

PPA Self-Assessment Review¹

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Reporting Year	FY 2009 (1 July 2008 – 30 June 2009)
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Part A – Basic Information²

PPA partner	Plan International (Plan UK)
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Niche statement	<p>Plan International is one of the leading international, child-centred community development organisations in the world with no religious or political affiliations. It supports interventions in 49 developing countries, benefiting over 11 million children and young people, their families and communities in Africa, Asia and Latin America.</p> <p>Its work, informed by the UN Convention of the Rights of the Child, is based on the recognition of children and young people as citizens with their own rights and responsibilities. In partnerships with them, their families, civil society and government, Plan supports their voices to be heard in issues that affect them, thus building understanding and promoting their rights to participate in and benefit from their societies.</p>
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	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11
PPA funding (£)			1,800,000	1,800,000	2,250,000	2,410,000	2,470,000
As % of total organisational income			4.6	5.1	5.5	5.9*	6.1*

*projections only

	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11
Other DFID funding (£)	93,718	428,617	222,758	622,780	1,387,341	1,712,303	1,548,958

¹ This self assessment review is only part of the reporting story. Organisations will be able to supply evidence, case studies and other material they feel will show impact on the ground

² Part A is a useful snapshot of the full relationship between DFID and each PPA holder.

There is an opportunity to expand on some of the non-financial aspects in Part D 'Partnership with DFID' but we wanted to expand Part A to reflect the fact that our partnership with DFID is not purely financial.

Summary of partnership with DFID and other DFID funding³

In addition to the PPA, other DIFD funded projects that are currently under implementation include:

Children and Young People at the Centre of Disaster Risk Reduction and Management (El Salvador, Ecuador, Indonesia, Philippines, Cambodia, and Sierra Leone)

Value - £2,017,488

Dates – October 2005 – December 2010

Citizens Right to Public Finance Programme (Malawi)

Value - £460,000

Dates - March 2008 – December 2011

Hygiene Sanitation and Water Supply in Port Loco and Moyamba (Sierra Leone)

Value - £1,600,000

Dates – April 2008 – March 2013

Approximate % of total organisational expenditure allocated by sector or theme⁴

Plan UK's total grants expenditure allocated by theme is provided in the table below:

Themes	%
Education	6%
Emergency/DRR	16%
Governance	29%
Health & HIV/AIDS	17%
Household Economic Security	12%
WATSAN	20%
Total	100%

³ This is intended to be a cumulative list of DFID contracts etc. from when your PPA began. If there is a large amount of information, please summarise by e.g. department and add any additional information to an appendix. We wanted to leave this section quite open to interpretation by each organisation. Note the wording has changed from 'relationship' to 'partnership'.

⁴ This should provide an indication of your overall organisational allocations by sector or theme (i.e. not limited to your PPA).

The % breakdown may change from year to year and is intended to reflect key organisational priorities for the Reporting Year under assessment.

Part B - Progress against PPA Strategic Objectives⁵

Progress to date against PPA purpose statement

Realise improved development and democratic outcomes through the active engagement of young citizens in policy, planning and resource decision making, in particular:

- *girl children;*
- *children impacted by HIV and AIDS;*
- *children living with a disability;*
- *children affected by violence;*
- *children of ethnic minority and discriminated castes; and*
- *children vulnerable to the impacts of disasters and climate change.*

Provide high-level summary of progress to date against your purpose statement, drawing on evidence in line with the performance framework⁶.

Plan UK has just completed the *third year of its Governance Programme (PPA)*. The Governance Programme *builds on existing strengths of Plan's work in child-centred community development*. It also allows Plan to *develop and strengthen new areas of work that contribute to and broaden Plan's overall impact in addressing child poverty*.

Over the past three years, we have made good progress towards the Governance Programme's purpose and objectives. We have:

1. ***Focused on 10 countries implementing governance programs that engage young citizens (children and youth) in the governance of the public services that directly affect their lives.*** These include Senegal, Sierra Leone, Kenya, Malawi, Cambodia, Indonesia, Ecuador, Nicaragua, El Salvador, and Guatemala. In addition, we continue to support and learn from governance projects in Uganda, Rwanda, and India. (Examples of progress in these countries are further described in the sections below.)
2. ***Furthered our support for policy advocacy initiatives around field-based programme work – especially in the fields of child rights and protection, and public policy processes in specific service sectors at different levels of governments.*** We have also been *undertaking research and policy advocacy on the themes of girls' rights and climate change*. In addition, we have continued to support *strengthening capacities of networks of civil society groups to engage in national and regional social protection policy processes in Africa*.
3. ***Expanded our work with youth in the UK to build support for development overseas*** through our programmes in School Linking and Development Education, as well as direct youth-led accountability and advocacy initiatives of Plan UK's Youth Advisory Panel.
4. ***Developed and implemented a comprehensive monitoring and evaluation system for the Governance Programme (PPA)***. The system identifies six types of changes within the Governance Programme's *democratic and development outcomes: citizenship changes, institutional/systems changes, policy changes, capacity changes, access to public services changes, and well-being changes*. We have been working on *innovative methodologies for involving young citizens in the planning and implementation of the programme's M&E systems that includes, among others, the definition of indicators for the six dimensions of change* by young citizens themselves.
5. ***Articulated a conceptual framework for governance work with youth to frame the Plan's approach to delivering both the development and democratic outcomes*** of the programme. This conceptual framework *allows for the lessons from Plan's youth and governance work to be nested within the broader debates of the fields of "child rights" and "participatory governance"*. From this conceptual framework, a *research agenda for Plan's governance work* has also been articulated. These two frame our *efforts at documenting the emerging impacts that are being realized with the implementation of Plan's governance work*. A number of *write ups have been generated for different audiences and for a range of purposes*.
6. ***More aggressively pursued learning as an integral component of our programme systems for M&E***. We have *developed participatory methodologies for critical reflection and learning for all*.

⁵ The phrasing in this section is intended not to preclude referencing back to previous work in a different reporting period.

stakeholders of Plan's governance programme to strengthen capacities for critical thinking, analysis, and problem solving which deliver greater programme effectiveness and ultimately more lasting impact.

Progress against PPA Performance Framework by each Strategic Objective

Strategic Objective 1:

Young citizens, in particular the most vulnerable, are reached by, engaged in and benefiting from service delivery systems and related sub-national policy processes that are responsive and accountable to them in 10 countries reflecting a range of different contexts (e.g. post-conflict, fragile, decentralised).

Please explain choice of indicators reported on below ⁷

The indicators reported on below are the indicators described in Plan International's PPA Logical Framework.

