experienced.

¹ Matrix for visualization of level of alignment, interest and influence of direct and indirect stakeholders associated to the programme and its objectives

In Niger and Bénin, picture talk was used to discuss the transformation of gender norms: the consultants showed pictures of men actively engaged in cooking or in child care, of young women playing football, etc.

↳ *Story-telling (Vietnam)*

This approach invited children to share their story on the changes they have observed or experienced through the programme, allowing to discover the significant changes

↳ *School walk (Vietnam)*

This approach used the school's DRR-plan and invited children to show the changes they have observed or experienced in their schools through improved disaster risk reduction strategies and/or climate change adaptation strategies. The children led the consultants on a visit through their school area.

Box 2 Overview of FGD with children

Country	Stakeholders	#
Vietnam	Students secondary grade, students primary grade	3
	School walk (with the same group of students participating in the FGD)	3
Benin	School governments	4
	Credit and saving groups	2
	Girls' football team	1
	Girls and boys taking part in the intergenerational dialogue	2
Niger	Girls taking part in skills training	12
	Boys from the clubs of future husbands	9
Bolivia	Members of student federation (secondary grade), students	7
	School visits (with the same group of students participating in the FGD)	3
		46

4. Semi-structured interviews with programme staff, partner organisations, civil society, authorities, ...

Semi-structured interviews allowed exploring a number of key issues more in-depth with specific stakeholders. An interview guide was drafted based on the evaluation matrix and adapted to each group of stakeholders. In addition, during interviews, the results from the previous discussions during the FGD with parents, children... were used to stimulate reaction and reflection on these findings.

Box 3 Overview of semi-structured interviews

Country	Stakeholders	#
Vietnam	Programme staff, partner staff, other NGOs, representatives of VWU at district and commune level, representatives of BoET and BARD, District Steering Committees	17
Benin	Programme staff, partner staff, representatives of CPS, representatives of regional educational authorities, customary leader, a disabled child and his mother, teachers supporting the school governments, school heads	24
Niger	Programme staff, partner staff, teachers, school heads	20
Belgium	Programme staff, partner staff, other NGOs, research experts, politicians, school head	17
Bolivia	Programme staff, partner staff, other NGOs and key actors, local authorities, school head and teachers, community social education committees	12
		90

Data analysis

The evaluators took extensive notes during interviews and focus group discussions. Mainly two methods were used for data analysis:

- **Constant comparison**

As a form of primary data analysis, evaluators resorted to 'constant comparison' to identify the themes that came to the surface during the evaluation process and with regard to specific subjects. This process consisted of the following steps:

- Open coding, or identifying codes and coding in passage
- Comparing codes and passages to previously coded sections to look for consistencies and differences

- Identifying categories by examining patterns between codes
- A number of categories becoming the central focus

This approach allowed for a comparison between different actors (their views, experiences...), between actions, etc.

- **Discourse analysis**

This method, which involves taking a closer look at the different contributions and use of language, patterns in answers, and ways and patterns of interaction, was particularly useful to further analyse focus group discussions.

As illustrated in figure 1, the findings from the analyses are triangulated with the available documentation and the data available through PIB's monitoring and evaluation system, the discussions with staff and partners and with the results of the quantitative approaches (updated log-frame indicators where considered relevant).

Sense making and reporting

For sense making and validation of the findings, the evaluation team organised two workshops for PIB staff to discuss on a more overarching level and work with the results of the data analysis to identify shared (or diverging) results and common trends to serve PIB's learning agenda. The first workshop focused on the findings of the five different country programmes, while the following workshop focused on the transversal questions and strategies to be integrated into future programming.

3.3 Limitations

The main limitation for this mid-term evaluation was the limited time available for the field visits. For example, as presented in the field visit agendas included in country reports in annex, the consultants were only able to spend 2.5 days in each of the two targeted provinces in Vietnam, 4 days in each of the targeted regions in Niger, and 2 to 4,5 days in Benin². This implies limited time for exchanges with the direct and indirect beneficiaries of the programmes which does not match or is very difficult to reconcile with a participative approach. This resulted in the fact that only a limited number of villages could be visited, and a limited number of interviews or focus group discussions with children and youth, mothers and fathers, local authorities and other target groups could be conducted. Also, the time available for each group discussion and each interview was restricted. The evaluation team tried to minimize the effect of this on the validity of the data by triangulating the findings and discussing the results with staff members of Plan International and its partners in the countries concerned, as well as with the staff members in Belgium. The most evident effect of the limited time that could be given to the various country visits, is the rather limited depth of the analyses. The evaluation questions often require nuanced answers about local and context-specific processes. Therefore, considering this context, the points raised by the evaluation team should be considered as indications of potential good practices, problems, etc. In the following phases, it is within the responsibility of the programme coordinators and other staff members concerned to investigate these points more in depth.

For security reasons in Niger, the evaluation activities had to be limited to the villages closest to the town of Tillabéri in the Tillabéri region.

The expectations with regard to the scope and approach of the mid-term evaluation were different between PIB staff members but also at the level of the different country offices. There are several reasons that help explain this:

² 2 in Atacora, 4.5 in Atlantique and Littoral.

- The DGD programme consists of 5 different country programmes that do not have an overarching ToC, this resulted in 5 different sets of evaluation questions (and overall scope) for the five countries involved in the DGD-programme;
- The mid-term evaluation was coordinated by one person, the M&E responsible in the PIB office, who left the organization during the execution of the mid-term evaluation's field visits.
- At the start of the evaluation, there was a lack of clarity about the availability of monitoring data. This was solved during the inception phase by the evaluation manager by asking the country offices for all the details and updated versions of the available monitoring data. During the inception phase, it was made clear what data were available and it was agreed that the data that were not yet available would be collected by local bureaus as there were not enough resources, in terms of human capital, time and staff members available, to collect these data by the local country offices themselves. As a result some monitoring data were not available at the moment the mid-term evaluation activities were executed in the different countries. This made it difficult to explain some of the 'surprising or not-straightforward- monitoring results. Ideally the evaluation team can discuss these during a field visit and/or collect (different kind of) data to confirm, to object and, particularly, to try to find out how and why these results happened given the context.

The evaluation team mitigated this challenge as much as possible by investing in several meetings and discussions with programme staff from the office in Belgium, as well as from the different country offices to delineate the scope of the evaluation and overall approaches focusing on qualitative data collection methods. All evaluation questions, judgment criteria, approaches and evaluation instruments, elaborated for each of the countries specifically, were shared in country-specific inception notes. Also, for each of the country programmes, the evaluation activities were preceded by a meeting/workshop where methods, approaches and tools were discussed and, if considered necessary, adapted. Although this required a great deal of preparatory work for the evaluation team, it led to the fact that at the start of the evaluation activities all staff members had all the necessary information about evaluation scope and how the evaluation would be carried out.

4 MAIN FINDINGS FROM THE COUNTRY STUDIES (EXECUTIVE SUMMARIES)

4.1 Niger

4.1.1 Objet

Evaluation à mi-parcours du programme Weyborey Ma Farhan au Niger, un des 5 programmes mis en œuvre dans le cadre du programme quinquennal de PI Belgique.

4.1.2 Objectifs de l'évaluation

L'évaluation à mi-parcours est censée alimenter les processus d'apprentissage et assurer la redevabilité de PI Belgique. Elle s'appuie plus particulièrement sur deux critères du CAD-OECD, l'efficacité et la durabilité, ainsi que sur les thématiques 'genre' et 'gestion de risques'. Pour chaque critère et thématique, une ou plusieurs questions d'évaluation spécifique ont guidé l'évaluation.

4.1.3 Méthodologie

Etude documentaire et visite de terrain (Niamey, Dosso et Tillabéri)

- Entretiens semi-structurés avec l'équipe en charge du programme de PI Niger
- Entretiens semi-structurés avec les partenaires
- Discussions de groupe avec : filles bénéficiaires, mères et pères des filles bénéficiaires, membres des clubs de futurs maris, membres des CVPE (hommes et femmes), leaders communautaires et religieux
- Entretiens individuels/de groupe avec : enseignants, directeur d'école, maire/élus

4.1.4 Constats et recommandations

Dans quelle mesure est-il efficace de travailler avec 5 partenaires ?

Le partenariat développé, et plus spécifiquement la constellation spécifique des partenaires dans ce programme, est efficace. Un des aspects plus importants dans ce cadre est 'l'identité' ou domaine d'expertise de chacune de ces organisations qui est mis en valeur dans le programme par le fait qu'aucune organisation partenaire ne travaille sur des activités tout à fait nouvelles pour elle. Ainsi, le programme peut s'appuyer sur l'expertise des partenaires dans les domaines de plaidoyer, budget participatif, éducation, renforcement et protection des jeunes et santé. Tant la valeur ajoutée que la complémentarité entre les partenaires sont des facteurs importants dans une mise en œuvre efficace du programme.

Recommandations

Programme actuel

- La réalisation des missions conjointes régulières, l'échange des expériences et le renforcement mutuel sont des éléments clés qui permettent de renforcer la synergie. Cette bonne pratique est dès lors à continuer.

Prochain programme

- Si dans un futur programme il est décidé de maintenir les mêmes domaines de travail, une recommandation stratégique est de continuer et de développer davantage ce partenariat (PI Niger et les 5 partenaires).

Dans quelle mesure les activités de lobbying et de plaidoyer sont-elles efficaces ? Les groupes les plus pertinents sont-ils ciblés ? Les messages, sont-ils bien adaptés ? Quelles autres stratégies pourraient être utilisées ? Quelles sont les leçons apprises des trois outcomes pour renforcer les initiatives de plaidoyer ?

Les organisations partenaires s'appuient sur une analyse pertinente et complète des parties prenantes et adaptent leurs stratégies selon les besoins et responsabilités identifiés aux différents niveaux (communautaire, communal, national, international) ; les organisations arrivent à mettre des thèmes sur l'agenda (mariage de l'enfant, l'éducation, les CFM); des documents montrent que tant les droits de l'enfant que des aspects liés à l'éducation ont fait l'objet des discussions politiques à différents niveaux. De la même façon, le travail de plaidoyer a contribué aux changements de politiques, notamment au niveau communal. Les points d'attention sont la confiance et la redevabilité entre communautés et communes.

Recommandations

Programme actuel

- Continuer, et dans la mesure du possible intensifier, le travail avec les leaders communautaires et autres acteurs clés à la base afin de les sensibiliser à leurs droits et aux devoirs des autorités communales. Ce travail doit aller de pair avec un travail au niveau des autorités communales sur leur redevabilité.

Prochain programme

- La voix des jeunes, notamment des jeunes filles, pourrait être plus présente. La vidéo participative, à l'instar de la vidéo réalisée par des filles à Dosso, est un outil intéressant à exploiter davantage.

Quelles sont les interactions entre la mise en œuvre et les effets de l'OS2 (protection) sur l'OS3 (éducation) ?

Le travail réalisé par les CVPE (lutter contre le mariage d'enfants, œuvrer pour la scolarisation des enfants, notamment les filles, et plus généralement d'assurer le bien-être des enfants et des jeunes au niveau du village) est clé. Ces structures communautaires ont engendré des avancées importantes, notamment dans l'identification en temps opportun des tentatives de mariage d'enfant. Un défi est la durabilité (financière) de ces structures.

Recommandations

Programme actuel

- Organiser un plaidoyer auprès des communes afin d'inscrire des frais de fonctionnement des CVPE dans les PDC/PIA.

Prochain programme

- Etendre le programme vers d'autres villages qui ne sont pas encore touchés par le travail de sensibilisation sur l'éducation des filles et le mariage d'enfant. Dans les villages où PI est actif dans le cadre du programme actuel, il convient de continuer le travail sur le mariage d'enfant et d'assurer un suivi sur l'éducation.

Quelle est l'influence du programme sur une amélioration de la perception de l'éducation comme facteur d'ascension sociale pour les filles et les garçons dans la zone cible ?

Dans les échanges des évaluatrices avec les tenants de droits et leurs parents, le constat principal est qu'une lecture de l'éducation comme une perte de temps et de moyens n'est presque pas faite, ce qui contraste avec les expériences des partenaires. Les filles et garçons regrettaient tous de ne pas

avoir pu poursuivre leurs études, et ce même sentiment régnait auprès de leurs parents. Il est difficile d'attribuer cette observation aux efforts faits par le programme, notamment sur le plan de sensibilisation sur l'éducation, mais il est raisonnable de présumer que la longue présence de Plan dans la zone porte ses fruits dans ce contexte.

