EDITORIAL

This edition of OPENPlan, Research & Partnerships, explores research and evaluation pieces from across the organisation which have been conducted collaboratively both with external partners and internally between Plan International offices. It offers an interesting selection of studies spanning an array of thematic areas from economic empowerment, climate crisis and disaster risk reduction (DRR), sexual and reproductive health and rights (SRHR), and inclusive quality education.

The first report was conducted in partnership between Plan International and Citi to explore the economic and social benefits of investing in adolescent girls and young women via an original economic analysis. This aimed to assess the potential costs of an intervention package for adolescent girls and the economic benefits that it could achieve by focusing on data analysis from six middle income and two low-income countries. Overall, the report contends a holistic approach, collaboration between sectors and systemic change are all required to help dismantle the existing barriers that continue to hold girls and young women back.

The second article relates to consultations conducted in partnership between a number of organisations including; Plan international, World Vision, Save the Children, Asia Pacific Coalition for Safe Schools (APCSS), United Nations Children's Fund (UNICEF), UN Major Group Children and Youth (UNMGCY), UN Office for Disaster Risk Reduction (UNDRR), and Children for Climate Change Coalition (CCCC). It offers an example of good practice, having used a mixed-methods approach to conduct online and face-to-face consultations with youth and children, aged 10-24, from 12 countries across Asia and the Pacific. The consultations intended to better understand the concerns of children and youth and offer important opportunities for them to influence a range of stakeholders, on issues related to climate crisis and disaster risk reduction.

Conducted in partnership by Plan International and United Nations Population Fund (UNFPA), the third report explored child, early and forced marriage and unions (CEFMU) in eight countries across Latin America and the Caribbean. Utilising a mostly qualitative methodology, including an innovative Social Norms Analysis Plot Framework, the research focused on experiences, attitudes and social and gender-based norms that impact the lives of girls

Smiling girl at distribution of school bags in Quang Tri provinc
(© Plan International)

and adolescents, intending to explore actionable interventions that can help contribute to the end of CEFMU within the regions.

The last study is a final evaluation report by Plan International Haiti and INUSCO, an independent consultant firm, of a 15-month programme which intended to improve the disaster resilience capabilities in schools and communities across the country. The evaluation utilised mostly qualitative methods including semi-structured interviews, focus group discussions, project delivery observations and also involved evaluation questionnaires to assess the project and design implementation for the programme.

We hope you find this issue of OPENPlan insightful, we believe it provides a glimpse of the different ways in which we can partner to produce evidence. Please contact the MERL team at Global Hub if you have any exciting research reports or evaluations that you would like to see featured in future editions!

Citi GPS: Global Perspectives and Solutions.
October 2020.

THE CASE FOR HOLISTIC INVESTMENT IN GIRLS:
IMPROVING LIVES, REALISING POTENTIAL, BENEFITTING EVERYONE

Full report conducted by Plan International GH in collaboration with Citi Bank, authored by Yin Qin, Liz Curmi, Miriam Gauer and Jacqueline Gallinetti

INTRODUCTION

While studies have shown that greater opportunities for women to participate in the labour force can help grow economies, the role of adolescent girls in achieving growth and prosperity is often overlooked. Investing in adolescents is more important than ever, with the highest proportion of young people ever being alive today — 1.2 billion adolescents make up 16 percent of the world's population. The highest proportion of young people today live in poor countries. Gender discrimination leaves adolescent girls more vulnerable than adolescent boys. Around the world, girls face barriers in accessing and completing quality education, becoming economically independent, participating in the labour force, and living a healthy life free from violence. Girls are consistently left out of data collection, as most official sources only collect data about girls and women aged 15-49.

Citi and Plan International partnered to explore the economic and social benefits of investing in adolescent girls and young women. The report brings together the diverse expertise of Citi and Plan International and features three key components:

1 A literature review on the barriers that adolescent girls face and on interventions to overcome these barriers.

2 An original economic analysis of the potential costs of an intervention package for adolescent girls and the economic benefits that could be achieved.

3 Recommendations on how different sectors can come together to effectively tackle the barriers holding adolescent girls back.