Indicator 1:

Development Outcome Indicators. Increase in the number of young citizens in Plan communities in 10 countries accessing: livelihood; health; education; child protection and local services according to country context.

Progress achieved and challenges faced⁸

Plan's extensive history in helping to ***increase capacity, create access to services in the domains of education, health, water and sanitation and other local services, and improve children's well-being provides sufficient basis for Plan UK to say that we are likely to largely achieve this objective.*** We are using PPA resources to demonstrate viable models for delivering services that ***clearly integrate the engagement and participation of young citizens and at the same deliver the benefits of more accessible and responsive services.*** These service delivery models might be initiatives of the children and youth themselves, or their communities, or collaboratively with the local governments. A few examples of ongoing work in different public service sectors are illustrative:

Education services: In Cambodia, Plan worked with the Child Rights Foundation (CRF) to significantly ***reduce the use of corporal punishment by teachers.*** This was done through ***teacher training on child rights, the introduction and use of positive discipline techniques, and the promotion of child participation in the management of public schools.*** CRF trained 1,600 in-service teachers, 750 teacher training lecturers and administrators and 7,000 pre-service teachers. Over 68,000 school children benefited from orientation sessions. CRF produced and disseminated 16,000 guidebooks, 43,500 training manuals, 83,000 booklets, 404,000 leaflets and 147,000 posters. Almost unanimously children say that the school environment is much improved and that schools have become more conducive learning environments.

The ***Peace-Building Manual*** developed for and used in Plan schools in El Salvador has also significantly contributed to creating more conducive environments for learning. There is significantly ***less violence and much greater levels of tolerance*** for differences. Where there are disagreements and conflicts, children and ***youth access the help of those among them who have been trained in conflict resolution and mediation.*** Parents of school children have also been sensitized to this "peace building" initiative so that they can also promote ***safer environments at home.***

⁶ This is intended to be an executive summary, a 'this is how we're doing' type narrative to set the scene for detailed information on the objectives and indicators. It also emphasises the qualitative aspects of reporting. This is also an opportunity to generate a rich picture of PPA funding and demonstrate its value.

⁷ Agencies may choose to select just some of the indicators for each year of reporting. Please indicate and explain which indicators have been chosen.

⁸ Indicate the period referred to: in some cases it may be artificial to focus just on the prior year, and a focus on overall progress may be more helpful

Students in 50 schools participating in the School Linking Programme in Sierra Leone have been determining how available resources from contributions to linked schools overseas should be spent. Plan's School Linking Programme asks for an annual £200 contribution from each UK school to be spent in the linked school overseas. In Sierra Leone, as in other countries that have schools linked to counterparts in the UK, **these deliberations are done by student steering committees in the linked schools, in consultation with both teachers and the community. Student steering committees have allocated their School Linking budgets on clean drinking water, toilets, classroom renovations, painting their main building, pupils' desks, school cupboards, and basketball and volleyball equipment.** Others have chosen to spend their budgets on **school band instruments, concrete garden seats, and a school linking room where they could do School Linking Programme activities.**

Health Services including HIV/AIDS services: The municipal government of Chalatenango in El Salvador established a **new unit specialized in HIV and AIDS services situated in an annex to the municipal clinic.** This was done in response to the **increased claims from adolescents and youth for integrated health services** – promotion and prevention services, which include education services and psychological support and counselling. **Adolescents and youth have been greatly involved as peer counsellors in awareness raising on HIV and AIDS prevention.**

Livelihood services: In Kenya, a total of **197 youth** (77 Females 120 Males) from 7 community based youth organizations in Kwale were mentored **on how to access support from two government youth livelihood and employment programmes** - the Youth Enterprise Fund and the new youth employment initiative called Kazi kwa Vijana.

Universal Birth Registration: The records of the District Registrar's Office in Kwale, Kenya show a **dramatic increase in the actual number of registered births (50% increase), especially in the locations that were covered by the awareness raising** on the importance of birth registration. More community members and leaders know the procedures for getting births registered.

List any documentary evidence of achievements⁹

- Annex 1: Exploring Governance Spaces for Children and Youth in Cambodia. A review of two projects: Mainstreaming Child Rights in School and Youth Volunteer Teachers. A Case study by Plan Cambodia. December 2008.
- Annex 2: Plan El Salvador Country Program Progress Report, FY 2008: Development through the Eyes of Children. The Role of Children and Youth Participation.
- Annex 3: El Salvador Peace-Building Manual (in Spanish)
- Annex 4: Kenya Country Programme Progress Report, FY 2008
- Annex 6: Sierra Leone Country Programme Progress Report, FY 2008

Indicator 2:

Citizenship changes. Increased effective participation in decision-making processes by young citizens as a result of increased awareness and capabilities of children, youth, and communities to engage in and benefit from service delivery systems. Increase in the number of young citizens, their groups, organisations and networks in Plan communities in 10 countries engaged with accountability mechanisms in policy, planning and resource decision making processes in livelihood, health, education, child protection and local services.

Progress achieved and challenges faced¹⁰

Achieving citizenship changes are one of the most important aspects of governance work with youth. In the past year, **Plan has been able to document activities that have contributed to citizenship changes among children and youth in its PPA-funded countries, and we are likely to achieve the set targets.** The examples below describe dynamic initiatives and activities that have led to **increased effective participation in decision-making processes by children, young people, and their communities, as a**

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¹⁰ Indicate the period referred to: in some cases it may be artificial to focus just on the prior year, and a focus on overall progress may be more helpful

result of their increased awareness of their rights and capacities to claim them.

Strengthening capacity for raising voice. The children's club in Dhuriha village in Uttar Pradesh, India succeeded in eliminating gambling in their village. The children's club recognized that gambling addictions by adults and some youth due to unemployment had negative effects on the situation in households. **The children's club worked with Plan and its partners to organize a campaign around the issue, raising it during block level and gram sabha meetings, as well as approaching the Gram Pradhan (chief of the village) and relevant government officials.**

ADESCITOS (children and youth community councils) have been organized and supported in most of the 106 communities covered by the Governance Programme in El Salvador. **These ADESCITOS have facilitated the active participation of children in community development planning processes.** ADESCITOS have also **worked with their adult counterparts** (the ADESCOS or community development councils) **on the processes involved in developing municipal policies on children's rights and protection.**

A total of 102 youth (63 male, 39 female) from the Youth Networks in Kwale, Kenya, came together to review the proposed National Youth Policy. They put forward comments in a report to the Ministry of Youth Affairs and other relevant national government offices for review and action. **Some of the gaps the youth identified included a concern for the use of unemployed male youth to promote violence during electoral campaign periods, corruption in government and nepotism in the identification of appointed officials in government.** The youth strongly felt that these issues contributed to the continuing un- and under-employment of young people in the area.