Recommandations

Programme actuel

- Continuer, et dans la mesure du possible intensifier, le travail avec les leaders communautaires et autres acteurs clés à la base afin de les sensibiliser à leurs droits et aux devoirs des autorités communales dans le domaine de l'éducation et des autorités éducatives ; suivre de près si cela engendre des changements.

Prochain programme

- Plan pourrait mettre d'autres accents qui permettent de travailler davantage sur ces défis structurels. Cela pourrait se faire par exemple en investissant dans des infrastructures, en développant (davantage) l'approche de familles d'accueil, des cours de rattrapage et des pratiques de suivi pour des élèves ayant des difficultés, et en développant des activités de plaidoyer au niveau national et communal en faveur des initiatives permettant d'augmenter la qualité de l'éducation.
- Renforcer davantage les capacités des communes pour la prise en compte des problèmes identifiés dans leurs écoles.

Dans quelle mesure les communautés locales jouent-elles un rôle dans le changement des normes sociales par rapport aux mariages d'enfants et aux droits des filles ?

Outre le changement via les pratiques (CVPE), le programme met l'accent sur la sensibilisation. L'approche des clubs de futurs maris n'est mise en œuvre qu'assez récemment, et il n'est donc pas possible d'évaluer son efficacité ni sa durabilité. Si la sélection des membres est faite de manière pertinente et les groupes sont suivis de près, les premiers constats permettent toutefois de suggérer que l'approche est prometteuse. Un autre facteur qui contribue clairement aux changements des normes sociales par rapport au mariage d'enfant est le caractère communautaire et holistique du programme. Par ses trois objectifs et à travers ses différentes interventions, le programme aborde les différents acteurs et facteurs et tient compte de leur rôle dans (la lutte contre) le mariage d'enfant.

Recommandations

Programme actuel

- (Ré-)expliquer le cadre et les objectifs du programme aux membres des clubs de futurs maris et les raisons pour lesquelles le programme (et PI) met davantage l'accent sur les filles
- (Continuer à) assurer un accompagnement de près des clubs de futurs maris

Prochain programme

- En développant un nouveau programme, il est important que le même caractère d'approche holistique soit maintenu, surtout si on cherche à continuer à travailler sur le changement des normes sociales.
- Il convient d'examiner dans quelle mesure les structures qui effectuent un travail bénévole dans le cadre du programme peuvent être motivées, par exemple par la création des AJEC pour les clubs de futurs maris ou une formation en AGR, à l'instar des AVEC créées pour les CVPE.
- Faire de la maturité des membres des clubs de futurs maris un critère clé

Quels sont les facteurs incitant et les barrières pour les communes et communautés à investir sur l'éducation, la protection et l'ECCD à travers la mise en place de mécanismes de financement pérennes ? Le plaidoyer ciblant les autorités est-il le seul/principal levier vers le changement ?

La question de financement dans les domaines concernés par le programme est abordée par la sensibilisation et le plaidoyer visant les autorités locales qui sont rappelées à leurs responsabilités. L'approche de 'budget participatif' est une manière plus spécifique dont ce travail de plaidoyer et de redevabilité prend forme. Cette approche est une piste prometteuse qui a non seulement le potentiel de contribuer au financement du secteur de l'éducation au niveau communal, mais qui peut également stimuler des processus de rapprochement et de redevabilité entre les communautés et les communes, éléments clés du développement durable.

Recommandations

Programme actuel

- L'intégration du budget participatif dans le programme est une décision à encourager et à développer davantage, notamment en fournissant des moyens financiers suffisants pour sa mise en œuvre sous forme d'une phase pilote dans quelques communes, une piste que PI est déjà en train d'examiner.
- Les constats faits dans le cadre de ce travail (ex. manque d'autonomie financière au niveau communal) peuvent alimenter un processus de plaidoyer des partenaires dans le programme au niveau national.

Prochain programme

- L'approche du 'budget participatif' est prometteuse et avec AEC, PI peut compter sur un partenaire expert dans le domaine. Pour mieux exploiter le potentiel, cette approche pourrait avoir une place plus importante dans le prochain programme, avec un budget correspondant.

Dans quelle mesure les interventions sont-elles genre-transformatrices ?

- . Dans quelle mesure les rôles des filles/garçons/femmes/hommes ont-ils changé dans les communes cibles ?
- . Dans quelle mesure les filles font-elles valoir leurs droits ?

Quels (f)acteurs restreignent les avancées en termes d'égalité de genre ? Le programme, prend-il bien en compte ces facteurs et les causes profondes qui génèrent les discriminations basées sur le genre, ainsi que les conséquences ?

L'approche genre-transformatrice est une approche introduite assez récemment, après le développement du programme WMF. Bien qu'il y ait des aspects d'une telle approche dans différentes interventions, cette perspective n'est pas encore intégrée totalement. Les points forts incluent les avancées dans les conditions et la position des filles, ainsi que la participation des jeunes dans les clubs de futurs maris. Les points à renforcer sont un travail holistique quant à l'*empowerment* des filles, y compris la confiance en soi, ainsi que les capacités liées à l'entrepreneuriat. Pour les jeunes femmes qui participent dans les FARN, l'accent pourrait être davantage mis sur leur épanouissement.

Recommandations

Programme actuel

- L'organisation des formations sur l'approche genre-transformatrice, tant pour les partenaires que pour les facilitateurs, pour qu'ils puissent déjà intégrer les aspects clés de cette perspective dans leur travail quotidien sur le terrain et dans les réflexions en préparation du programme suivant.

- Pour les filles déscolarisées en formation qualifiante, il conviendrait de développer un accompagnement intégré qui mettrait davantage l'accent sur l'entrepreneuriat en vue de renforcer le potentiel social et économique de l'intervention, ainsi que sur la confiance en soi, l'image de soi et le genre.
- Assurer une formation genre pour les CVPE pour que leurs membres intègrent la perspective genre dans leur fonctionnement au sein du comité et de la communauté.

Prochain programme

- Dans le programme WMF tel qu'il a été développé, les filles sont vues comme des bénéficiaires de manière directe (de la formation qualifiante) ou indirecte (par la sensibilisation des garants de droits), mais pas tellement en tant qu'actrices qui elles-mêmes peuvent contribuer à un changement des normes sociales. La réalisation de la vidéo participative par les filles qui participent au programme WMF est un bon exemple d'une pratique qui met davantage l'accent sur les talents, les souhaits, et le point de vue des filles. Le développement des approches novatrices comme celle-là est à encourager.
- Le renforcement des filles doit aller de pair avec la sensibilisation des acteurs autour d'elles (parents, frères, leaders communautaires, ...) pour que des changements éventuels n'engendrent pas de frustration ou d'incompréhension auprès d'autres, mais également pour que tout le potentiel d'une intervention puisse se réaliser.
- Pour les femmes qui participent aux FARN, il convient d'adopter une approche plus axée sur l'*empowerment* dans toutes ses facettes, y compris l'épanouissement personnel. Une manière de le faire serait d'inclure un accompagnement dans l'identification et le développement des AGR novatrices ou prometteuses (ex. énergie renouvelable, transformation alimentaire, ...).
- Promouvoir davantage la masculinité positive pour les membres des clubs de futurs maris sous forme de « *training of trainers* », pour que la masculinité positive puisse être étendue dans les communautés ciblées au-delà des clubs de futurs maris.
- Combiner l'approche des FARN avec l'approche GALS (*Gender Action Learning System*), qui met l'accent sur des processus de décision participatifs au sein d'une famille.

De quelles manières le contexte actuel en matière de sécurité impacte-t-il la mise en œuvre efficiente des activités sous les trois outcomes ?

Les partenaires limitent leur fréquentation du terrain, et cette présence limitée sur le terrain est une source de préoccupation. Différentes stratégies ont été développées pour pouvoir assurer la continuité des activités, notamment la collaboration avec des relais communautaires. Ces personnes, volontaires de Plan depuis longtemps, s'occupent du suivi quotidien du programme.

Recommandations

Programme actuel

- Il est important de fournir des moyens pour renforcer les relais communautaires pour qu'ils puissent assumer pleinement les responsabilités qui leur sont attribués. Il s'agit des ressources financières, mais également des formations, tant sur les enjeux clés du programme que sur les approches concrètes mises en œuvre. Les facilitateurs des organisations partenaires peuvent assurer un suivi à distance.

Prochain programme

- S'inspirer du triple nexus « Paix – Développement – Aide humanitaire » pour concevoir le nouveau programme; accompagner cela d'un plaidoyer correspondant au Nord pour que cette conception soit mieux intégrée dans la vision politique de DGD.

4.2 Benin

4.2.1 Objet

Evaluation à mi-parcours du programme Impact-Elle au Bénin, un des 5 programmes mis en œuvre dans le cadre du programme quinquennal de PI Belgique.

4.2.2 Objectifs de l'évaluation

L'évaluation à mi-parcours est censée alimenter les processus d'apprentissage et assurer la redevabilité de PI Belgique. Elle s'appuie plus particulièrement sur les critères du CAD-OECD, notamment l'efficacité et dans une moindre mesure l'efficience, ainsi que sur la thématique 'genre'. Pour chaque critère et thématique, une ou plusieurs questions d'évaluation spécifique ont guidé l'évaluation.

4.2.3 Méthodologie

Etude documentaire et visite de terrain (Atacora, Atlantique et Littoral)

- Entretiens semi-structurés avec l'équipe en charge du programme et autres personnes ressources de PI Bénin
- Entretiens semi-structurés avec les partenaires
- Discussions de groupe avec : GS, MCPE, APE/AME, équipe foot, leaders religieux, mères et pères des enfants handicapés
- Entretiens individuels/de groupe avec : leader coutumier, représentants des CPS, représentant des autorités régionales pédagogiques, enfant handicapé, mère d'un enfant handicapé

4.2.4 Constats et recommandations

Les adaptations aux objectifs spécifiques faites dans le courant de la première année d'implémentation du programme étaient-elles pertinentes et efficaces pour répondre aux besoins des bénéficiaires ? Ont-elles amélioré l'implémentation du programme ?

L'intégration des volets 'éducation' et 'protection' est « en cours de réussite » et les partenaires se sont tous engagés à développer davantage la synergie entre les deux volets lorsque cela est possible (organisation conjointe des activités ou des réunions, apprentissage mutuel, ...).

Certains défis structurels, notamment le fait que le volet éducation ne soit développé que dans trois communes dans les départements de l'Atlantique et du Littoral, ne pourront pas être abordé dans le courant du programme actuel, faute des ressources financières.

Recommandations

Programme actuel

- Faire en sorte que tous les acteurs clés soient au courant des structures et mécanismes du programme qui existent dans leur village/commune, tout comme de leurs rôle, fonctionnement et responsabilités. De la même façon, les articulations entre les deux volets doivent être clarifiées au niveau des différentes parties prenantes, y compris les autorités (locales) et les institutions publiques.

Prochain programme

- L'éducation et la protection, notamment pour les filles et les enfants vulnérables, sont liés à un tel point que toute intervention programmatique doit offrir un 'paquet' complet qui aborde les différents thèmes et sous-thèmes. Tous les villages ciblés par le programme

doivent pouvoir bénéficier du programme dans son ensemble selon les besoins identifiés. De la même façon, au niveau des partenaires c'est non pas la couverture thématique mais une couverture géographique qui pourrait déterminer leur présence sur le terrain. Tous les partenaires ayant leur place dans le programme, il s'agit de renforcer les partenaires où c'est nécessaire, pour faire en sorte que les partenaires et leurs animateurs puissent prendre en charge les approches développées sous les deux volets.

Est-il efficace et efficient de travailler avec 4 partenaires ?

L'intérêt de travailler avec cette configuration de partenaires se trouve à deux niveaux. Tout d'abord, le fait que les partenaires s'y connaissent dans les deux thématiques, dans une plus ou moins grande mesure, constitue un atout en termes de pertinence et d'efficacité. Deuxièmement, le programme offre un cadre dans lequel chaque partenaire peut mobiliser son expertise, qui est parfois plus opérationnel et parfois plus stratégique, mais qui a toujours sa place dans le programme. Compte tenu des constats et recommandations faites sous la première question d'évaluation, à savoir d'assurer une couverture géographique par partenaire plutôt qu'une couverture thématique, le fait de travailler avec quatre partenaires et d'investir dans le renforcement des capacités de quatre organisations peut être évalué positivement des points de vue d'efficience et d'efficacité.