METHODOLOGY AND LIMITATIONS

The research team conducted a literature review to explore the barriers that adolescent girls face. They also built one of the most holistic data sets yet on the economic and social benefits of investing in adolescent girls and young women, focussing on data analysis for six middle-income countries (Ghana, Lao PDR, India, Egypt, El Salvador and Bolivia) and two low-income countries (Mali and Uganda).

The analysis compares projected outcomes for 2030 without interventions (business-as-usual scenario) and with interventions targeted at adolescent girls. The analytical framework uses an employment/impact model to project the impact of adolescent girls' education outcomes on earnings, employments and GDP. In particular, the impact modelling looks at the outcomes if all eight countries reached 100 percent secondary completion rate for girls by 2030. The intervention scenario takes a holistic approach, assuming that in order to deliver the best possible education outcomes, interventions are needed not only in education but also across other key barriers to girls completing education and transitioning into work and economic empowerment. This is why the intervention builder considers interventions on education; child, early and forced marriage; violence prevention; and economic independence. The analysis relies on different data sets and indicators, including data from the World Bank, UNESCO, ILOSTAT, IMF and Plan International.

The analysis faces some limitations:

- The analysis rests on a number of assumptions about the relationship between education and employment. For example, it assumes that increased years of schooling will lead to higher productivity and higher earnings in employment.
- The focus is on the relationship between female graduates on employment and its resulting economic benefits, but it does not take into account broader impacts of adolescent education.
- The model does not consider inter-generational relations and potential impacts on population changes.
- The model is unable to account for the complex relationship between different factors, such as a potential two-way relationship between education and child, early and forced marriage.
- There was limited data available on the cost and impact of interventions which led to the use of different sources of data in the analysis.
- Due to limited data on interventions in violence prevention, the study does not quantify the impact of a multi-component intervention on the chosen violence indicator (Intimate Partner Violence rate).
- Due to a lack of country-specific data, the costing of interventions were kept the same across all country case studies. In reality, costing will strongly depend on the country context.

KEY FINDINGS

Investing in girls is key for achieving the SDGs

Investing in the education and well-being of adolescent girls is not only a social and rights-based imperative, but is also economically critical and leads to positive outcomes for society at large. This ripple effect across society should not be underestimated and may hold the key to achieving many of the UN Sustainable Development Goals.

10% rise in GDP if all girls completed secondary school

The analysis finds that a comprehensive and fully-costed series of interventions allowing economies to attain 100 percent upper secondary school completion rates for girls by 2030, could lift GDP in emerging economies by 10 percent on average compared to a business-as-usual scenario. Even greater economic returns would be observed beyond 2030. Country-specific projections are illustrated by the graph below.

% INCREASE TO GDP LEVEL

GHANA · INDIA · UGANDA · LAGOS · MALI · BOLIVIA · EGYPT · EL SALVADOR
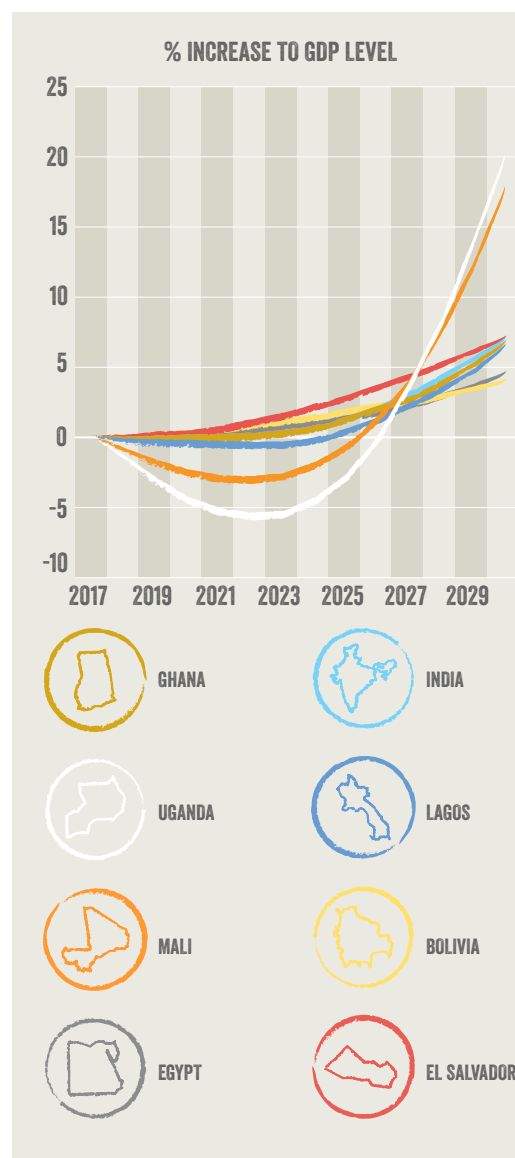
Just $1.53 per day for a girl's secondary education