Strengthening capacities for agency and action. Youth from the 17 youth clubs under the Mulanji Mission Youth Centre in Malawi were empowered to approach the centre's management and work with them on their views and vision for the youth centre. They did so after Plan Malawi training on advocacy, policy, youth development, networking and resource mobilization. The Youth Centre was a project of the Mulanje Mission Hospital, that provided young people in the district with counselling for on sexually transmitted infections and unplanned pregnancies, advocated for greater services around HIV testing and counselling, home based care, peer education on life skills, and recreation. These services were at risk of being discontinued because the Mulanje Mission is not a registered youth NGO, and thus could not source funding from other donors. Despite some resistance from the Mulanje Hospital Centre, **the Centre Manager and the youth – with assistance from the District Youth Officer (DYO) – completed and submitted their registration papers to the National Youth Council of Malawi (NAYCOM).** Plan Malawi will continue to provide technical assistance to the Youth Centre so that they are able to work towards the realization of their vision.

Youth in Angkor Thom in Siem Reap in Cambodia started a Youth Volunteer Teacher initiative to teach English to younger children in their communities. The youth decided to undertake this project because this would help them prepare for their own education beyond secondary school. At the same time, they would be providing a service to other children in their communities so that they could help their parents' largely tourism-based livelihoods. This was an initiative started by 12 volunteer English teachers in 2006. **By November 2008, a total of 27 high school youth volunteer teachers were running 37 classes in 17 villages, reaching 1443 children (899 girls) with an age range of 4 years to 18 years. Many of these classes included out-of-school children.** In June 2009, **5 volunteer English teachers were invited to participate in the Commune Investment Planning process of the Donteï commune in Ponhea Kraek district.** The example of the Volunteer English language classes more than demonstrated to commune officials **the value of the contributions of young citizens to local development processes.**

A total of 88 student councils have been organized and strengthened in Chinandega in Nicaragua to work with school authorities and local governments on improving the quality of education in their school. One such initiative – at the Timoteo Baca school – was a reading room for school children in Grades 1-4. **The project was identified and developed by the student council, and later presented to the local government and NGOs (Plan and Nicaragua Peace Corps) for funding support.**

Strengthening capacities to hold governments to account. The children's club of Chaturbhuj Sthan in Bihar, India used the media to expose and pressure their local community health centre to provide better services. After discussing the erratic and poor quality of services provided by the centre, the children's club first tried to have discussions with the health centre's officers. But their lack of response led **the children to deploy their media skills to draw attention to the issues in the local daily newspaper.** The **media coverage put considerable pressure on government officials to regularize the health services delivered in centres, in both Chaturbhuj Sthan and other villages.**

List any documentary evidence of achievements¹¹

- Annex 1: Exploring Governance Spaces for Children and Youth in Cambodia. A review of two projects: Mainstreaming Child Rights in School and Youth Volunteer Teachers. A Case study by Plan Cambodia. December 2008.
- Annex 2: Plan El Salvador Country Program Progress Report, FY 2008: Development through the Eyes of Children. The Role of Children and Youth Participation.
- Annex 4: Kenya Country Programme Progress Report, FY 2008
- Annex 5: Plan Malawi Country Programme Progress Report FY 2008
- Annex 7: India – Improving Access to Health Centre – case study
- Annex 8: India – Rooting Out Gambling – case study

Indicator 3:

Institutional/system changes: Increase in created and/or claimed spaces (e.g. creation of seats for children and youth on local councils) for young citizens to participate in and hold local governments to account.

Progress achieved and challenges faced¹²

Promoting the ***participation of children and young citizens*** is central to all the work that Plan does. This is a strength of Plan and we are confident that ***this objective is highly likely to be largely achieved*** over time. Child participation is not only enshrined in the UN Convention on the Rights of the Child, it is also a cornerstone of Plan's framework for ***child centred community development (CCCD)***. Plan has historically promoted ***child participation*** in the service domains of health, education, and water and sanitation. Central to this work is ***raising the awareness of children and youth and strengthening their organizations*** so that they can effectively participate in various projects at the community level.

The Governance Programme (PPA) provides Plan with the opportunity to extend this expertise to ***raising and strengthening the voice and agency of children and youth in governance processes*** so that they are ***better able to engage in exacting performance and accountability from their governments***. This includes ***creating and/or claiming public spaces for their participation. It also includes making changes in governance institutions for greater transparency, accountability, and capacity in children's rights***. There are several ways in which the PPA has been doing so, as illustrated in the following examples:

Supporting young citizens to occupy spaces for engagements that have already been created because of advocacy and/or practice. Organizing both ADESCOS and the ADESCITOS in El Salvador is significant not only because these serve ***as community level management committees for local development***, they have also been organized in spite of a general distrust in social organizations because of the civil war (revolutionaries were organizing communities, which then attracted retaliation from the state forces). ***Functioning ADESCOS and ADESCITOS have secured the spaces for effective and peaceful engagement by citizens – young and old – with their governments.***

Three children's councils were democratically elected by children and youth in the municipalities of El Chol, Rabinal, and Purulha in Guatemala. These ***children's councils work alongside the adult councils***. In the municipality of El Chol, the ***children's council has developed and implemented 2 mini-projects which received support from the health ministry and the departmental government. Open and democratic elections among children and youth is something that has been promoted – and practiced - among the children and youth community organizations*** that are organized. ***Over 30 children and youth organizations have been democratically electing their officers.***

A "One Stop Integrated Service Shop" for victims of child abuse has been established and is operational in Surabaya, Indonesia. This has resulted from the collaboration between community groups

¹¹ This can also be used as an opportunity to provide DFID with case studies, YouTube clips etc for 'building support for development'.

¹² Indicate the period referred to: in some cases it may be artificial to focus just on the prior year, and a focus on overall progress may be more helpful

and different local government offices (police, health and social welfare offices) mandated to respond to incidents of child abuse. This **“one stop shop” approach has significantly reduced the response time required for incidents of child abuse reported** to any of the government offices.

Supporting young citizens to create new spaces for engagements. Four out of the 6 rural communities in Senegal where the Governance Programme (PPA) is being implemented are setting up school quality monitoring bodies that involve the participation of children. These multi-sectoral monitoring bodies are charged with the responsibility of ensuring that all public funds allocated to education services are spent in ways for which they were intended.