Recommandations

Programme actuel

- L'échange et le renforcement mutuel entre les partenaires est à encourager, notamment en vue d'un prochain programme hypothétique où les 4 partenaires travailleraient sur les mêmes thématiques.
- Le potentiel du partenariat et de la combinaison et complémentarité d'expertise ayant un grand potentiel en vue d'un travail de plaidoyer au niveau des autorités, dépassant le niveau local/communal, l'évaluation à mi-parcours n'a pas trouvé beaucoup d'exemples qui permettent de conclure que ce potentiel est déjà pleinement exploité. L'évaluation recommande dès lors d'explorer les pistes potentielles à cet égard.

Prochain programme

- Développer le nouveau programme avec les mêmes partenaires qui assurent une couverture géographique plutôt que thématique.
- Développer le programme d'une telle manière que les spécialisations de certains partenaires (ex. plaidoyer, formation, accompagnement et accueil de jeunes filles) peuvent être mises en avant et mises au bénéfice des autres organisations partenaires.
- Intégrer un volet plaidoyer commun sur les enjeux clés du programme.

Dans la mise en œuvre, les pratiques visant l'inclusion de tous les enfants vulnérables (en particulier ceux avec un handicap) sont-elles appropriées ?

Dans leur mise en œuvre, les activités sur l'éducation inclusive sont efficaces dans une assez large mesure. La mise à disposition d'un tricycle contribue à alléger la charge (physique et mentale) des parents pour l'octroi de soins à leurs enfants en situation de handicap en facilitant leurs déplacements. En outre, elle change également la perception de l'enfant aux yeux des autres membres de la communauté. Pour les enfants eux-mêmes, le tricycle engendre une autonomie importante. En même temps, le tricycle n'est pas une solution pour tout le monde et tout le temps.

Les échanges avec les enseignants, les parents des enfants handicapés et les enfants eux-mêmes nous mènent à suggérer que la sensibilisation du corps enseignant est une approche efficace. Les enseignants rencontrés étaient sensibilisés au sujet et les échanges avec les parents et les enfants ont révélés que les enfants avec un handicap sont toujours bien soutenus par les enseignants.

Recommandations

Programme actuel

- En collaboration avec les CPS, développer une cartographie des services existants qui s'occupent des enfants handicapés, de sorte que les acteurs sur le terrain puissent informer et orienter les personnes qui sont à la recherche d'un appui spécifique qui ne peut pas être offert dans le cadre du programme.

Prochain programme

- Investir davantage dans la sensibilisation pour le grand public. Si cela ne relève pas des responsabilités des partenaires de Plan, il convient de consulter les CPS ou les autorités pertinentes afin de plaider pour son importance et sa mise en œuvre. La collaboration avec les CPS peut être développée et prendre la forme d'un partenariat à cette fin.

Les mécanismes de protection de l'enfance aux écoles, sont-elles adaptées aux enfants et à la problématique ? Sont-elles efficaces ? Dans quelle mesure l'approche de 'gouvernements scolaires' est-elle efficace dans ce cadre ?

L'approche de GS est une approche *empowering* qui permet d'aborder différents enjeux : le maintien des filles à l'école, la sexualité et le châtement corporel, etc. L'évaluation suggère qu'il y a des résultats positifs sur plusieurs plans. En outre, il y a le renforcement des membres eux-mêmes (connaissances, confiance en soi) et l'approche a également des répercussions positives au niveau de l'école, du corps enseignant et de la direction. Par le biais d'un travail de plaidoyer, les GS entament le dialogue avec ce dernier en vue d'améliorations structurelles qui puissent bénéficier à tous les élèves. Un point fort inhérent à l'approche est la proximité du GS avec les élèves.

Une observation importante est que le GS lui-même n'est pas en mesure de faire observer l'interdiction du châtement corporel.

Recommandations

Programme actuel

- Approfondir l'analyse des causes de l'augmentation des taux de violences en milieu scolaire qui se présente notamment pour les garçons. Là où nécessaire, prendre des mesures (ex. organisation des sensibilisations pour et ensuite par les GS ou d'autres acteurs, impliquer les APE pour assurer un suivi de près, examiner les effets secondaires non désirables des actions politiques (ex. la pression mise sur les enseignants pour que les élèves réussissent, a-t-elle comme conséquence une augmentation de violence envers les élèves ?) et organiser un plaidoyer au niveau national si des effets non désirables sont identifiés.
- Effectuer une recherche sur les contacts entre artisans et écolières/collégiennes en relation avec la protection et l'éducation des filles.
- Clarifier le rôle et le mandat, ainsi que les approches adoptées par le GS. Un travail dans ce sens est déjà en cours, sous forme de l'élaboration des guides qui permettront également la généralisation de l'approche par le Ministère de l'Éducation avec la participation active de la CBO-EPT tout comme des représentants des GS. Cette généralisation doit assurer la durabilité et la diffusion de l'approche au niveau national.
- Là où il existe tant un GS qu'un MCPE, il est important de tisser les relations entre les deux structures. Dans certaines zones, Plan a déjà commencé à organiser des réunions trimestrielles entre GS, APE, AME et MCPE afin d'échanger et de développer une planification commune. La synergie d'action entre ces acteurs est en effet à encourager et à développer davantage dans d'autres communes, non seulement pour créer plus de liens entre l'école et la communauté et pour assurer la durabilité des structures, mais également pour intégrer des checks and balances qui font en sorte que tout problème trouve sa solution et qu'aucun auteur de violence n'échappe.

Prochain programme

- Soutenir la généralisation des gouvernements scolaires et veiller à ce que la protection des enfants (et non pas la gestion de l'école) est leur objectif principal.
- Examiner dans quelle mesure il est possible de donner un rôle encadreur aux membres des MCPE afin d'éviter que le GS ne puisse ou n'ose pas dénoncer certaines choses.

Dans quelle mesure l'approche et l'outil pour les dialogues intergénérationnels sont-ils efficaces ? L'approche est efficace dans le sens où les différents groupes et générations entrent en dialogue et les jeunes hommes adoptent un comportement plus respectueux envers d'autres groupes. Quant aux engagements pris, l'appropriation et la durabilité de l'approche, un accompagnement de plus près semble indiqué.

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Recommandations

Programme actuel

- Suivre de plus près les engagements qui sont pris par les différents groupes, tout comme les changements mentionnés par les participants. Assurer un accompagnement pour veiller à ce que tous les groupes, y compris les filles, puissent être des « agents de changement ».
- Mettre davantage l'accent sur la compréhension, l'appropriation et où indiqué l'adaptation aux pratiques connues de l'approche (ex. les fada pour les jeunes hommes).

Prochain programme

- Inclure l'approche dans le prochain programme afin d'assurer un ancrage durable.

Dans quelle mesure les enfants, jeunes et groupes d'étudiants participent-ils dans les activités de lobby, plaidoyer, et redevabilité en faveur d'une éducation inclusive et dans la protection de l'enfance contre les violences basées sur le genre ? Quelles sont les leçons apprises ?

Les échanges suggèrent que l'implication des jeunes commence à porter ses fruits. Comme résultats concrets du travail de plaidoyer, les GS et les partenaires citent entre autres la diminution des grossesses précoces, tout comme la baisse de l'exode rural et de la migration dans l'Atacora. Les directeurs rencontrés citent les changements suivants : l'accès des enfants handicapés à l'école, des changements en termes d'hygiène, moins d'abandon scolaire des filles ou d'enfants démunis. En outre, l'implication des jeunes a également des effets positifs pour les jeunes eux-mêmes. Une bonne préparation (tout comme une association avec Plan et ses partenaires) fait que les jeunes sont davantage pris au sérieux. Un représentant des autorités régionales cite: « *il faut qu'on finisse avec cette mentalité de croire qu'on peut décider pour eux* ».

Recommandations

Programme actuel

- Faire entendre la voix des GS à des niveaux supérieurs pour réaliser un travail de plaidoyer sur des thèmes ressortis comme pertinents et urgents, comme le respect de l'interdiction du châtiment corporel à l'école. Le CBO-EPT, partenaire reconnu pour son expertise dans le domaine du plaidoyer, peut accompagner ces processus.

Prochain programme

- L'abandon scolaire et la santé sexuelle et reproductive restent des enjeux clés identifiés par différentes parties prenantes. Ces thématiques doivent être au centre du travail de sensibilisation et de plaidoyer des GS et des autres groupes de jeunes dans un prochain programme.

Dans quelle mesure les interventions sont-elles genre-transformatrices ?

- . Dans quelle mesure les rôles des filles/garçons/femmes/hommes ont-ils changé dans les communes cibles ?
- . Dans quelle mesure les filles font-elles valoir leurs droits ?

Quels (f)acteurs restreignent les avancées en termes d'égalité de genre ? Quels (f)acteurs favorisent les avancées en termes d'égalité de genre ? Le programme, prend-il bien en compte ces facteurs et les causes profondes qui génèrent les discriminations basées sur le genre, ainsi que les conséquences ?

Quel est le degré de participation des hommes dans les comités de protection de l'enfant ? Au cas où ils participent à un moindre degré que les femmes, comment pourraient-ils être impliqués davantage ?

La plupart des activités mises en œuvre dans ce programme sont pertinentes par rapport à l'approche transformatrice de genre de PI. Quant à leur efficacité par rapport à la transformation des normes de genre négatives, les résultats sont positifs dans une certaine ou large mesure, selon l'activité.

Recommandations

Programme actuel

- Examiner dans quelle mesure les constats sur les MCPE et APE, et sur les chefs coutumiers et religieux, sont généralisables. Dans l'affirmative, prévoir une formation genre, avec un volet sur la masculinité positive, pour des structures comme les MCPE, AJE&C et AVE&C, mais également pour d'autres acteurs communautaires, comme les chefs religieux et coutumiers.
- Associer davantage les garçons et les hommes dans les AJE&C et les AVE&C, afin d'éviter un découragement ou une frustration auprès de ces groupes, mais également parce que l'égalité de genre est le travail de tout un chacun.

Prochain programme

- Adopter la perspective transformatrice de genre dans l'identification et la rédaction du programme et faire en sorte que les 6 éléments soient abordés de manière intégrée.
- Travailler davantage sur la santé sexuelle et reproductive, sur les relations sexuelles transactionnelles et sur les VBG dans et en dehors du milieu scolaire.

4.3 Vietnam

4.3.1 Scope

Mid-term evaluation for the programme in Vietnam “*We strive for a just world that advances children's rights and equality for girls*”, which is part of the 5 year DGD funded, multi-country programme.

4.3.2 Evaluation objectives and criteria

The mid-term evaluation is expected to serve PIB's learning agenda on the one hand, and to meet principles regarding accountability on the other. The mid-term evaluation focuses in particular on the criteria of relevance, sustainability, and synergy. Gender and environment as crosscutting themes throughout the programme are also taken into account. Three additional transversal questions were added to improve the global lessons learned.

4.3.3 Methodology

Exploratory documentary study + Field visit (triangulation of findings) (10 days)

Qualitative data collection through

- Individual semi structured interviews with key stakeholders, programme and partner staff (17)
- FGD with target groups (parents, volunteers, teachers (15), and children (3) including school walks)
- Start-up workshop + Restitution workshops (in Belgium (1+2) and in Vietnam (1+3))

Data analysis: constant comparison and discourse analysis. Results are triangulated with the available documentation, data available through the M&E system and discussions with staff and partners.

4.3.4 Findings and recommendations

Relevance

Findings

With its new global strategy in 2017, Plan International has put gender transformative approaches at the forefront of its agenda. Previous studies of Plan International showed that gender transformative programming can be applied on EC(C)E intervention strategies, and this is confirmed by other studies. From the literature, DRR/CCA is also identified as a topic in which gender transformative approaches can have good results. Thus, for both of the components of the programme in Vietnam, the potential for inducing gender transformative processes is there. The gender transformative programming approach has not yet been applied on the programme in Vietnam as the programme and its associated ToC were already developed in 2016. At this moment the country office in Vietnam is in the process of drafting its situational analysis using gender markers to analyse gender issues and root causes in the context of Vietnam. The programme partner VWU has a strong and recognized position for national level policy influencing initiatives regarding the social position and roles of women. At the same time, the grassroots level can be effectively reached, i.e. mothers, fathers, and even other community members...via the structure of VWU with its volunteers at community level. The two main functions of the VWU as a mass organisation in Vietnam are (1) to protect the legal rights and interests of women, and (2) to communicate government policies to women, and advocate for gender equality. This means that, even when the programme ends, VWU will still have the responsibility to carry out its functions that are in line with the general objectives of the programme. This is an important (f)actor for ensuring sustainability of programme results.