The analysis finds that investing in girls has incredible growth potential, especially as it takes into consideration the costs of intervention which equate to an average cost of approximately $1.53 per day for a girl. This takes into consideration the costs of intervention across education, child, early and forced marriage, violence, and economic independence. The total cost of interventions for the period 2018 to 2030 vary from $1 billion in El Salvador to $270 billion in India, which on average translates to $88 million to $21 billion per year. The numbers are largely driven by the number of girls receiving the interventions.
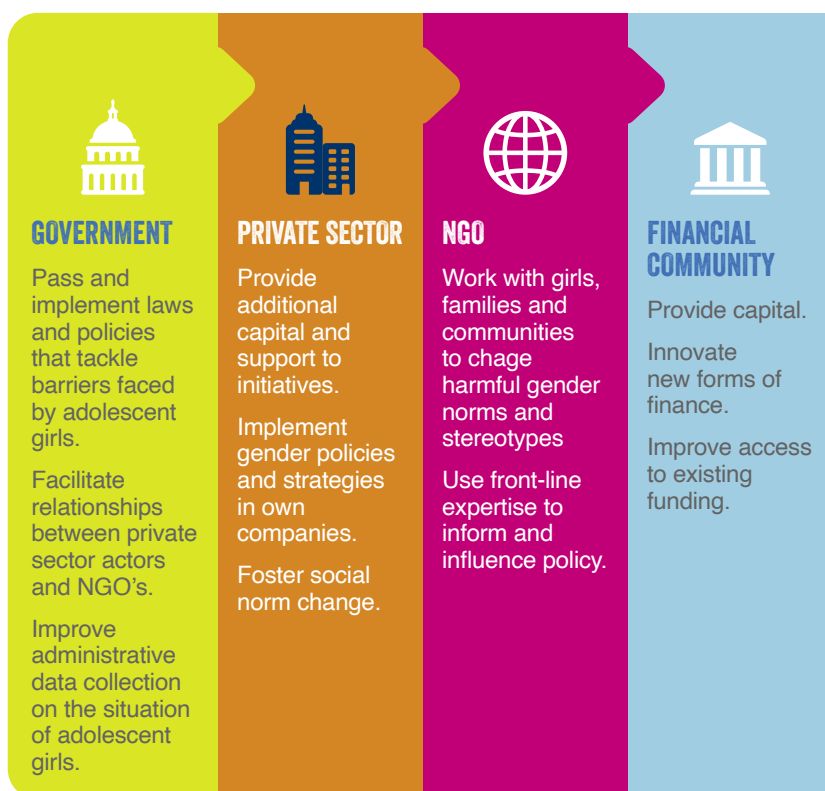
RECOMMENDATIONS

The report argues that there are three key components to breaking the barriers that are holding adolescent girls back.

1 A holistic approach

First, the literature review and analysis shows that a holistic approach to investment in adolescent girls is needed to deliver the best outcome for girls' development. Investment should be in the areas of education, health, violence prevention, and economic independence, but also over the course of a girl's life. This needs to go hand-in-hand with removing legal, cultural and social barriers to women participating in the economy.