Young people in Nicaragua have claimed spaces to participate in municipal planning exercises. ***In 28 communities in the municipality of Madriz, 196 children and adolescents participate in the Children’s Community Councils. And in each of the 4 municipalities of Palacaguina, Somoto, Yalaguina, and San Lucas, 38 teenagers and adolescents joined their municipality’s Development Commission as members.***

List any documentary evidence of achievements¹³

- Annex 9 - Senegal example of school piloting body Louga
- Annex 10 - Senegal example of school piloting body Saint Louis
- Annex 2: Plan El Salvador Country Program Progress Report, FY 2008: Development through the Eyes of Children. The Role of Children and Youth Participation.
- Annex 11 - Guatemala Country Programme Progress Report FY 2008
- Annex 12 - Nicaragua Country Programme Progress Report FY 2008
- Annex 13 - Cambodia Country Programme Progress Report 2009

Indicator 4:

Policy changes: Revisions in sub-national policies that result in more responsive services delivered to children, youth and communities and an increase in the number of new sub-national policies that enable and promote the participation of young citizens.

Progress achieved and challenges faced¹⁴

One of the ways Plan’s governance work with children and youth can be sustainable is ***policy changes that result in more responsive services delivered to children, youth and communities, particularly when those policy changes are the result of citizenship changes among children and youth.*** Plan country offices also work in networks and coalitions on the local level to advocate for policy changes. In most instances, ***policy advocacy initiatives are linked to working models for public services delivery that are realizing more responsive and accountable services.*** The following examples are illustrative:

The earlier example of the **“one stop integrated service shop” experiment in Surabaya, Indonesia has caused the district government to initiate local legislation on child protection systems.** This legislation is still in draft form.

Also in Indonesia, thirty villages in the district of Rembang have been piloting the implementation of Child Friendly Village Indicators – a system that alerts local governments and their communities to the degree to which they are “child friendly”. After two years of these child friendly village indicators workshops and focus groups, ***District Regulation No. 30, “District Fit for Children through the Child Friendly Village Approach”*** was passed in Rembang on 25 July 2009. With this regulation passed, all villages in Rembang will have to enhance “child friendliness” through the child friendly village indicators approach.

Four municipalities in Guatemala are in varying stages in the adoption of municipal public policies that recognize and promote children’s right to basic public services in health, education, and water,

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as well as their right to participate in decision making. In Purulha, municipal policy on these rights was passed last year and is now being implemented. In El Chol, the policy is still in draft form and is currently being revised. In Rabinal, the policy was reviewed and submitted to the Municipal Council for Development for final approval. In Granados, a multisectoral commission has been constituted, and a draft policy has been completed based on the municipal diagnosis of the situation of children and the strategy for promoting and protecting children's rights.

In addition, 16 youth representatives from Ranchería, Tonalá, Evert Mendoza, and Belén in Nicaragua were **engaged in formulating the draft of their community's child protection policies.** Similar consultation processes for inputs into municipal child protection policies are being conducted with groups of young boys and girls between the ages of 7-20 are being held in Chalatenango, El Paisanal, Santa Tecla and San Ramon in El Salvador.

List any documentary evidence of achievements¹⁵

- Annex 14 - Rembang Indonesia Case Study
- Annex 27 – Rembang District Regulation Number 30, Series 2009 on Child Friendly Villages
- Annex 11 - Guatemala Country Programme Progress Report FYI 2008

What is the likelihood that Strategic Objective 1 will be achieved? Rate 1 to 5¹⁶

2

See footnote 10.

Strategic Objective 2:

National and international key decision-makers and policy communities take action to include and protect young citizens, in particular the most vulnerable, and to engage them in the governance of services

Indicator 1:

Institutional/system changes: Increase in legislation and public policies that support the establishment and development of formal and informal mechanisms for engaging young people in the planning, management and monitoring and evaluation of service delivery in the health, education and water and sanitation sectors.

Progress achieved and challenges faced

Plan UK has been working to influence public policies that enable young citizens to engage in governance processes, particularly at the level of public policy dialogue. This has happened in different ways in different contexts. In Africa, there has been a little more effort in building the capacity of civil society to engage in policy processes around the theme of social protection. In contrast, in Latin America, there have been more efforts to strengthen capacities of local governments to respond to children's rights issues. The examples below further elaborate these points:

¹⁵ This can also be used as an opportunity to provide DFID with case studies, YouTube clips etc for 'building support for development'.

¹⁶ Having the ratings at the end of each section puts more emphasis on the earlier narrative and qualitative information, rather than on the quantitative rating.

Ratings to be applied:

1. = Likely to be **completely** achieved, i.e. well on the way to completion (or completed)
2. = Likely to be **largely** achieved, i.e. good progress made
3. = Likely to be **partly** achieved, i.e. partial progress made
4. = Only likely to be achieved **to a very limited extent**
5. = **Unlikely** to be achieved

Plan UK is an active member of the **Grow Up Free From Poverty Coalition (GUFFP)** - Plan UK's CEO is the chair of the coalition this year and the Plan offices in Nairobi, Kenya host the GUFFP regional secretariat. The GUFFP coalition is working to **strengthen the capacities of African civil society to more actively engage in policy discussions with national governments and international donor agencies on social protection policies** throughout the continent. To this end, Plan UK has been **actively supporting the African Civil Society Platform for Social Protection (ACSP)**. In March 2008, representatives from Plan's West Africa Regional Office participated in a four-day training of trainers led by ACSP. The ACSP's most recent reports include progress in Uganda, South Africa, Lesotho, and Cameroon. In addition, **Plan's Regional Offices for West Africa (WARO) and Eastern and Southern Africa (RESA) have been actively involved in regional civil society meetings and campaigns at the pan-Africa level (African Union)**.

In Central America, Plan is supporting the **network called "Alcaldes Amigos de la Ninez"** (lit, Mayors Promoting Children's Rights). Plan has been **supporting Mayors who have been actively promoting children's rights and participation in their municipalities**. This network of mayors has met at least twice in the last two years, as a way of **establishing linkages and to share and exchange experiences and good practices**. And while Plan has been providing all the support required for these regional meetings of mayors, they have now expressed the willingness to contribute to covering part of their costs at the meetings.

List any documentary evidence of achievements

- Annex 15 - Report on TOT Workshop on Social Protection for Central and West Africa
- Annex 16 - April 2009 ACSP Update

Indicator 2:

Policy changes: Revisions in national policies that result in more responsive services delivered to children, youth and communities and an increase in the number of new sub-national policies that enable and promote the participation of young citizens.