Recommendations

Current programming

- Continue the process of research and analysis regarding prevailing gender norms as a holistic exercise to inform all programmes implemented by Plan International Vietnam. Empower communities to be able to make their own gender analysis and to be able to follow-up on the changes and results they want to achieve. Use the research results to identify relevant gender and gender transformative objectives and associated indicators). Foresee a specific programme strategy to ensure that staff and stakeholders at all levels understand and support gender transformative processes and programming.
- Closely follow-up the quality of the services provided by the VWU-volunteers.
- Map nationally available expertise on gender and gender transformative programming.

Future programming

- Consider carrying out a post-hoc study in project regions where Plan International Vietnam has been present before, to analyse what remains (in terms of quantity and quality) of the services related to ECCE when these services are continued under VWU's own service delivery programs.
- When new global strategies are put in place, avoid having an overwhelming amount of guidelines and policies. Reports and documents should not replace additional guidance and support from the Global Hub and national offices to the country offices, on how to apply gender transformative programming in the context of Vietnam.

Gender

Findings

Assessing whether the current interventions contribute to gender equality, several challenges were faced. The programme's baseline report does not include an analysis related to gender inequality or unequal power relations between women and men or boys and girls. As such there is no baseline that can be used as a reference. Also, in the programme monitoring reports and a recent research report, there is limited attention or reference to gender and unequal power relations. Moreover, at the level of programme participants, gender inequality and unequal power relations between women and men or boys and girls are not defined as critical issues: Besides child marriage, interviewees acknowledged few other gender issues playing a significant role in the lives of women and men, girls and boys. Social norms and beliefs related to gender are not explicitly investigated at the outset of the parenting groups. These are not explicitly discussed and questioned during the meetings, and thus no explicit attention is paid to strategic gender interests. Parents do distinguish different roles and responsibilities for mothers and fathers in taking care for the children. Few fathers attend regularly the meetings and there are no specific activities organized for fathers or mothers. Also, at the level of the DRR/CCA programme component, there is no specific attention towards gender.

Recommendations

Current programming

- Start-up participatory and in-depth analyses at the level of the parenting groups to identify prevailing gender norms and what would parents like to see changed
- Include gender specific indicators going beyond disaggregated data in the programme monitoring.
- Consider testing some strategies that may have better results attracting fathers, for example specific trainings, specific themes addressed towards fathers, rescheduling timing of meetings, male role models...
- During DRR/CCA activities, the relation between impact of climate change and unequal power relations between men and women can be introduced and discussed. The role of women in community resilience and coping strategies can be highlighted.

Future programming

- As a framework to identify gender (transformative) objectives, use the concepts of strategic gender interests and practical gender needs. If some specific strategic gender interests are outside the scope of the current programme or outside the scope within which Plan operates, it is necessary to identify and find partners or other stakeholders who can include these objectives in their work.

Sustainability

Findings

The institutional capacity in implementing and scaling up the programme's ECCE and DRR/CCA interventions and activities is quite strong at both national and local levels. At national level, the Plan programme officers collaborate with the ministries in charge of ECCE and DRR/CCA (MoET and MARD) to ensure that the programme's ECCE and DRR/CCA interventions can be scaled up when programme support stops. At the local level, district authorities, such as BoET and DPC, play an important role to ensure the programme's sustainability. A big challenge for the sustainability of the parenting groups is the high turn-over rate of volunteers, which relates to technical capacity. Continuous investments in capacity building for ensuring technical capacity are strongly correlated with institutional sustainability. Considering sustainability from the angle of financial capacity to sustain similar activities, for both the topics DRR/CCA and ECCE there is budget foreseen in VWU's strategic plans and national and local level governments have policies and established practices for allocating budget to activities related to these two topics.

Recommendations

Current programme

- PIUs need to be strengthened in terms of human resources to ensure local level harmonisation of different programmes of Plan International Vietnam
- For the programme partners, it is advised that L&L as technical expert engages in developing a "business model" and/or considers becoming a nationally recognised consultant on DRR/CCA, based on its build-up knowledge and expertise. For VWU as implementing actor, it is suggested to develop a clear plan clarifying who will be responsible for quality control of service delivery (and what quality criteria will be used) when the programme ends or for in non-programme sites.
- As suggested above, if Plan International Vietnam considers the post-hoc study in project regions where Plan International Vietnam has been present before, an analysis of the remaining technical capacities of local staff and volunteers can be part of this study.

Future programming

- Consider lobby and advocacy activities that target local authorities to ensure that they allocate sufficient budget to the sectors that should be prioritized. There are several laws and government strategies that can be used for argumentation, examples are provided in the main text of this report

CBA

Findings

The community-based approach is applied in the ECCE component of programme via the parenting groups. Through this approach, the programme is able to reach fathers, mothers, and young children at the grassroots level, which means the programme can directly work together with the direct beneficiaries of capacity development initiatives on concrete subjects that are relevant to them. The approach also helps to raise the awareness (on ECCE) at the level of district and commune leaders. In this mid-term evaluation, the link between a community-based approach and sustainability is particularly analysed from the angle of empowerment (of parents and parenting groups). Empowerment is identified as an expected result, but what kind of change expected is not explicitly explained and several aspects of empowerment, from a holistic point of view, are not taking into account in the current programme objectives (for example economic empowerment, the empowerment of being seen, heard and speaking for yourself).

Recommendations

Current programming

- Continue the CBA and partnership with VWU because this creates direct linkages and cooperation with direct ECCE beneficiaries (parents and their children)
- Make the empowerment goals more specific
- Invest in empowerment of parents via the parenting groups, for example, introducing capacity building for self-assessment and linking parenting groups with other community initiatives that work towards other components of empowerment

Future programming

- Consider explicit investments in building influencing capacities at the local levels (VWU volunteers, parents, ...), for example, advocacy targeting local implementers in order to achieve sufficient local budget allocation for ECCE and DRR/CCA priorities

Environment

Findings

The activities in the DRR/CCA programme component led to increased knowledge and safety practices at the level of the children and teachers in the targeted schools. School DRR/CCA plans and official inclusion of DRR/CCA in school curricula are important for sustainability of DRR/CCA results. There is a rather limited focus on pro-activity and resilience to natural disasters and climate change adaptation skills, especially in comparison with efforts invested in post-disaster reconstruction and rescue. This has been observed in national and local authorities' DRR policies, as well as in the current programme. For the ECCE programme component, DRR/CCA is not mainstreamed in trainings for preschool teachers and the level to which parents in the parenting groups have been introduced to the topic of environment and natural disasters remains rather superficial.

Recommendations for future programming

- If "resilient" communities are the aim, programme targets need to be more ambitious and, for example,
 - o broaden the scope from protection and post-disaster to prevention and coping strategies
 - o involve women as important resources for coping strategies increasing community resilience
 - o link safe school initiatives with other community initiatives regarding DRR/CCA.

Policy influencing

Findings

In Plan International's country office in Vietnam, the concept of evidence-based lobbying is widely used, as pilot project results, from ECCE programmes for example, are used as evidence for policy influencing activities. As such, programme partners and programme staff from the country office are involved in local-level, evidence-based influencing towards DoET and DPC, and national-level evidence-based influencing directed towards MoET, MARD and national directory levels of VWU. At national level, VWU plays an active role in influencing, which resulted in important achievements at the national level policies that are in line with the objectives of Plan International, for example related to ECCE. At this moment, the programme does not include strategies to strengthen local level influencing initiatives implemented by programme participants. Plan International Vietnam and its partners are involved in a variety of national, regional and global networks on ECCE and DRR/CCA. In the current programme, however, the work via these networks remains underexposed.

Recommendations for future programming

- Continue work and cooperation with VWU for influencing at national levels related to ECCE
- If policy influencing becomes a more important future strategy for Plan International, i) possibilities for influencing via existing national and regional networks should be further analysed. ii) Furthermore, it can be considered to integrate strategies to strengthen influencing capacity at the local levels in future programmes

Synergy with VVOB

Findings

Cooperation and synergy with VVOB has been foreseen during programme design. Currently both organisations are represented in the regional network ARNEC and the national network of Early Childhood Round Table where influencing strategies and initiatives are given shape. Staff from both organisations, however, acknowledge that in the current programme few types of cooperation and synergy go beyond practical agreements and the use of each other's training materials.

Recommendations for future programming

- Optimise synergy from cooperation between VVOB and Plan International via the networks. Analyse the process of achieving policy and practices changes to identify what different influencing strategies are currently being applied, what works, what are missed opportunities, where additional capacity development can strengthen the members' policy influencing strategies.

4.4 Bolivia

4.4.1 Enfoque

Evaluación a medio término del programa en Bolivia *“Trabajamos por un mundo justo que promueva los derechos de la niñez y la igualdad de las niñas”*, programa quinquenal financiado por la DGD

4.4.2 Objetivos y criterios de la evaluación

La evaluación sirve para el proceso de aprendizaje de PIB y para responder a principios de rendición de cuentas. La evaluación se focaliza en los siguientes criterios: relevancia y eficiencia, sostenibilidad, sostenibilidad, género. La evaluación abarca los dos componentes del programa en Bolivia: el bienestar integral de la primera infancia (BIPI) y el programa de educación secundaria inclusiva y de calidad (PESIC).

4.4.3 Metodología

Revisión de fuentes secundarias + visitas de terreno

Recolección de datos cualitativos a través de:

- Entrevistas semi-estructuradas
- Grupos focales
- Restitución en La Paz y talleres en Bélgica

Análisis de datos: comparación constante y análisis de discursos. Triangulación estructural de los hallazgos.

4.4.4 Constataciones y recomendaciones

Relevancia y eficiencia (BIPI y PESIC)

Pregunta de evaluación

¿Cuáles son las lecciones aprendidas de la gestión del cambio de los 2 socios durante los primeros 2 años del programa: qué funcionó, ¿qué no funcionó en la gestión del cambio?

Esta pregunta de evaluación se aplica a los programas BIPI y PESIC.

Constataciones

Al inicio del programa, los socios Fe y Alegría (PESIC) y APROSAR (BIPI) salieron del programa – por razones diferentes - y fueron reemplazados por FAUTAPO (PESIC) y PROMETA (BIPI). En los dos casos, más allá de las razones por las cuáles se finalizaron los socios, los evaluadores han observado deficiencias importantes en la ejecución de sus proyectos respectivos, a pesar de que los socios habían sido evaluados ampliamente a través de las herramientas desarrollados para Plan Bolivia. Las deficiencias tenían que ver sobre todo con presencia en el terreno, multilingüismo y articulación con actores locales. Por lo tanto, el cambio de los socios fue totalmente acertado. PIB quiso entender porqué estos problemas se habían producido, cómo habían sido tratados, y qué lecciones se podía sacar hacia el futuro.

Recomendaciones

De manera preventiva (al inicio del asocio)

- Tener claridad con (posibles) socios sobre las exigencias y necesidades concretas del proyecto en las zonas de implementación y desarrollar con ellos pistas para poder responder a estas exigencias y elaborar un sistema para poder monitorear la implementación de estas pistas;

Cuando ocurra este tipo de situaciones (en caso de un cambio de asocio)

- Tomar las medidas necesarias para evitar que haya vacíos en el terreno en la ejecución de los proyectos,
- Estimar el nivel adecuado de información y de dialogo que los actores locales necesitan sobre la situación (contextualizado y según el tipo de actor) y abrir dialogo con ellos siguiendo estas pautas;

Sostenibilidad (BIPI)

Pregunta de evaluación

¿Se cumplen las condiciones y se implementan las herramientas para garantizar la sostenibilidad de las acciones en las áreas de intervención, especialmente para BIPI?

¿Los métodos y enfoques utilizados son apropiados para ayudar a los actores locales (instituciones públicas, organizaciones comunitarias, otras organizaciones locales, ONG, en línea con los marcos estratégicos comunes) para apropiarse y asumir su responsabilidad con roles claros para todos?

Esta pregunta de evaluación se aplica al programa de BIPI.

Constataciones

Se observa que los talleres del programa están generando cambios de prácticas importantes en el comportamiento de las mamás y en cierto grado de los papás, que aplican principios de BIPI en términos nutritivos, de desarrollo de capacidades de los niños, de salud. Mejoran sus dietas, se mejora las interacciones entre adultos y niños. Se trabaja también temas delicados a nivel local como la violencia e igualdad de género. Existe un trabajo valioso con niños discapacitados, en un contexto de tabú en las comunidades sobre niños discapacitados. La participación de padres en los talleres sigue siendo un tema difícil. Los municipios juegan un papel constructivo en este contexto. Las capacidades de su personal en términos de BIPI se fortalecen a través de los talleres del programa,

las autoridades muestran apertura y en ciertos casos se genera legislación municipal en BIPI, lo que aumenta la institucionalidad de la temática. Sin embargo, la sostenibilidad del BIPI todavía no está garantizada: los actores siguen necesitando fortalecimiento de sus capacidades y no existe legislación a nivel nacional. Plan está trabajando un eje de trabajo de incidencia política en la temática, pero todavía no ha desarrollado una estrategia integral a este fin.