2 Collaboration between sectors

To achieve the SDGs, the UN has encouraged the development of collaboration between the private sector, the public sector, NGOs, and philanthropic institutions. The report calls for collaborative approaches between governments, the private sector, and NGOs that best utilise the strengths of each sector and its resources, as well as between girls, their families, communities, and the state. The authors argue that if we continue to act in silos, progress may still be possible but might only be achieved at a greater cost, with less impact, and over a longer period of time. The infographic below summarises the key action points for different actors in order to improve adolescent girls' development.

GOVERNMENT

Pass and implement laws and policies that tackle barriers faced by adolescent girls.

Facilitate relationships between private sector actors and NGO's.

Improve administrative data collection on the situation of adolescent girls.

PRIVATE SECTOR

Provide additional capital and support to initiatives.

Implement gender policies and strategies in own companies.

Foster social norm change.

NGO

Work with girls, families and communities to chage harmful gender norms and stereotypes

Use front-line expertise to inform and influence policy.

FINANCIAL COMMUNITY

Provide capital.

Innovate new forms of finance.

Improve access to existing funding.

3 Systematic change

The report also calls for systemic and long-lasting change that creates an environment in which educated and empowered girls can thrive. In particular, the report identified three main contextual factors that determine an adolescent girl's ability to fulfil her potential: social norms, attitudes and behaviours; assets and resources; and laws and policies. This means that laws, policies and norms need to change in order to end discrimination of girls and women, and open up equal opportunities. In sum, the report calls for different actors to come together to effectively and holistically tackle the barriers that are holding girls back. Investing in the development of girls is not only the right thing to do, but it also delivers unparalleled returns and impact across generations and societies.

USE OF FINDINGS

As outlined above, one of the key recommendations of the report was to improve collaboration between sectors in order to achieve the SDGs and invest in adolescent girls. The partnership between Citi Bank and Plan was described as a positive example of collaboration. The special value of the collaboration was that it brought together in one place the economic and social cases for investing in girls. The report builds on knowledge and experience from two different perspectives that can both be used to drive unique insights.

The report was launched at a webinar and a conference organised by Citi Bank. It was released to the press and picked up by a number of outlets, including Reuters. The research team is currently exploring how the research can feed into the Adolescent Girls Investment Plan (AGIP)(see box below).

Read the full report here.

Citi GPS

THE CASE FOR HOLISTIC INVESTMENT IN GIRLS
Improving Lives, Realizing Potential, Benefitting Everyone

PLAN citi

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A New Global Partnership- The Adolescent Girls Investment Plan (AGIP)

Plan International has played a leading role in convening a new global, multisectoral alliance, The Adolescent Girls Investment Plan (AGIP). AGIP is a group of 11 and growing partner organisations working together to develop a holistic investment framework for and with governments that will strengthen social, political and financial investment in adolescent girls lives.

AGIP has been actively engaging in the UN Generation Equality process to ensure the centrality of adolescent girls. As part of this work, AGIP has convened interactive dialogues between 20 Action Coalition (AC) leaders from governments, civil society and youth-led networks and approximately 140 adolescent girls and youth. Collective efforts have led to a commitment by the UN to prioritise girls at the centre of this process and actions focused specifically on outcomes for adolescent girls.

AGIP aims to generate and connect new and existing evidence on what works for adolescent girls to inform effective investment by governments and donors. AGIP is working on a series of focused **evidence products** including:

- A **Conceptual Framework** on the Importance of Investments in Adolescent Girls for Gender Equitable and Sustainable Development

- A multi-stage cross-country **participatory action research study** on the Covid-19 impact on adolescent girls. The first research report as part of this study was recently released: Covid-19 Risk Pathways for Adolescent Girls in Low- and Middle-Income Countries.

- **Evidence Gap Map**: A robust and extensive review of the evidence on the interventions that promote adolescent girls' health and well-being in low- and middle-income countries across diverse contexts.