Progress achieved and challenges faced

In the area of **policy research, dialogue and advocacy**, the PPA is undertaking research to **document and demonstrate that raising children and youth voices does make a difference**. While Plan UK anticipates doing and commissioning the great bulk of this research, research opportunities will likewise be used to further develop the capacities of Plan country offices in participatory research methodologies. In this way, Plan offices can capitalize on **policy spaces at the country, regional and global levels**. The policy dialogue and advocacy work of the PPA intends to promote children and youth voices around key policy issues and debates. The key themes that have been prioritized include: youth citizenship and governance, social accountability and responsive public services (including HIV and AIDS prevention), social protection for children, child-focused disaster risk reduction/climate change – all within the broad framework of children's and young citizens' rights. This includes ensuring spaces for **young citizens and their organizations and networks to engage in these policy dialogue and advocacy initiatives**.

At the national level, the following examples are illustrative of how Plan has worked to change policies in favour of children and youth:

It is now national policy for the Peace Building Manual produced by Plan El Salvador to be used and implemented in all schools. Plan El Salvador has also been lobbying for the recently passed **national law on child protection**.

Plan has influenced **national policies on Community Led Total Sanitation in Eastern and Southern Africa**. Recognizing the effectiveness of the CLTS approach to sanitation, **UNICEF and Plan have agreed to work with the Ethiopian national government on a strategy for bringing CLTS to scale at the national level**.

In April 2009, a workshop held at the national level in **Senegal** resulted in the **adoption of a national index of school quality**. Two out of four local indices are in the process of being finalized by the community and local stakeholders.

List any documentary evidence of achievements

- Annex 3 - El Salvador Peace-Building Manual (in Spanish)
- Annex 17 - The Evolution of Social Protection Policy in Malawi: How Civil Society Organisations have influenced processes and outcomes. Plan Malawi, December 2008
- Annex 18 - Senegal example of the school quality index (in French)

What is the likelihood that Strategic Objective 2 will be achieved? Rate 1 to 5.
See footnote 10.

3

Strategic Objective 3:

Increased public awareness and action among young citizens in the UK, their families and communities and other actors in support of child centred development

Indicator 1:

Citizenship changes in the UK: Increased effective participation in advocacy and/or decision-making processes by young citizens as a result of increased awareness and capabilities of children, youth, and communities to engage in development policies.

Progress achieved and challenges faced

Through the PPA, Plan UK has expanded its support to the Plan UK Youth Advisory Panel (YAP, formerly the Child Advisory Panel). ***YAP creates a space for voice and agency of young citizens in Plan UK's own internal governance systems***, allowing these young citizens to more effectively engage with Plan UK in the work that it does. YAP is currently made up of 14 young people (5 male, 9 female) whose mission is to "inform and raise awareness about the issues surrounding children, about Plan and its work and about what can be done to change things in the world." The effective participation and partnership with YAP and Plan UK has led to the following examples of increased public awareness and action among young citizens in the UK:

- In November 2008, ***two YAP members represented Plan UK at EU Development Days***, alongside young people from Plan Sweden, Norway, Sierra Leone, Burkina Faso, Togo and Mali. Young citizens ***engaged EU ministers on EU policies affecting the situation of children especially in the developing world.***
- Through the Plan "Because I Am a Girl" campaign, the 14 YAP members developed a heightened sense of understanding of girls' rights and issues affecting girls in the global south and ***delivered assemblies and workshops resulting in over 500 campaign pledge postcards signed by young people.*** These pledge postcards were delivered by YAP to 10 Downing Street.
- Through the Youth Working Group (YWG), Plan UK helps to ensure that ***young people's voices are heard in the debate on the economic crisis and development and are fed into DFID policy*** through consultations on the DFID White Paper. During the White Paper consultations, Minister Lewis noted how much he values the YWG in general, and the contributions to the success of the white paper consultation processes in particular. Most importantly, he expressed interest to discuss ideas on developing more formal mechanisms to engage young people in DFID's work and the broader collaboration between DFID and the YWG.
- ***Nine young people from YAP attended and contributed to the EU Green Week in Brussels in May 2009. Young citizens raised voice to be recognized as legitimate agents of change around issues of climate change adaptation.***

Plan UK's PPA also supports several awareness-raising events led by its Supporter Relations Department. The most recent one, on 27 June 2009, ***brought 40 Plan supporters together for a Climate Change Fair that was supported by the active participation and leadership of YAP.*** The Fair included a live link to Amsterdam to speak to an Indonesian girl called Nural, the winner of a Plan Indonesia Climate Change video competition. The successful live link up, via large screen, allowed Nural to introduce her winning video and take questions and answers on the issues. YAP members led a 'Climate Change Debate' at the event, discussing key issues and fielding questions/comments from the audience. Attendees were encouraged to sign the event 'Ask', in the lead up to the UN Copenhagen climate summit – calling on the UK Government to address children's rights to a climate safe future at the UN summit.

List any documentary evidence of achievements

- Annex 19 - Leon's Essay about Green Week
- Annex 20 - Video of youth interviewing policy makers at EU Dev Days
- Annex 21 - Image of Supporter Relations Climate Change Petition
- Annex 22 - Image of some signatures on the Climate Change Petition

Indicator 2:

Citizenship changes linking the UK and overseas. Increased effective participation in advocacy and/or decision-making processes by young citizens as a result of increased awareness and capabilities of children, youth, and communities to engage in development policies through school linking and development education.

Progress achieved and challenges faced

In addition to our field programmes, we are also demonstrating that ***School Linking is a viable model for promoting greater understanding of interdependence between the global north and south, as well as how better services might be realized for children and youth.*** Plan UK's School Linking work enhances the capacities of children and youth to express their views within their school environments about improvements that they see as important. At the same time, the program reinforces the responsiveness of schools to children and youth voices through improved teacher training and school improvements.

Over the past year, 15,000 youth in the UK, Kenya, Sierra Leone, Malawi, and China participated in the School Linking Programme. Through the programme, students have formed ***student steering committee as a space where they are able to influence how the link should work in their schools.*** The students ***raise global issues with their whole schools through assemblies, and with the local community through community meetings and visits*** from Members of Parliament. The programme has created a ***space for young people to communicate with decision makers by arranging for Members of Parliament to visit UK schools, for Government ministers to attend video conferences, and for community leaders and government ministers to attend school 'international days/child activities' and listen to young people doing drama about global issues such as but not limited to HIV/AIDS and climate change.*** Many schools have now included the School Linking Programme in their school development plan (Malawi, Kenya, China & Sierra Leone) and school evaluation forms (UK).

In addition, ***School Linking steering committees also decide how School Improvement Programme (SIP) budgets are spent, gaining skills in research, giving their opinions and negotiating through finding out from their fellow students their preferences for how the SIP should be spent.*** Many of the students cited that they have gained confidence through doing this activity. In some schools, ***student enrolment increased because of the improved facilities such as cleaner latrines.*** In Malawi, teachers have reported that students' general health has improved because of the SIP. For example, hygiene improved in Zombwe school, Malawi because they used their SIP money for toilets.