Recomendaciones

A nivel de comunidad

- Dar una atención especial en la integración de padres/hombres/jóvenes en el proceso;
- Seguir fortaleciendo las capacidades del personal de salud;
- Ampliar el trabajo con jóvenes;
- Fortalecer y capitalizar las buenas experiencias de trabajo a nivel comunitario;
- Facilitar y gestionar el intercambio de experiencias entre comunidades;
- Brindar el apoyo adecuado para asegurar el funcionamiento de los huertos familiares.

A nivel de municipio

- Seguir fortaleciendo la institucionalidad de BIPI en los municipios;
- Promover la integración del derecho al BIPI en las políticas municipales;
- Cuando existe una Ley que no se implementa, analizar las causas;
- Fortalecer los procesos de participación en la definición de los POA, con énfasis en la instalación de salas de rezago y sala de estimulación por norma;
- Aprovechar y capitalizar experiencias con ludotecas y ludotecas terapéuticas para niños/as con discapacidad (Sica Sica);
- Aprovechar el rol de la UNI como actor clave en la red de salud para fortalecer capacidades y conocimientos en primera infancia;
- Apoyar a la elaboración de mecanismos de monitoreo y exigibilidad para garantizar la implementación de la legislación municipal en el área del BIPI.

A nivel nacional, incluido su articulación con otros niveles de actuación

- Desarrollar una estrategia de incidencia política integral en favor de la Ley de la Primera Infancia en Bolivia;
- La elaboración y ejecución de una estrategia de incidencia debe ser una decisión institucional entre PIB, Plan Bolivia y sus socios;
- Desarrollar una estrategia de incidencia política con la Red Hemisférica de Parlamentarios y Ex Parlamentarios de la Primera Infancia;
- Capitalizar las experiencias de Plan a nivel local para alimentar la incidencia política nacional;
- Respecto a niños con discapacidad, seguir incidiendo en la política pública nacional;
- Desarrollar estrategias de monitoreo de implementación de las políticas en los niveles pertinentes (nacional, departamental, provincial, local, ...) y mecanismos para la exigibilidad de estas políticas.

Efectividad (PESIC)

Pregunta de evaluación

¿En qué medida son efectivas las intervenciones dirigidas a una educación secundaria inclusiva y de calidad? ¿Cómo podrían mejorarse estas iniciativas?

Constataciones

El proyecto busca fortalecer la implementación de la Ley de Educación 070 Avelino Siñani – Elizardo Pérez y en este sentido se observa resultados muy positivos. Los actores de la comunidad educativa se están fortaleciendo. Los cambios a nivel de los estudiantes (Gobiernos Estudiantiles a nivel de

Unidad Educativa) son notorios, generalmente se nota un aumento de la asertividad de los jóvenes, chicas incluidas. Sin embargo, estos cambios de actitud pueden generar resistencia por parte de sus familias, en particular sus padres. Muchos GE se están fortaleciendo, elaborando planes de trabajo etc. Las Brigadas de Comunicación juegan un papel importante en este proceso también. Mamás y papás también están empezando a asumir roles más activos en la comunidad educativa (Consejos Educativos), pero a veces les falta fortalecimiento de capacidades. Los PSP (Proyectos Socioproductivos) y BTH (Bachiller Técnico Humanístico) contribuyen a estos procesos, articulando el nivel escolar a la realidad de las comunidades, volviendo los procesos de aprendizaje más concretos y contextualizados para los jóvenes, abriendo camino a nuevas perspectivas para los/as niños/as cuando salgan del colegio.

El trabajo de CNC-CEPOS sobre la educación plurinacional es histórico y fundamental, pero carece de apoyo externo. Por lo tanto, el apoyo de Plan y FAUTAPO a este proceso es crucial, por lo menos hasta que el Estado decida de apoyarlo de manera estructural.

Recomendaciones

- Seguir fortaleciendo a los actores de la comunidad educativa, en particular las capacidades de los GE y sus expresiones a nivel municipal (p.ej. los FES), ídem para las organizaciones de mamás/papás y el funcionamiento de los CESC;
- Buscar maneras para implicar más a padres/hombres en las actividades;
- Analizar las diferencias entre UE grandes y pequeñas en términos de dinámicas sociales y tomarlas en cuenta en las estrategias de intervención;
- Promover más articulación entre jóvenes, mamás y maestros;
- Fortalecer a los maestros (nuevas tendencias educativas, mejorar la articulación entre el PSP y la enseñanza) y promover los intercambios horizontales entre maestros;
- Analizar con los actores locales los conflictos en familias causados por la nueva asertividad de jóvenes y construir con ellos estrategias para anticipar estas reacciones, en particular en el caso de niñas;
- Anticipar a la rotación de maestros para no perder su experiencia y sus aprendizajes en la temática, p.ej. a través de mecanismos de capitalización de sus experiencias antes de que dejen sus puestos, intercambios con otros maestros para compartir sus lecciones aprendidas, etc.;
- Apoyar a los actores locales en la elaboración de marcos legislativos y/o normativos en favor de funcionamiento del sistema de educación social comunitaria, con p.ej. presupuestos para la FES;
- Sistematizar las experiencias y compartirlas con opinión pública, actores sociales y políticos;
- Analizar con los jóvenes posibles tensiones entre BTH y Plan de Vida;
- Seguir apoyando a CNC-CEPOS y la implementación del currículo quechua y aymara, incluyendo la capacitación de maestros;
- Apoyar al Ministerio de Educación para que pueda brindar capacitaciones de calidad a los maestros;
- Informar al Ministerio de Educación del trabajo de Plan en PESIC.

Género (BIPI y PESIC)

Pregunta de evaluación

¿Cómo se puede ajustar el programa para influir en las estructuras sociales que rodean los roles y las percepciones de género?

Constataciones

Los evaluadores constatan que los dos proyectos están fortaleciendo las capacidades y aumentando la asertividad de chicas/mujeres/madres, lo que está generando procesos de empoderamiento también. Estos procesos se dan con chicas en los GE, madres en sus CE, y madres en el contexto del

BIPI también. Padres y jóvenes adolescentes también están mostrando muestras de cambio de prácticas, pero los estereotipos de género, la violencia doméstica y el machismo siguen teniendo fuerza. El involucramiento de los padres/hombres sigue siendo un punto de preocupación. La asertividad aumentada de las chicas puede generar reacciones de resistencia en las familias, lo que debe ser un punto de atención para Plan y sus socios.

Recomendaciones

- Fortalecer, intensificar y diversificar el trabajo de género con hombres y adolescentes;
- Trabajar masculinidades con los hombres/adolescentes en todos los sentidos;
- Buscar horarios y mecanismos para que los padres/hombres puedan participar en talleres;
- Analizar los procesos de cambios de prácticas a nivel de hombres/varones para identificar obstáculos al cambio y mejorar las estrategias hacia hombres/varones;
- Desarrollar estrategias diferenciadas para trabajar género con hombres/padres. Así mismo, incluir dentro de las acciones, ya sea en los contenidos de talleres, las estrategias de comunicación, guiones para programas de radio, etc. que se cuestione la masculinidad hegemónica;
- Analizar con personas involucradas (niñas, mujeres, chicos, hombres, adolescentes) las reacciones negativas que se pueden dar en casa respecto a nuevas asertividades o cambios de prácticas y trabajar con ellas/os las estrategias para anticipar estas reacciones negativas;
- Sistematizar y socializar casos de empoderamiento de mujeres para entender sus historias de éxito.

Elemento adicional: el nivel programático (BIPI y PESIC)

Constataciones

Los programas BIPI y PESIC cubren ejes de trabajo distintas y se ejecutan de manera paralela, sin articulación, intercambios, aprendizajes. Los evaluadores piensan que se pierde oportunidad de aprendizaje mutuo que según ellos debe ser posible, a pesar de las diferencias temáticas.

Recomendaciones

- Que se busque aprendizajes y buenas prácticas entre los ejes de trabajo, p.ej. sobre cuestiones de género, sobre la articulación entre actores de comunidad y actores municipales, sobre el trabajo de género con hombres/chicos/estudiantes/padres.
- También se recomienda que se busque aprendizajes entre el PESIC y BIPI con otros proyectos de Plan, como p.ej. el proyecto Arriba.

4.5 Belgium

4.5.1 Périmètre

Une évaluation à mi-parcours du programme quinquennal en Belgique “*Un monde juste qui fait progresser les droits des enfants et l’égalité pour les filles*”, financé par la DGD.

4.5.2 Objectifs et critères de l’évaluation

L’évaluation sert à renforcer le processus d’apprentissage de PIB et de répondre à des exigences de redevabilité. Elle se concentre sur les critères CAD suivants : pertinence, efficacité, durabilité, efficience et genre.

4.5.3 Méthodologie

Littérature et visite de terrain (Belgique)

Collecte de données à travers :

- Entretiens semi-structurés
- Ateliers de restitution et de réflexion

Analyse des données : comparaison constante et analyse de discours, triangulation des données

4.5.4 Constatations et recommandations

Pertinence

Question d'évaluation

How does advocating educational change through the S4R approach contribute to the realisation of universal children's rights?

Constatations

Concernant l'axe de travail S4R

Globalement, les résultats du travail S4R sont très positifs, même s'il faudra vérifier si les changements seront structurels dans le temps. Le succès du S4R dépendra fortement du degré d'appropriation des principes et changements de la part des acteurs locaux (direction, enseignants, élèves, acteurs externes – p.ex. parents, acteurs de quartier). La systématisation des expériences S4R peut engendrer des arguments pour renforcer l'argumentaire de PIB au niveau du plaidoyer et renforcer certainement sa légitimité envers les acteurs du terrain et politiques. L'approche S4R en soi ne pourra pas avoir un impact structurel en termes de droits de l'enfant dans l'enseignement, pour cela il faudra des changements de politiques d'enseignement.

Concernant l'axe de travail du plaidoyer en faveur des droits de l'enfant dans l'enseignement

Au niveau de la FWB, l'agenda des acteurs de l'enseignement était accaparé par les réformes importantes et prioritaires liées au Pacte pour un enseignement d'excellence. Il était difficile de faire entendre des demande de réformes pour une meilleure prise en compte des droits de l'enfant. En Flandre il y avait plus d'ouverture. Dans le contexte flamand, PIB a opté pour investir dans la mise en œuvre des politiques droits de l'enfant dans l'enseignement, avec succès. La réputation de PIB, y inclus son impartialité, a contribué à son influence politique. En termes d'alliances, la plupart des alliances de PIB dans cet axe de travail sont issues du secteur d'ONG et ABSL, il y a très peu d'organisations issues du monde de l'enseignement.

Recommandations

S4R

- Vérifier si une implication accrue des élèves dans S4R dès le début augmenterait le potentiel du S4R (pour cela il faudrait échanger avec les organisations issues du milieu des élèves) et le cas échéant développer des pistes pour cela ;
- S'approcher d'organisations d'élèves comme le VSK ;
- Renforcer la culture de participation des élèves qui est faible ;
- Prendre en compte les craintes des enseignants envers les processus S4R dès le début et dans le discours concernant S4R envers eux, pour que S4R leur apparaisse comme un atout et non comme un fardeau additionnel ;
- Réfléchir à comment le S4R peut fonctionner dans les écoles « à problèmes », où les processus S4R semblent être peu prioritaires comparés aux autres urgences en milieu scolaire ; que faut-il pour que le s4R fasse sens dans les écoles « à problèmes » ?
- Systématiser le travail S4R et en tirer des leçons pour alimenter d'autres axes de travail de PIB (participation de jeunes, lien entre S4R et le plaidoyer politique, repenser les rôles joués par d'autres parties prenantes locales, ...) ;
- Diffuser des histoires de succès S4R vers le grand public ;

- Articuler avec le programme Sud (pour en tirer des leçons potentiellement utiles pour le S4R, chercher des articulations, etc.).

Plaidoyer

Stratégies d'incidence

- Identifier des portes d'entrée thématiques potentielles nouvelles et de possibles nouvelles alliances;
- Faire la distinction entre agenda-setting, incidence sur les politiques (législation) et influence sur la mise en œuvre des politiques;
- Renforcer le caractère « evidence-based » du plaidoyer;
- Analyser les perspectives d'un travail sur les curriculums et les maisons d'édition ;
- Analyser les perspectives d'impliquer les élèves directement dans le plaidoyer ;
- Renforcer/repenser le plaidoyer en Communauté française.