AGIP PARTNERS

Sub-Comittee Members

Chi, 13, lost her home in the floods in Quang Tri province.
(© Plan International)

GUARDIANS OF THE PLANET

ASIA PACIFIC CHILDREN AND YOUTH VOICES ON CLIMATE CRISIS AND DISASTER RISK REDUCTION

Full report conducted by Plan International, World Vision, Save the Children and UNICEF, authored by Christabel Chan (World Vision), Meimei Leung (World Vision) and Nadia Pulmano (Save the Children)

CONTEXT

Over recent years, a growing frequency and scale of climate disasters has afflicted Asia and the Pacific region, with over 68 million affected by disasters in 2019 alone. Climate-induced disaster has indeed become a key driving force for displacement in Asia-Pacific, and there continues a growth in the magnitude of meteorological and water-related disasters.

Recognised as one of the most pressing concerns for children and youth in the region, 9,681 children and youth, from 12 countries across Asia and the Pacific,[1] participated in online and face-to-face consultations to voice their concerns on the climate crisis and Disaster Risk Reduction (DRR). The consultations aimed to provide opportunities not only to share their opinions but to influence and advocate governments and stakeholders at different levels to take action, address the priority needs of the most vulnerable and increase investment in child-focused disaster risk reduction and climate change adaptation initiatives.

Ensuring the full participation of children and youth in discussions of how to effectively prepare for, and reduce, risks of disaster remains imperative, not only in recognition of their heightened vulnerability in disaster settings, but to draw on their skills as communicators of impacts and risks, informers of mitigation practices to their communities, and as innovative agents of change that can offer new ways to address the impacts of climate change.

The article is an example of quasi-research in that it was not intending to answer a particular set of research questions, but instead offer children and youth a voice to shape policy in relation to climate crisis and DRR. Whilst it is not technically a research report, this particular piece of work highlighted good practice through the consultations following established methodology and ethics.

Aliya and her friends used to play near the open drainage right in front of her house, oblivious to the dangers. After World Vision's DRR training, the community realized that open drainages were dangerous and children fell in them. It had been improved, and just a few man holes remained now.
(© Plan International)

OVERVIEW AND PURPOSE

The children and youth consultations were organised and facilitated, between August 2019 and January 2020, in partnership between Plan International, World Vision, Save the Children, Asia Pacific Coalition for Safe Schools (APCSS), United Nations Children's Fund (UNICEF), UN Major Group Children and Youth (UNMGCY), UN Office for Disaster Risk Reduction (UNDRR), and Children for Climate Change Coalition (CCCC).

The consultations were conducted to understand the experience, knowledge, perceptions and recommendations of children and youth in the region, in preparation of the 9th Asia Pacific Ministerial Conference for Disaster Risk Reductions (APMCDRR). The purpose of included to:

- Seek the views and experiences of children and youth on disaster risk and change and their hopes for the future

- Raise awareness on the importance of disaster risk reduction and climate crisis among children and youth

- Equip and demonstrate the contribution and capacity of children and youth in reducing disaster risks for themselves, their peers, families and communities

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1. Including; Bangladesh, Cambodia, China, India, Indonesia, Laos, Mongolia, Myanmar, Nepal, Pakistan, the Philippines and the Solomon Islands.

METHODOLOGY

The consultations employed mixed methods utilising quantitative and qualitative approaches to conduct online consultations through a questionnaire survey, and face-to-face consultations through youth led discussions.
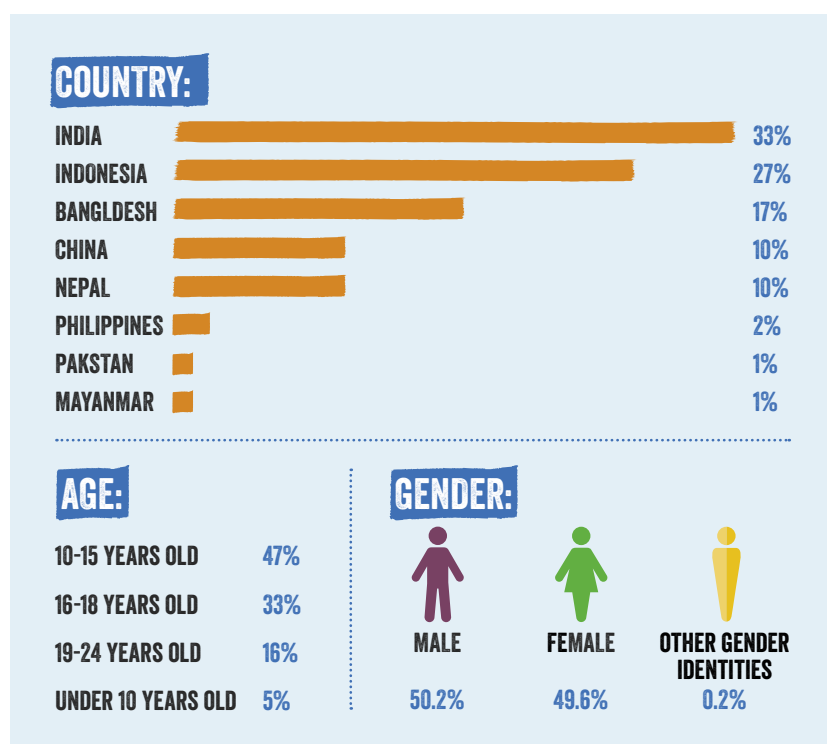
Online consultations