The participation of ***thirty students and one teacher in a boys' junior secondary school in Freetown, Sierra Leone in the School Linking Programme's international climate change project resulted in increased environmental activism in their school.*** They have registered their club with the Ministry of Social Welfare as a community based organisation, so that they can continue activities and seek funding for them. But in addition, ***the Ministry of Education has adopted the School Linking syllabus used by the group for inclusion in the national syllabus for junior secondary schools as part of Social Studies.*** The ***students have created awareness within their school and in their community on the importance of keeping their environment clean and the need for recycling.*** They were also able to take part in a video conference link with children in the UK during which they asked questions about climate change and the environment and give their perspectives and experiences.

In the area of ***development education***, the PPA is ***connecting young people around the world to build an increased awareness and understanding of global citizenship.*** In this way, Plan UK hopes to deepen their understanding of ***different issues in creative, mutually empowering ways.*** An example of this would be the "Shoot Nations" ***international photo competition*** launched for children and young citizens to take pictures of ***what upsets them the most and what they think they can do.*** The 2008 competition on the theme of climate change received over 1300 entries from young people aged 11-24 from 104 countries. The London exhibition in August 2008 opened with a private view attended by 160 people at the OXO Gallery on London's South Bank. The exhibition was open to the public for one week and was viewed by over 3000 people. Youth workshops and climate change meetings took place throughout the week. There will be

another exhibition in September 2009 at the same venue in London for the 2009 competition which is on the theme of "Growing up in the 21st Century." **Since going live in May 2009, the "Shoot Nations" website (<http://www.shootnations.org/>) receives several thousand hits per month**, and the recent partnership with MTV has raised the competition's profile, with MTV also reporting considerable traffic on their websites.

A slightly different and **more intensive model for development education work on the theme of climate change** is also being supported by the PPA. The **"Make the Link, Be the Change"** project is built on the successful model of the "Make the Link, Break the Chains" project. **Young people from 30 schools in the UK, and 70 schools and youth groups in Philippines, Indonesia, Bangladesh, Ecuador, El Salvador, Haiti, Brazil, Sierra Leone, Kenya, Malawi, and Senegal participate in facilitated discussions online to reflect on climate change and its effects on their communities and the world.** Plan UK is also capitalizing on its strong partnership with National Museums Liverpool (NML) to extend its reach by another 80 UK schools. In addition, the partnership offers expertise on and locations for UK workshops and video conferences. Schools will be encouraged to complete small offline projects to contribute to a communal body of work to be displayed in the 2009 Copenhagen Climate Change conference.

List any documentary evidence of achievements

- Annex 23 - School Linking Programme Sierra Leone Case Study
- Annex 24 - Make the Link, Be the Change July 2009 Newsletter
- Annex 25 - Make the Link, Be the Change UK Syllabus
- Annex 26 - Shoot Nations website: www.shootnations.org

**What is the likelihood that Strategic Objective 3 will be achieved? Rate 1 to 5.
See footnote 10.**

1

Part C – Lessons Learned¹⁷

What lessons are being learned from this PPA?

You might find it helpful to frame your response around each strategic objective and/or to comment on how the PPA has contributed to:

- **knowledge generation**
- **dissemination of knowledge (e.g. to other PPA partners, UK public, etc.)**
- **your organisation's impact**
- **relationships with others (whether PPA partners or not)**

We at Plan continue to appreciate the opportunity and the support the PPA grant provides for promoting learning from the implementation of the Governance Programme. Over the last year of implementation, the Governance Programme has been able to better organize its learning frameworks as an integral part of the programme's M&E systems.

The twin-purposes of the Governance Programme's learning framework is the **generation of field-based knowledge** and the **promotion of organizational learning among programme stakeholders** which include Plan members of staff, Plan partner organizations, youth and youth groups, their families and communities.

Knowledge generation

In respect of **knowledge generation**, we hope to make the argument that **young citizens' participation in governance processes matters for delivering better development and democratic outcomes**.

Currently, the published literature in the field of "participatory governance" is at best silent on the contributions of the young citizens as change agents, and at worst, relegates "children and youth" as having roles to play in governance processes in the future as adults. Plan's Governance programme questions these conceptions and is working to demonstrate that young citizens' engagements in governance processes can and does make a difference to the nature of, degree of access to, as well as benefits to be derived from public services.

Plan's approach for generating knowledge from its Governance programme is two-fold: on the one hand, we are **documenting and reflecting on the actual experiences on the ground**; at the same time, we are also **nesting these reflections within the broader academic debates on governance, and children's rights**.

In relation to the **documentation and reflection** aspects of generating knowledge, the **M&E and learning system that has been put in place is facilitating this is major way**. At its most basic. The M&E and learning system **provides information on key dimensions of change** critical to the programme's strategic objectives. Beyond this, the M&E and learning systems, also provides **opportunities for collective reflection by programme stakeholders** on what, why and how changes are happening, in what directions these changes are proceeding, and why and how the changes can be sustained.

To hold these reflections and insights from the programme implementation, the Plan governance programme has **articulated both a conceptual framework and a research/learning agenda for the governance work with young citizens**. These frames are useful for ensuring that the documentation, reflection and learning from programme implementation is both informed by and able to contribute to current research and theory in the field.

¹⁷ We left this section fairly open to interpretation.

Additionally, it's an opportunity to show the reach and value PPA money has.

Organizational learning

In respect of **organizational learning**, we have had to look into the different **dimensions of “learning of what?”, “learning for what?” and “learning by whom?” and “learning how?”**. In the main, organizational learning from Plan’s Governance programme is geared towards the three broad purposes of: (a) increasing the effectiveness of Plan’s Governance work; (b) increasing the effectiveness of Plan’s work in eliminating child poverty; and (c) increasing the effectiveness of citizens’ engagements in governance.

The first - and most obvious - reason for promoting organizational learning is to **increase the effectiveness of Plan’s Governance work**. There is always room to learn from and strengthen and improve the governance work with young citizens being implemented by programme stakeholders. Equally, there is much to learn from **sharing sessions among programme stakeholders working in different service sectors and across different country contexts**. These are best promoted through more practitioner-oriented learning formats – how to manuals and other grey literature on new and innovative methodologies that have been used, case studies, write ups and “reflection” pieces, and other audio-visual materials.

The Governance Programme has constructed an **electronic library of these practitioner-oriented resources** from the various governance initiatives that have supported over time, some of which have been cited in this self-assessment. The electronic library is hosted in the Plan International intranet, thereby accessible to all Plan members of staff and partners worldwide.