Alliances et espaces

- Chercher des articulations avec le secteur de l'enseignement, en particulier le VSK et les syndicats d'enseignants ;
- Renforcer le VLOR pour la défense et promotion des droits de l'enfant;
- Wallonie-Bruxelles : ouvrir l'éventail de partenariats, d'alliances, de contacts;
- Analyser les perspectives de lancer une coordination belge multi-acteur pour le plaidoyer sur les droits de l'enfant dans l'enseignement et si possible passer à l'acte ;
- Renforcer les relations avec UNICEF.

Apprentissage

- Élaborer des méthodologies de systématisation d'expériences pertinentes de plaidoyer, comme p.ex. l'expérience avec GO ;
- Analyser le potentiel du plaidoyer au niveau local par les élèves en apprenant de l'expérience de Kortrijk.

Efficacité

Question d'évaluation

To what extent are the different types of policy engagement effective to influence the Belgian Development Cooperation?

Constatations

D'une part, la rhétorique de la DGD est en faveur des droits de l'enfant dans la coopération et défend le droit à l'éducation, mais d'autre part le budget dans la coopération dédié à l'éducation diminue sans cesse. Étant donné la difficulté d'avoir une influence tangible sur cette situation, il peut s'avérer plus stratégique de rechercher une influence sur les contenus de l'éducation dans la coopération, p. ex. sur les choix concernant le type d'enseignement, les secteurs d'éducation, ou encore les modalités de l'accès à l'éducation que la coopération promeut. PIB jouit d'une légitimité importante aux yeux des décideurs, mais sa vision du développement (le « modèle » de développement que PIB défend) est peu explicite. Réseaux : Educaid.be est important pour PIB et vice-versa mais l'impact d'Educaid.be en termes d'influence sur les politiques de coopération est limité.

Recommandations

Plaidoyer

- Ne pas perdre du terrain en termes de budget pour la coopération et pour l'éducation;

- Mettre l'accent sur le contenu de l'éducation dans la coopération (éducation privée ou publique, en contexte urbain ou rurale, quels secteurs d'éducation, si c'est pour améliorer l'insertion au marché du travail alors pour quels types d'emplois, ...);
- Articuler l'éducation avec d'autres ODD (climat, genre, santé, ...) et acteurs thématiques
- Renforcer le lien avec le Sud (programmes, acteurs) pour une argumentation davantage evidence-based et une légitimité accrue;
- Articuler l'approche PIB avec l'approche sur les droits et une réflexion sur le modèle de développement
- Renforcement d'alliances politiques (Parlements, niveau international, ...)

Alliances

- Renforcer les alliances avec organisations et réseaux comme véritable stratégie d'influence
- Renforcer Educaid (le secretariat, le fonctionnement des groupes de travail, le fonctionnement interne, l'articulation avec d'autres réseaux, avec des alliances politiques, ...);
- Creuser la question de l'adhésion avec les coupoles 11.be et CNCd;
- Renforcer liens internationaux pour l'accès à des études, à des informations, à des évènements, etc.

Durabilité et efficience

Question d'évaluation

How sustainable are the methods, instruments, materials developed in the context of the S4R programme (financial and content-wise)?

How sustainable are the methods, instruments, materials developed in the context of the advocacy strategies (financial and content-wise)?

To what degree is PIB necessary for the S4R processes within schools to keep functioning and expanding?

Constatations

Le travail dans les écoles porte fruit, mais la durabilité des processus dépend fortement de l'engagement des acteurs dans les écoles et de l'autonomie des processus (qui doivent devenir endogènes). Le site web avec les outils fonctionne, mais est-ce suffisant? PIB reste nécessaire avec ses capacités et son expérience. Le rôle de l'État doit se renforcer en la matière pour que le S4R s'institutionnalise davantage. De nombreux facteurs fragilisent les processus S4R dans les écoles. Les élèves n'ont pas de culture de participation. Le réseau d'organisations impliquées dans S4R reste petit et axé ONG et ASBL (peu d'acteurs de l'enseignement).

Recommandations

- Mettre l'accent sur l'appropriation dans les écoles (augmenter rôle des élèves?);
- Élargir et renforcer alliances/partenariats: chercher des alliances hors réseau Nord-Sud;
- Réinventer la participation au sein des élèves et ouvrir vers d'autres acteurs locaux;
- Articuler S4R, plaidoyer et le travail dans le Sud;
- Sensibiliser le grand public à travers des histoires de succès S4R;
- Promouvoir davantage l'institutionnalisation de S4R au niveau État;
- Élargir les outils pour les écoles pour renforcer leur autonomie en S4R.

Genre

Question d'évaluation

How could PIB interventions better contribute to the transformation of gender relations in Belgium and in the partner countries?

Constatations

Pour PIB, cette thématique est très importante mais pour les alliances dans les réseaux et les espaces elle l'est beaucoup moins, surtout si on la compare aux enjeux principaux des espaces en question. Il a été difficile pour les évaluateurs d'entamer des discussions de fond autour de cette thématique avec les organisations.

Recommandations

- Tirer des leçons des programmes au Sud où le genre occupe une place centrale pour alimenter le travail sur S4R et le plaidoyer;
- Renforcer la thématique du genre dans les écoles S4R :
 - o Lancer des processus de réflexion sur le genre dans les droits de l'enfant et le S4R au sein des écoles ;
 - o Sensibilisation des parties prenantes, également hors école mais toujours en lien avec l'école (la communauté éducative) ;
- Renforcer les capacités de enseignants et de la direction dans la thématique du genre;
- Renforcer les alliances autour de la thématique (Vie Féminine, Le Monce Selon les Femmes, au niveau international aussi, ...).

5 GLOBAL ANALYSIS ON THREE TRANSVERSAL THEMES

5.1 Gender

Gender transformative – How gender transformative are the approaches and which effects do they have so far on gender dynamics?

With its gender-transformative approach, Plan International wants to tackle the root causes of gender inequality and reshape unequal gender and power relations to realise girls' rights and gender equality. This approach is to underlie all of Plan's projects and programmes, so that through the combined efforts, Plan International will ultimately contribute to gender equality.

Plan has identified six key elements of gender transformative programming and influencing:

1. Address gender norms throughout the life course
2. Strengthen girls' and young women's agency
3. Work with and support boys, young men and men
4. Advance both the condition and position of girls, young women and women
5. Respond to the needs and interests of girls and boys in all their diversity
6. Foster an enabling environment for gender equality and girls' rights

5.1.1 Findings

Gender is an important subject for PIB and other actors recognize Plan's know-how in this regard. Findings from the mid-term evaluation for **the programme in Belgium** suggest, however, that gender is less important for other actors active in the field of advocacy and education. Moreover, as it is quite challenging to obtain changes within this field, actors felt it would be hard to include an all too specific focus on gender. In the context of the S4R-intervention, gender is less present and PIB decided not to emphasize the gender-transformative approach.

With a focus on education and protection, in particular of girls, **the programme in Benin** addresses key issues related to gender. The evaluation suggests that the different interventions implemented in the framework of this programme are relevant with regard to a gender-transformative approach, and a number of results can be identified. The school governments, in which girls are well represented, actively try to ensure the right to education of girls, through sensitization, as well as through follow-up of girls (and boys) at risk of abandoning. In the same way, they sensitize their peers on sexual and reproductive health and on the prohibition of corporal punishment. The work of community-based child protection committees addresses similar issues (protection, pursuit of education) at a community-level. Findings suggest that both structures do make a difference both in individual cases and through their sensitization work. The saving groups created in the framework of this programme are effective with regard to (economic) empowerment and education; families and girls now have the means to pay for school-related costs. Intergenerational dialogues hold great potential to address gender issues. The most important results of this approach so far seem to be the implication of men and the creation of an enabling environment to address these issues. The football team started in Atacora is a key example of a gender transformative approach, empowering girls and changing gender norms at the same time. The main points of attention include persisting gender stereotypes at the level of some religious and community leaders, for instance on the division of roles in the household, and the inclusion of men and boys.

The **programme in Bolivia** has a focus on girls and women's empowerment and is effective in this regard. Through PESIC, girls take on a more active role in school governance bodies, such as the *Federación de Estudiantes* and the *Consejo Educativo*, and are recognized for this by other students.

The women taking part in the ECCE- part of the programme acquire knowledge and information. At times, these processes of empowerment go hand in hand with changes in men's behavior: they may take on more tasks within the household, or be more willing to accept girls' leadership. Despite these steps forward, many challenges remain. It is still challenging to ensure men's participation in workshops on gender or gender-based violence. Likewise, the empowerment of girls and women may provoke negative reactions from other actors, men and women. This is true particularly for the PESIC-part of the programme. Finally, gender-based violence remains a key concern and gendered stereotypes on roles and responsibilities of women and men prevail.

The different programme interventions **in Niger** hold the potential to transform gender norms that stand in the way of gender equality, and a number of results can be observed in that regard. For instance, both the condition and position of girls are improved through the professional training they receive, as it opens new perspectives for the future, reduces the risk of child marriage, and allows girls to generate their own income and to contribute within their household. The inclusion of a training on entrepreneurship would likely reinforce positive outcomes. At the same time, discussions with girls suggested that they have not quite come to question certain practices (ex. the division of labour at the household, decisions related to the number of children they would have), that entail the risk of reproducing gendered inequalities. In the same way, the participation of men in the FARN is not always a given. At the community level, it can be noted that community-based child protection committees and duty bearers such as religious and customary leaders defend girls' education. Among some of these actors, certain stereotypes (ex. related to the division of labour or the participation of women) prevail. The 'club of future husbands' is an excellent approach to ensure men's participation in processes of transformation of gender norms. Findings suggest that on the condition of a good selection of members and a thorough training and follow-up, the young men in these groups can indeed make important contributions to transforming unequal gender relations.

The programme in Vietnam is not gender-transformative in its design nor does it have the ambition to be. The documentary study on the **programme in Vietnam** reveals that relatively little attention is being paid to systematically take into account gender dynamics. Most importantly, the programme baseline report does not include an analysis on gender relations; references to gender are mainly limited to disaggregated data. The annual reports do refer to gender, identifying the inclusion of gender equality as a training topic in the national preschool teacher-training program as a result. In the same way, teacher training materials have been reviewed to include gender. With regard to DRR/CCA, the importance of the interplay between social norms and the opportunities for women and men to participate to an equal footing in DRR/CCA interventions is identified. The programme tries to address this by avoiding a separation of roles and responsibilities based on gender. During the field visit, it was noted that gender inequality is not identified as a critical issue by key stakeholders (both rights holders and duty bearers). As such, parents in the parenting group did not identify differences in needs for boys and girls, and the preference for boys over girls is largely considered to be a thing of past. When it comes to roles and responsibilities for fathers and mothers, stakeholders do observe differences. Likewise, it is recognized that child marriage is an issue. Students and teachers involved in the DRR/CCA activities generally do not identify gender issues related to the impact of natural disasters and climate change. The Plan International Vietnam office is currently drafting its situational analysis using gender markers to analyse gender issues and their root causes. Based on these findings, Plan International Vietnam plans to develop programmatic interventions to tackle unequal gender relations. At the moment, programme staff, national staff and other stakeholders (both at the local and national levels) have difficulties identifying potential objectives regarding gender transformative processes. The cooperation with VWU as a partner to implement gender transformative processes offers the advantage of the reach of the organisation (i.e. from local to national levels), but some potential risks can also be identified. The fact that it is a women's organisation may be limiting when trying to include men.

5.1.2 General observations

With regard to the six elements of gender transformative programming and influencing identified above, the following general observations can be formulated:

1. Address gender norms throughout the life course

In the countries where the programme contains a component on ECCE, attention to gender is included (ex. development of materials, inclusion of fathers) and some results can be observed in this regard (ex. increased participation of men in taking care of their children), but findings suggest that it is too early to speak of a real transformation of gender norms in this regard.

2. Strengthen girls' and young women's agency

The cases of Bolivia, Benin and Niger illustrate that various interventions implemented in the framework of the programme do engender good results in strengthening girls' and young women's agency (ex. the participation of girls in school governance bodies, the creation of a football team for girls, professional training).

3. Work with and support boys, young men and men

Whereas the participation of men is clearly a point of attention in the implementation of the programme in the different countries (ex. the parenting groups in Bolivia, Niger and Vietnam), it is not always easy to ensure this participation. Examples of good practices include the intergenerational dialogues in Benin, and the club of future husbands in Niger.

4. Advance both the condition and position of girls, young women and women

The creation of saving groups in Benin and Niger, in addition to training and sensitisation on education and child marriage, are good examples of this double and mutually reinforcing focus. Indeed, girls are not only enabled to take their lives and futures in their own hands; sensitisation at the community level ensures that the underlying root causes of inequalities are addressed as well.