The questionnaire consisted of 26 questions and was guided by the seven targets of the Sendai Framework for Disaster Risk Reduction 2015-2030 (please see text box), undertaken by children and youth aged 10-24 years old.

It comprised three sections; the first intended to obtain the level of understanding of climate crisis and disaster, the second part discussed recommendations to policy makers and governments in respect of DRR education and inclusiveness, and the third part considered children and youth's ideas to address climate crisis and disaster risks including individual action, resilient infrastructure and financing.

Half of the countries worked to translate and contextualise the survey considering issues such as reducing the number of questions to accommodate younger participants, modifying or removing culturally or politically sensitive answers, and using local child-friendly vocabularies.[2] This process was mostly facilitated by inter-agency working groups nationally, with the support of some local governments.

The online consultations for the most part were conducted via the platform Survey Monkey, whilst China and Indonesia conducted the surveys via wjx.cn and U-Report7. The English version of the survey was accessible to all countries with internet access. Consideration and adaptations were made for areas where internet access was limited, for example in Nepal national partners helped facilitate child and youth participation through providing tablets in some communities, and in Assamese-speaking areas of India the survey was conducted manually owing to technical limitations.

The survey was shared by in-country agencies on social media sites such as Facebook, Instagram, Twitter and others, it was completed by a total of 8,268 children and youth participants, disaggregated information regarding the respondents can be seen below:

COUNTRY:

INDIA	33%
INDONESIA	27%
BANGLDESH	17%
CHINA	10%
NEPAL	10%
PHILIPPINES	2%
PAKSTAN	1%
MAYANMAR	1%

AGE:

10-15 YEARS OLD	47%
16-18 YEARS OLD	33%
19-24 YEARS OLD	16%
UNDER 10 YEARS OLD	5%

GENDER:

MALE	FEMALE	OTHER GENDER IDENTITIES
50.2%	49.6%	0.2%

2. These countries included: Bangladesh, China, Indonesia, Myanmar, Nepal, and India translated into 7 local dialects

Face-to-face consultations

Face-to-face consultations aimed to provide opportunities for children and youth to discuss issues related to DRR and climate crisis, address gaps in knowledge and awareness, as well as capacity build. They also offered a means through which children and youth, as active agents of change, could discuss their recommendations with legislators, governments and NGOs in country.

Methods used to facilitate this process varied between the 12 countries. Overall, the intention was for the process to be child and youth led, often with adult mentors initiating discussions to explain the consultations contents and themes on DRR and climate crisis, to aid basic understanding, before passing over to youth or child facilitators. In some cases, including Cambodia and Laos, selected children and youth from partnering networks were chosen to attend workshops for Training of Trainers to support the discussions rather than adult facilitators.

Discussions were then led by children and youth facilitators in groups of different ages (ranging between 10 to 24 years old) focused on knowledge and experiences of hazards and disasters experienced in their communities, potential solutions on how to reduce such risks, and the role of children and youth in addressing current and future issues that may impact the future of young people. Within each discussion group a representative was selected to present the results back to the broader group. The representatives and children and youth facilitators then worked together to produce an overall statement based on these findings to present to government representatives and stakeholders.