In addition, the Governance Programme is **currently organizing several learning events (internationally, as well as more specific to Latin America)** that are geared to practitioner-oriented learning in order to promote sharing and exchange. These learning events can be expected to increase the effectiveness of Plan’s Governance work over the final two years of the current PPA grant, and provide the spaces for programme stakeholders to define common future agendas.

A second reason for promoting organizational learning is to **increase the effectiveness of Plan’s work in eliminating child poverty**. Beyond its Governance Programme, there is space to explore **how a governance lens strengthens Plan’s child-centred community development (CCCD) approach to ending child poverty**. There are many insights that Governance Programme will have to offer deepening Plan’s programmatic interventions. This type of learning is very different from a more practitioner approach to learning. But this will have the potential of massively scaling up – albeit within Plan – the benefits to be realized from adopting a “governance lens” to child rights programming. Currently Plan’s Governance programme is being implemented in only 10 of 46 country offices.

The Governance Team at Plan UK has already initiated discussions with country offices in Latin America about having an international meeting with **Plan senior members of staff to reflect and explore how the conceptual framework articulated by the Governance Programme sits within the Plan CCCD framework**. What and how these discussions are pursued will have to be considered in greater detail within the year.

The third reason cited for promoting organizational learning is to **increase the effectiveness of citizen engagements in governance work (maybe even beyond Plan)**. Finally, the field based knowledge from Plan’s Governance Programme can also be shared with others involved in the field of participatory governance. There are two ways in which Plan’s Governance Programme sees this happening – through **governance networks and publications**.

Plan was actively involved in bringing together all the PPA agencies with a governance agenda. From the initial networking meetings to share what each agency was doing, there has now been recently launched the **Governance Working Group of BOND** with a membership that extends beyond PPA agencies. This working group has also created spaces for sharing and learning across organizations. Plan will continue to be an active member of this network, but in addition, shall also extent its participation to other similar networks working in the field of governance.

Publications on Plan’s work and the thinking about this work can likewise be shared more broadly within the fields of “governance” and “child rights” through physical and electronic publications. Plan has already been electronically publishing some of the work that has already been generated. Other publications are planned.

Part D – Partnership with DFID¹⁸

Partnership with DFID

Your organisation, through your PPA, is formally in partnership with DFID, guided by a mutual accountability framework (MAF). This section provides space for your organisation to comment on how that partnership is working in practice.

Some questions to guide you (but please feel free to comment as you wish):

- Have your expectations of the MAF been met in this reporting period?
- What has been the level of mutual engagement between you and DFID?
- What has worked well?
- What has worked less well?
- What suggestions do you have for more effective partnership in future?

Please give specific examples if possible of your PPA partnership with DFID, including links to relevant documents/websites and any collaborative DFID engagement done with other PPA partners

The *relationships with DFID in the past year have continued to grow and strengthen*. A few points are worth elaborating:

- We at Plan have been assisted to **establish new linkages to DFID offices and units** of particular relevance to the work that we do as an organization (in particular, Development Education).
- We have been provided with opportunities to **deepen existing relationships** already established between DFID and Plan (in particular, Civil Society, Governance, Equity and Rights, White Paper team).
- We have been **provided with information on DFID consultations both in the UK as well in DFID offices overseas** (in particular, consultation on evaluation, and consultations in Indonesia, Cambodia, for example).
- We have had ample occasions to **engage with technical teams of DFID on agendas of mutual interest**. Most of these engagements have generated new opportunities for both Plan and DFID. The example of the Youth Consultations on the new White Paper is illustrative. One of perhaps several motivations for the organization of a youth consultation on the most recent White Paper was a conversation between Plan and DFID at which Plan challenged DFID about the need to ensure that children's voices needed to be considered in all policy processes. This gave birth to the youth consultation on the White Paper held last March at which the principal movers were the key DFID partners – including Plan - in the Youth Network.
- In relation to the management of the PPA, we appreciate that **DFID has engaged with PPA agencies through BOND to develop such critical elements as the design for this Self Assessment reporting**

¹⁸ Again, we wanted to focus on partnership over relationship here and have left this section open to interpretation by each organisation.

This is where the mutual accountability framework will slot in, once it has been developed by DFID.

This is an opportunity to expand on some of the information in Part A on the partnership between DFID and PPA holders and a chance to flag up issues.

Again, there is a shift in emphasis from a purely financial relationship to a partnership that is also about learning, accountability and communication with other parts of DFID beyond the Civil Society team.

format, and the on-going discussions on the evaluation framework for the PPA supported programmes.

At the same time, there remain areas where the relationships between Plan and DFID can be strengthened. But rather than expounding on this in terms of particular things that did or did not happen, it might be more instructive to explore some of the **inherent challenges about organizing mutual accountabilities between DFID and the PPA agencies**. We at Plan appreciate and fully recognize the difficulties that DFID has gone through to define mutual accountability frameworks for each of what is a widely diverse group of PPA agencies. While we **certainly appreciate the efforts of the Civil Society Team to cater to the specific needs and requirements of each individual PPA agency**, but it would not be realistic to expect that the Civil Society team take on more than a **few key functions**. This would include: (a) **permanently designating a stakeholder manager for each PPA agency whose principal remit will be to pass on relevant information** to and from the PPA agency; and (b) **link PPA agency with the right DFID offices and other PPA agencies**, as may be appropriate and/or requested.

The experience of the **Latin America PPA** subgroup of PPA agencies is instructive. For the LA PPA, DFID has maintained a **social development adviser dedicated to the LA PPA** whose function is principally **to ensure that communications and coordination between the LA PPA and DFID** is effective. The LA PPA agencies have self-organized into a **Steering Committee** (with the responsibilities rotated so that all agencies have the chance to serve), and have developed a **common framework that articulates the contributions that each agency makes to the broader collective objectives** for which the LA PPA was organized. It has helped that there is a single regional context that LA PPA agencies have to operate in, though not all agencies operate in the same countries, or in the same districts and communities within the same countries. Despite the diversity, there is **sufficient common ground to have generated such joint undertakings** (DFID and LA PPA agencies) as the “Dialogue with Senior DFID officials on the Impact on the Region of the Global Financial Crisis”, and the “Learning Event on Climate Change”. LA PPA agencies have willingly pooled some of their **LA PPA resources into a common kitty**. All in all, this makes LA PPA partnerships not only **more manageable but also more satisfying**.

DFID may want to look into **how the LA PPA partnership model might work for thematic groups** within the universe of PPA agencies. This would lend well to the definition of a broad enough yet common agenda for joint initiatives that go beyond the individual capacities of each of the PPA agencies. For example, a PPA-Governance Group would be doable given that the PPA agencies with strong governance agendas have already self-organized into the BOND Governance Working Group. Moving into similar arrangements would help to ensure that there was greater potential for synergies to be realized.