5. Respond to the needs and interests of girls and boys in all their diversity

Findings suggest that it is important to carry out a situational analysis focusing on gender, inclusion and age and to follow-up on these matters throughout programme implementation, to ensure that all needs, interests and risks are thoroughly taken into account. Any programme should allow for the necessary flexibility to adapt interventions accordingly in the course of the programme. A case in point to be examined is the possible increase in violence reported notably by boys in schools in Benin.

6. Foster an enabling environment for gender equality and girls' rights

The involvement of Plan and its partners in influencing to create an enabling legislative, budgetary and policy framework is key. Findings from the mid-term evaluation suggest that in Benin and Niger, partners are taking on this work with some success, as discussed elsewhere in this report. In Vietnam, the collaboration with the VWU contains some potential as well as some risks in this regard.

5.1.3 Conclusions

Despite the fact that the gender-transformative approach has been developed and implemented at the level of Plan International only after the programme was drafted, findings from the mid-term evaluation suggest that the programme does contribute to a transformation of unequal gender relations in a number of ways. Indeed, over recent years, the defense of girls' rights has become a key objective for Plan in all its interventions. As such, the gender-transformative approach can be implemented on fertile ground.

The most important results can be observed with regard to the strengthening of girls' agency, position and conditions. The inclusion and participation of men, on the other hand, is a more challenging aspect.

It is important to point out that gender is closely bound to other aspects such as culture, religion, ethnicity, age, etc. A transformation in unequal gender norms cannot be imposed from above but needs to be the result of local processes of change which an intervention can facilitate or reinforce, but not force. This also means that any changes in this regard may take a lot of time and that work needs to be carried in close cooperation and constant dialogue with all key stakeholders.

5.1.4 Recommendations

In order to implement a gender-transformative approach, the approach as developed by Plan International has to become the main reference framework when drafting programmes, establishing partnerships and identifying interventions. With regard to future programmes, findings from the mid-term evaluation suggest that particular attention should be paid to the inclusion of boys, young men and men.

Any programme or intervention should be preceded by a thorough situational analysis focusing on gender, inclusion and age. Programmes should be followed up via indicators measuring changes (both positive and negative changes, ex. an increase of violence, a change in power dynamics within the household) and the programme should allow for the necessary flexibility to adjust the programme interventions accordingly.

Lastly, whereas a number of results have been obtained with regard to the improvement of girls' agency and conditions, it needs to be kept in mind that empowerment is a holistic process. As such, attention needs to be paid to the personal (self-confidence, self-esteem, acceptance/non-acceptance of gender norms, knowledge), the relational (taking part and influencing associational and public life, independent income, control over time, control of household assets), and the development of economic resources. The first aspect (the personal), while key, seems to remain underexposed in some cases and could be developed more thoroughly in future programmes. In the same way, while steps have been made with regard the economic empowerment of young women, a more integrated approach (i.e. including entrepreneurial skills) would be beneficial.

5.2 Advocacy/ Policy influencing

In line with the Global theory of change Plan wants to increase their future advocacy efforts – which lessons can they learn from their ongoing interventions? Are they targeting the right actors with the right messages? (appropriate power mapping, strategies?)

Plan International develops development and humanitarian programmes to support children's rights, with a specific focus on girls, in many different contexts. These programmes work through a mix of rights-based and basic needs-based approaches, for example, supporting local social services (schools, child care, ...), capacity strengthening for children and caretakers depending on their specific needs, sensitizing actors and public opinion on children's and girls' rights, etc. However, gradually, the awareness has risen that to achieve sustainable improvement of children's and girls' rights, "traditional interventions on the field" will not suffice and that structural changes are needed. For this to happen, policy changes are crucial. The absence of adequate laws and the absence of mechanisms to monitor and enforce their implementation are increasingly seen as some of the causes for ongoing children and girls' rights' violations.

This awareness has led to an increased weight of policy influencing as a strategy in Plan International's global agenda. Policy influencing is now integrated in the organisation's global ToC, which constitutes the basis for programme interventions designed by offices of Plan International all

over the world. As such, policy influencing is part of PIB's DGD-financed 5-year programme (2017-2021). In this programme, PIB has developed policy-influencing strategies towards Belgian decision-makers, and also in the partner countries policy influencing is part of the programme strategies.

Putting a global policy influencing strategy into practice requires fundamental options to be considered by PIB, in close cooperation with the country offices, regarding the different angles from which the influencing strategies can be shaped, each angle with its own specificity and intervening in different processes of social change, e.g.:

- Policy influencing can be done directly by PIB in Belgium or by country offices in their respective countries. But it can also be done jointly with partners or other national actors or through (broader) networks in which Plan is present. And finally, it can be done by the programme partners with Plan's support restricted to strengthening partner organisations in their own advocacy processes and spaces.
- Partners in advocacy work can be specialised NGOs, but also social movements or grassroots organisations.
- Policy influencing can be directed towards different levels: the (inter)national level, the local level (municipal, community), but it can also be directed to the interplay and the linkages between different levels.

All of these approaches have different impacts regarding social change and imply choices that have to be made.

5.2.1 Observations

In the Bolivian country programme, local actors in both ECCD and education (PESIC) engage in local policy influencing and monitoring, albeit to varying extents. In the case of the education project, this is done through local participation spaces created by the national legal framework (Education Law 070): students, parents and school authorities engage together in dialogue and coordination spaces on education issues. Parents and students in particular get empowered to participate and voice their needs and preoccupations in these arenas of dialogue and participation, through the programme support they receive. The municipal authorities accept and recognize these processes of dialogue and coordination as legitimate consultation because of their incorporation in national policy. For the ECCD-component of the programme, community level actors (mothers in particular and increasingly fathers), as well as local State-level (municipal) institutions, are showing high levels of engagement in the activities and practices promoted by the project. However, for ECCD, actors generally state that local level policy influencing is still incipient and sustainability of the current new practices (supported by the programme) remains fragile because of lacking legislation at all administrative levels. Both programme components are illustrative examples showing that legislation and its implementation are crucial for sustainability of local dynamics and therefore of the programme results; in the case of PESIC, existing national legislation is seen as a crucial condition for structural changes at the local level, whereas in the case of ECCD, the absence of legislation is considered a menace for structural changes, in spite of the positive local developments. For both themes (ECCD and education), influencing towards national level policy makers is still incipient. Few formal influencing strategies are developed at national or supra-local level, except for recent initiatives via the national Hemispheric network (ECCD), in which Plan International Bolivia plays an important role, and via CNC-CEPOS dynamics relating to the elaboration of the regional curriculums as part of the PESIC programme.

Influencing plays an important role in the two axes of the programme **in Belgium**: It is the central focus of the axis concerning children's rights in development cooperation and it is one of the explicit strategies for PIB's work on children's right in Belgian schools. For its work on children's rights in development cooperation, PIB puts policy influencing into practice both as an individual actor and as a member of networks (for example, Educaid.be). By the other members of these networks and by

decision makers, PIB is appreciated for its professionalism, referring to thematic knowledge and knowledge of political work (e.g. experience in elaborating parliamentary questions), as well as because of its legitimacy created by its work with direct beneficiaries and partners in the South. The other axe of the programme, PIB's area of work on children's right in Belgian schools, has two explicit strategies: advocacy and S4R (School for Rights, i.e. supporting processes of change within schools in favour of children's rights). Regarding the advocacy part, PIB operates predominantly on an individual basis. Here, its work on S4R in Belgian schools created an important level of legitimacy for PIB towards GO, which opened up opportunities for influencing, such as the possibility to collaborate on the "Leerlijnen". However, policy influence at higher policy levels was limited, partly due to schools' autonomy in deciding on their ways of working, but also because PIB was not yet recognised as a representative of the education sector in the North. Here, working in collaboration with representative organisations such as the VSK (student organisation) could have strengthened its position towards decision makers.

In **Benin**, the mid-term evaluation has explored the influencing efforts young people have engaged in. One of the approaches they use are the Community Score Cards, an approach to social audits that has been developed to evaluate social services in a participatory manner. In the context of the Impact-Elle programme, the approach is used to evaluate 'the school'. All relevant actors are united to discuss the issues that have been identified and to formulate solutions. The School Governments play a key role in this process and the practice is strongly appreciated. Another good practice includes the well-attended round table, organised by the partner CBO-EPT, to discuss corporal punishment and GBV at school. An important favourable factor in the engagement of young people in influencing efforts includes the accompaniment and training they receive from the partners. The inclusion of young people in influencing has generated a change in the mind-set of decision-makers, who have come to take into account the voice of young people. This has resulted in a range of positive changes, at the level of the school as well (ex. less drop-out from girls) as at a more personal level for the young people involved (ex. self-confidence).

Plan International Vietnam collaborates with the strong national partner VWU (Vietnam Women Union). VWU, which is a national mass organisation, plays an active role in influencing strategies that are in line with the objectives of Plan International. This has led to achievements at national level policies, amongst others, within the theme of ECCE. Apparently, in this case, conducting influencing in collaboration with a strong national representative organisation has proven to be a successful formula. Regarding DRR/CCA, Plan International Vietnam did not have such a strong influencing impact at the level of the Ministry of Agriculture and Rural Development (MARD), amongst others because of lack of expertise and legitimacy for that specific topic from MARD's point of view. Influencing at the local level remains a challenge in the Vietnam programme. Whereas some partners do put into practice influencing at the local level, local target groups (children, parents) do not yet engage in local influencing activities. Current commitments and insights to empower parenting groups are less well developed in the programme.

In **Niger**, influencing activities are realised by Plan International Niger's implementing partners for this programme, especially CONIDE, which is a coalition of organisations defending children's rights. Other implementing partners such as AEC, ANTD and ASO-EPT also engage in policy influencing, and the presence of all implementing partners on the ground allows for a follow-up of advocacy efforts. CONIDE conducts its policy influencing at various policy levels, ranging from the local (municipal) to the international level. At the local level, the evaluators highlighted CONIDE's policy influencing in collaboration with local community authorities such as village chiefs and imams on children's rights and equality for girls, with a specific focus on ending child marriage, on child protection and on education. CONIDE develops various strategies in order to strengthen its work with the community and municipal authorities. CONIDE combines influencing at the local level with the strengthening of local actors' capacities, e.g. regarding the inclusion of matters related to children's rights, education and protection in local budgets. This combination of local influencing and the strengthening of capacities has had impact, e.g. local legislation on child marriage. At the national level, CONIDE

conducts policy influencing towards parliamentarians, e.g. by organising parliamentary days on the topic of children's rights, particularly addressing child marriage. CONIDE also does policy influencing at the international level. Globally, it can be stated that PIN's partners include a vast stakeholder analysis in their influencing strategies and that the latter are adapted to the contexts at the various levels of intervention. They succeed in agenda-setting (child's marriage, education, CFM) and they have an influence in legislation, especially at the local level. It was not possible for the evaluators to examine the extent to which policy changes lead to practice changes (policy implementation). Finally, local and religious leaders show little confidence in local policy influencing, which is an issue that needs to be addressed in order to further strengthen local community actors' potential for policy influencing.

5.2.2 Conclusions and recommendations

The mid-term evaluation of the country programmes brings out various elements regarding policy influencing that offer guidance to PIB in its overarching reflections at the institutional level.

First of all, particular attention needs to be paid to holding the local level (municipality, community) accountable, as this is where policy is supposed to have an impact. The local level should be the starting point of policy influencing and monitoring, which should be put into practice by local legitimate (representative, or grassroots) actors through mechanisms at municipal levels. In contexts where such mechanisms already exist (e.g. the Bolivian case regarding education, to a certain degree), the creation of new (exogenous) platforms or arenas for consultation and cooperation running alongside existing ones should be avoided. Only if those mechanisms do not (yet) exist or do not function adequately, aiming at creating or improving them can be part of developing policy influencing in cooperation programmes. Moreover, the strengthening of local actor's influencing capacities is a logical additional step in the process of reinforcing local community and municipality's actors; the extra investment this represents will be low compared to the added value it will generate in terms of strengthening local democracy and thus sustainability of the intervention.

However, promoting policy influencing at the local level, aiming at strengthening community-level actors and positive policy at municipal level, may not be sufficient to achieve the structural changes desired. Policy can be absent or deficient at intermediate or national levels, thus neutralising possible improvements at local level (practice changes). This is why programmes should aim at contributing to coherent policy and implementation at all relevant administrative levels. It is Plan International and its allies' responsibility to analyse the overall policy situation, identify the specific levels and areas where policy and/or its implementation are deficient, and where influencing is needed.³

The influencing strategies must be built upon the analysis of the specific policy levels and areas where intervention is needed for structural change to happen.