Part E – Corporate Governance and Organisational Change¹⁹

Provide evidence of how your organisation demonstrates good corporate governance, whether this has changed as a result of the PPA, and if so how.

You must include in your response assurance that your organisation complies with UK equalities legislation on disability, gender and child protection, and shows due regard for environmental impact.

Part of the challenge of implementing a Governance programme is the need to be walking the talk. Where Plan is promoting greater participation of young citizens in governance processes, it is only fitting that Plan also works to increasing the engagement of young citizens in its own internal governance processes. In the past year, Plan has sought to create greater scope for young citizens' engagements in Plan's own decision making processes in several ways:

- **Recruiting young citizens' participation defining program priorities.** Young citizens have been involved in stakeholder meetings organized in each of the Plan country offices of the Governance programme. These stakeholder meetings served as the *spaces for deciding on priorities that the Governance programme is now supporting*. Stakeholder meetings have been organized at the national and local levels in the 10 country offices. This has happened to varying degrees.

Plan's offices in Rwanda and Ecuador perhaps illustrate the two extremes with which young citizens have been brought in to help determine priorities. As a newly established office, Plan Rwanda has had to develop its country strategy. Plan Rwanda was supported to enable the participation of young citizens in the process of developing Plan's country strategy for eliminating child poverty. In Ecuador, even before the full governance agenda for the country was developed, Plan Ecuador had already consulted with young citizens in the communities where they are implementing the programme to surface the sectors and specific public services young citizens were most interested to engage with local governments. Only after these priorities were identified did Plan colleagues proceed to develop the governance programme.

- **Involving young citizens in the programme's monitoring.** Young citizens have also been involved in developing and implementing the M&E systems for the Governance programme. For example, in Malawi, Outcome Mapping was used as the methodology to engage young people in actually defining the indicators of progress that they are now tracking. This is being rolled out in other countries the monitoring and evaluation of their governance programme, and for which purpose we are currently developing a practitioners' guide. We have also been keenly tracking the experiences in the country offices that have adopted Outcome Mapping as a methodology because there is keen interest from the Plan International Headquarters as well as the rest of the Outcome Mapping community.
- **Involving young citizens in learning activities.** Young citizens – as key stakeholders in the programme – have also been involved in learning activities that have been organized. "Critical stories of

¹⁹ This section is about both ticking the basic legal compliance boxes and showing that PPA holders are pioneering dynamic new approaches to e.g. environmental standards.

This also provides an opportunity for PPA holders and other organisations in the sector to learn from each other and presents PPA holders as at the forefront of new approaches to good corporate governance, accountability, transparency, organisational change etc.

This is an opportunity to list which standards and codes you are signed up to (e.g. HAP, Sphere etc).

Emphasising how PPA funding has contributed to improving governance and change in your organisation and how this learning has been shared in order to strengthen the sector will also provide more material to demonstrate the reach and value that PPA funding has.

change” workshops have now been conducted in both Kenya and Senegal to generate more structured reflection on the governance initiatives that are being supported. In both cases, young citizens were participants to the workshops.

- **Creating new spaces for young citizens’ engagements.** As a way of enabling greater levels of engagement of young citizens within Plan UK, a summer youth fellowship programme has been launched. The summer youth fellowship programme was developed as a way to get young citizens already involved with Plan programmes in the UK and overseas to learn more about Plan UK programmes and how these are shaped, developed and implemented. For Plan UK, the summer youth fellowships is also a way of getting young people more deeply engaged in Plan programme development and management – and improve the quality and effectiveness of Plan’s work.
- **Working on continuous improvements to Plan’s policies, structures and systems.** The spaces that Plan is creating for young people to engage in inform the organizational improvements that Plan would like to institutionalize over the long term, especially where there is benefit to do so. Plan’s policies are periodically reviewed and made to reflect the improvements that may have been introduced. For example, institutional policies on Child Protection are periodically reviewed – what members of staff can expect by way of training and in return, what is expected of all members of staff. Because of the heightened efforts to engage young people in the actual programmes of Plan UK, we are currently exploring possibilities for and processes to get more young people to be involved in policy making structures of the organization.

The points above highlight some of the ways in Plan has been working on “walking the talk”. Many of these remain “work-in-progress”. But **organizational systems for corporate governance and management remain robust.** This has enabled Plan to commit to:

- All ethical guidelines in line with the **UN Convention on the Rights of the Child (UNCRC)**.
- The **International Committee on Fundraising Organisations (ICFO) standards** for which the management and operations of Plan’s central organization have been independently assessed.
- The **International Non-Governmental Organisations Commitment to Accountability (INGO) Charter**, which outlines Plan’s commitment to excellence, transparency and accountability.
- A **comprehensive Equal Opportunities Policy** that commits Plan UK to promoting and developing equal opportunities for its employees and volunteers, in accordance with the law.
- The **SPHERE standards** (Minimum Standards in Disaster Response covering water and sanitation, food security/nutrition, non-food items, shelter, health), which aim to improve the quality of assistance to people affected by disaster and improve the accountability of states and humanitarian agencies to their constituents, donors and the affected populations.
- The **INEE standards**, which are the minimum standards for education in emergencies.
- The **Hyogo Framework for Action** as its guide in the design and implementation of the disaster risk reduction programme.
- The **International Federation of Red Cross/Red Crescent code of conduct**. Plan’s close partnership with the local Red Cross societies in various disaster efforts demonstrates the commitment to maintaining these standards.
- **UNICEF and UNESCO guidelines in school rehabilitation and reconstruction.**
- **Humanitarian Accountability Partnership (HAP) standards.**
- Adopting a **conflict sensitive approach in developing programmes** as part of the Conflict Sensitivity Consortium funded by DFID.
- Regularly **auditing its own carbon footprint** and developing practical and effective ways of reducing its own impact on the environment.

The points elaborated on above have allowed Plan to be recognized in many ways. A few are worth listing, as follows:

- In the 2008 Global Accountability Report of One World Trust, Plan was cited as one of the most accountable organizations. See http://www.oneworldtrust.org/index.php?option=com_content&view=article&id=114&Itemid=144.
- In 2008, Plan UK was second place in the Charities Online Accounts Award in the category of Charity with Income above 2 million, and in 2006 Plan the Charities Online Accounts Award in the category of the Top 100 UK Fundraising Charities.
- In 2008, Plan International won two of the United Kingdom's most prestigious training awards for our Certificate in Management, receiving a regional award and a UK national award.