The findings of the mid-term evaluation at the country level also give orientations regarding which type of actors should be involved in these influencing strategies, indicating that when possible, membership or grassroots organisations should participate in the influencing strategies. Indeed, when aiming at structural – sustainable – changes, it is important that representative civil society organisations are capable of playing their role in local democracy, i.e. understanding the needs of the population they represent, monitoring relevant policy processes, and holding their authorities accountable at their respective levels. This means that Plan International, in Belgium and at country office level, should always keep the broader stakeholder analysis in mind and define their specific role(s) in collaboration with legitimate local actors. In some cases, it will be more strategic for

³ With levels, we refer to all relevant national and subnational administrative levels where policy influencing is needed. With areas, we refer to possible influencing intervention areas, such as:

- Policy formulation
- Policy implementation mechanisms, including budgets
- Policy monitoring mechanisms

country offices to do influencing alone (when local CSO's do not have the capacity to do influencing by themselves), in other cases they should do influencing in alliances with representative civil society organisations (or social movements), and yet in other cases the role of the country offices can be merely focussed on strengthening influencing capacities of representative civil society organisations.

Finally, South Research recommends that PIB should set up a global view on policy influencing, i.e. elaborate a common (global) influencing framework and objectives in order to guide the choices to be made regarding advocacy in North and South, to articulate policy influencing in North and South and thus enhance coherence and synergy between advocacy in North and South. This should also lead to better choices and more effective strategies regarding influencing at the global level through global networks, serving as an umbrella-level encompassing influencing in North and South and building up concrete articulations between national and global advocacy levels (e.g. Educaid.be and GCE in Belgium, EPT in Benin and Niger).

5.3 Community-based approach

In the different interventions Plan attempts to work through participative approaches (community based approaches) – how does this contribute to increased sustainability and quality service delivery?

Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally, as well as financially sustainable. When evaluating the sustainability of a programme or a project, it is useful to consider the following questions:

- To what extent did/can the benefits of a programme or project continue after donor funding ceased?
 - What were the major factors which influence(d) the achievement or non-achievement of sustainability of the programme or project?
- (OECD, 1986; OECD, 1991; OECD 2000) ⁴

In the above-mentioned transversal question the link is made between participatory approaches (community based approaches) and the sustainability of results and outcomes, whether the benefits of an activity are likely to continue after donor funding and support has been withdrawn. *Sustainability of results is often linked with the extent to which stakeholders⁵, the groups and associations in which they are organized, become independent, autonomous, and empowered (to defend their rights, to hold others accountable for their rights, to take their own decisions...)*. This angle has shaped the analysis of this transversal question during this evaluation. In the following section we briefly describe how the different country programmes relate to this line of approach. Doing so offers the opportunity to take into account context specific elements that are important explaining factors for why a certain approach works (better) in a particular context. After that, we draw some global lessons learned that give way to recommendations for PIB's future programming.

5.3.1 Findings

In Bolivia, the PESIC programme, implemented by Plan Bolivia, is grafted on an endogenous process and the dynamics at the local level (community) are a strong and important catalyst for the project and its results. In the programme, there is a strong involvement of community organizations, going

⁴ Sources: The DAC Principles for the Evaluation of Development Assistance, OECD (1991), Glossary of Terms Used in Evaluation, in 'Methods and Procedures in Aid Evaluation', OECD (1986), and the Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000).

Retrieved from <https://www.oecd.org/dac/evaluation/dacriteriaforevaluatingdevelopmentassistance.htm>

⁵ in this case rights holders (children en youth) and the several duty bearers (parents and parenting groups, teachers and schools, community volunteers and volunteering groups, ...)

beyond capacity building and training activities. These community organizations are taken in hand by responsive community members (women, mothers, young people) that lead these "as projects" in their municipality. For these community members, participating in the programme is not only a question of attending trainings and making sure that the right (relevant) themes are addressed, but also about being recognized in the roles they get in these community-based organizations vis-à-vis the municipality and other local governmental authorities. The fact that the programme is multi-thematic (multidisciplinary focus) with topics that are considered highly relevant for the local population, is well received. For example, in the educational component strategies for increasing chances for better work, thus for a better income, are included. The close cooperation with the municipality (*municipio*) has to be seen in the particular context of Bolivia where "*La Ley 070*" plays an important role. Law 070 proposes a community social education system based on i) co-management of education through strengthening the educational community at the local level (*Unidad Educativa*) and at the municipal level, ii) ability to monitor, do proposal and lobby initiatives by the social actors of the educational community, iii) education for children based on community needs that have been identified by the communities themselves (PSP), iv) adding technical training to the baccaureate (BTH). The PESIC programme helps municipalities with the implementation of this law and via the programme, the municipality is strengthened in its role and responsibilities, for example regarding prioritising, setting-up and strengthening community-based organisations. As such, the community-based organisations are institutionalized but (will) need additional support to further take up their roles and responsibilities.

In Vietnam, the community-based approach is applied in the ECCE-component of the programme via the parenting groups. Through this approach, the programme is able to reach fathers, mothers, and young children at the grassroots level, which means the programme can directly work together with the direct beneficiaries of capacity development initiatives on concrete subjects that are relevant to them. The approach also helps to raise the awareness on ECCE at the level of district and commune leaders. VWU has considered this ECCE-intervention model as very useful and has actively invested in the implementation and scaling-up of the interventions to non-programme provinces, even without the financial support from the programme. As such the parenting groups are becoming institutionalized in VWU's implementation model for its own service delivery programmes that fall outside the (geographical) scope of the current programme. In this mid-term evaluation, the link between a community-based approach and sustainability is particularly analysed from the angle of empowerment (of parents and parenting groups). In programme design, empowerment is identified as an expected result, however what kind of change is expected, is not explicitly explained and several aspects of empowerment, from a holistic point of view, are not taking into account in the current programme strategies and objectives, for example economic empowerment, the empowerment of being seen, heard and speaking for yourself. As part of the recommendations for Vietnam, it is advised to consider (better) linking parenting groups with other community initiatives that work towards other components of empowerment and (explicit) investments in local-level influencing to advocate for sufficient local budget allocation for ECCE and DRR/CCA priorities in community development plans.

For the programme **in Belgium** the community-based approach is present as a relevant approach in the School for Rights (S4R) programme component. The S4R-processes in schools are largely depending on the initiative and management of the external actors, which are Plan International Belgium and the other organisations in the network. As such the processes are not (yet) part of independent institutionalized and/or internalized school processes. In this programme a bottom-up approach and anchoring/grafting to (better) ensure overall quality and sustainability of the results can be facilitated i) by including students or their representatives in the whole process, from setting-up and design through implementation and follow-up (for example assessing changes can be done the students themselves) and ii) by including other stakeholders such as parents, youth movements, local SME-shops, municipal authorities etc. This would lead to a more "holistic approach", not limited to schools and their teachers.

In Niger the programme implementation model includes working via village committees for the protection of children (CVPE). The government of Niger has recently adopted this model and elaborated a decree to specify the roles, responsibilities and authority, the composition and functioning of the committees⁶. In the current programme, CVPEs generally have about 20 members representing different groups at the village level: women and men, a representative of the village leader and the imam, the school director and girl and boy students. As such, there are several links between community members assuming different roles and responsibilities, and also explicitly with the schools, which makes it possible to follow closely issues concerning protection and education (in particular, the case of child marriages and girls' dropping out of school). This type of community structure makes it possible to work on issues related to the well-being of children and young people at the village level, to follow up on achievements, and when necessary quickly intervene. Participation is not only based on the members' intrinsic motivation, the establishment of VSLAs also provides financial support that members can invest in their income-generating activities. As the functioning of such a committee comes with (operational) costs, it is advised to advocate at the level of the municipalities to include (at least) the operating costs of the committees in the local community development and investment plans. This is in line with the programme design where CVPEs are given the task to ensure that local government administrations conduct a transparent, budgetary policy, prioritising interventions in the interest of children (and youth).

In Benin, the programme Impact-Elle uses "intergenerational dialogues" as implementation framework with a community-based approach. This approach consists of organizing collective meetings in which a specific issue or problem, identified by the members themselves, is reported, discussed and analysed by different age groups and by both women and men (separately). After such discussions, community members are expected to make commitments or engagements expressed in the presence of the others, and these commitments can then be monitored. This approach is well received by the community members. As identified by the community members themselves, one of the strongest points of this approach is the fact that different generations enter into dialogue. Also, publicly committing to or engaging in a desired behaviour change is seen as another strong element allowing for mutual control mechanisms. However, this innovative approach is introduced by the partners, changing behaviours and attitudes needs time, and based on the findings from the evaluation visit, it is clear that this approach will need further support (and time) before it is truly appropriated by the community members (understanding and ownership). Another community-based approach is implemented via the child protection committees (MCPE), much like the CVPE in Niger.

5.3.2 Conclusions

Community-based approaches increase quality and sustainability of programme results because the approach is associated with direct contact and cooperation with the direct beneficiaries, including mothers, fathers, children and youth. Working with and working close to the community members gives a good opportunity to address the topics, issues and needs that are most relevant to them. The results of the field visits indicate that these needs often call for a holistic approach that also considers economic empowerment strategies or linking the programme with other (community) initiatives that focus on this.

The approach also includes being present "in the communities" or "on site" having the advantage of:

- having a cooperation with local authorities, for example, for the implementation of activities (which are partly the responsibility of that local government itself). In this way, the community-based approach can also be seen as an approach that strengthens local

⁶ « DECRET N°2019-369/PRN/MPF/PE du 19 juillet 2019 portant création, attributions, organisation, composition et fonctionnement des Comités de protection de l'Enfant » and <http://www.anp.ne/?q=article/la-creation-des-comites-de-protection-de-l-enfant-au-niger-pour-lutter-contre-les-mauvaises>

governments and/or enhances the link between community members or their organizations with their local governments;

- or, if direct cooperation with local authorities does not fall directly within the scope of the program, the presence of the programme and its actors on site brings certain topics to the attention of local governments and can demonstrate (locally) that positive changes can be achieved through specific activities. In this way, by seeing the positive results, local governments can be convinced to prioritize these themes themselves and provide part of their local budget for this.

From the evaluation findings in the five countries, we note that a community-based approach also works well because, ideally, it involves a diversity of local actors. This has the advantage that both problems and possible solutions are discussed from different angles and there is a mutual exchange of knowledge and experiences, as well as the building of a relationship of trust and cooperation amongst the different actors.

The evaluation findings also reveal that, through its different programmes, PIB is working together with a variety of community-based groups, associations and other types of “structures” in order to achieve its programme results. Two main findings emerged:

1. Some structures cannot (yet) support themselves or their functioning (parenting groups in Vietnam, protection committees in Niger and Benin, for example) and therefore must be (more/better) connected with institutional actors to be sustained. Other structures are already institutionalized but additional support might be needed.
2. In some programmes (for example in Bolivia), the community-based approach is part of a local (endogenous) process. In other programmes the approach is rather the result of an exogenous approach introduced by Plan International country offices or partner organisations.

5.3.3 Overall challenges and recommendations

Based on the findings of the five evaluation visits and the additional discussions and exercises at Plan International Belgium, a number of challenges were identified that are important when deploying a community-based approach and that can contribute to the current programmes for having a (better) understanding of local processes and power relationships that make the empowerment of community members go smoothly (or less smoothly):

- Empowerment must be considered from a holistic point of view. In each context it should be analysed and specified what empowerment means and what the specific changes are that the programme is aiming for. The evaluation findings show that based on the local needs, the economic aspect of empowerment is one of the biggest concerns and hopes of the women and men involved, both youth as adult population. Besides the economic aspect of empowerment, the ability to speak-up and be heard and recognized (by local government for example) are also important aspects of empowerment. These virtues will also become (more) important in future commitments related to policy influencing at the local levels.
- A community-based approach calls for up-to-date knowledge of the different actors, formal and informal community-based organisations, local governments and other NGOs working in the same area. Furthermore, a good understanding of the local processes and power relations is needed to consider optimal strategies and potentials for cooperation between the different actors.

ANNEX 1 COUNTRY REPORT NIGER

ANNEX 2 COUNTRY REPORT BENIN

ANNEX 3 COUNTRY REPORT VIETNAM

ANNEX 4 COUNTRY REPORT BOLIVIA

ANNEX 5 COUNTRY REPORT BELGIUM

ANNEX 6 TOR

ANNEX 7 EVALUATION BUDGET

ANNEX 8 EVALUATION MATRICES