A total of 1,413 children and youth participated in the face-to-face consultation, from; Bangladesh, Cambodia, India, Indonesia, Laos, Mongolia, Myanmar, Nepal, the Philippines and the Solomon Islands. Children and youth with disabilities were invited to the consultation events in some countries.

LEADING AGENCIES FOR CHILDREN AND YOUTH NATIONAL CONSULTATIONS

Country	Leading agency
Asia Child Summit	World Vision International (Asia-Pacific)
Bangladesh	World Vision Bangladesh
Cambodia	Save the Children
Laos	Save the Children
India	Save the Children/World Vision India
Indonesia	Wahana Visi Indonesia/UNICEF
Mongolia	World Vision Mongolia
Mayanmar	World Vision Mayanmar
Nepal	World Vision Nepal
Philippines	World Vision Development Foundation
Solomon Islands	Save the Children

"To the world leaders, we, children, were given the privilege of our local authorities, in partnership with non-governmental organisations to be heard.

I hope you can make actions on what we call for. We are already experiencing the effects of climate change. Please do not ignore the problems and voices of the youth, because it is us who will directly be affected in the near future. Please greatly consider our plea. Pay attention and give us high importance. And allot time to study and dig deep on what to do, for the sake of the children and youth."

Rhea, 17, an earthquake survivor, child supported by World Vision, Philippine Red Cross volunteer and youth representative, Philippines.

LIMITATIONS & ETHICS

Limitations

- Some online data was not translated in English, whilst some data submitted was in a summarised format which limited in-depth analysis

- For some countries' dataset, the suggestions in the "others" options were written in the local language. Hence, some of the nuances and some of the meaning could have been lost in translation.

- Australia's consultation was delayed, hence results could only be included as a case study, and not within the regional data analysis

- A number of countries modified the questionnaire, with certain questions or answers removed due to local contexts or sensitivities

- Most countries included children younger than 10 years old up to the ages of 18, while some countries expanded the age range up to 24 years old, while some countries did not target children less than 10 years old.

Ethics

All national and regional partners who were engaged in the consultation process were child-focused agencies, each agency adhered to their own ethics and safeguarding procedures. Plan International and partner staff signed the Plan International Child and Youth Safeguarding Policy. Informed consent was obtained from participants and or parents/guardians for the face-to-face consultations, and details on informed participation was provided for the online consultations. It was the responsibility of in-country agencies to ensure all ethical requirements, codes of conduct and relevant laws were complied with, especially relating to the involvement of children and strict adherence to children and youth safeguarding policies.

A participant at the community awareness raising worskshop on climate change and DRR organized by Plan International Bangladesh.
(© Plan International)

KEY FINDINGS

Online consultations

The below provides a brief overview of some of the overall findings, presented under the respective survey question. For further information regarding all questions and findings, as well as disaggregated findings by country, age and gender please see the full report.

PART 1 UNDERSTANDING DRR AND CLIMATE CRISIS

Questionnaire	Top Overall Answers
What concerns you most about the future?	• Climate crisis • Access to work or employment • Access to education • Safety from disaster impacts
What effect(s) of climate change do you experience in your community in the past 12 months?	• Extreme temperature • Floods • More intense rain • Decrease in economic opportunities
Have you noticed more climate change related disaster locally over the last two years?	• 77% -Yes, they had • 19%- No, they had not • 3%- Not sure
Who in your community are most at risk during disasters?	• Children and young people • Elderly • People with physical disability

PART 2 RECOMMENDATIONS TO GOVERNMENTS AND POLICY MAKERS

What would you like the national government and international decision makers to do about climate crisis and disaster risks?	• Development of policy to protect the environment • Support and participate in global action on climate change • Allocate more money to prevent climate change and reduce disaster risk • Fund education programmes
What are some of the particular challenges for children and youth with disability in your community in the context of disaster risk reduction?	• Limited access to education • Mobility difficulties or physical limitation • Social distance or ignorance from people
Which is the best way to support children and youth with disability to prepare for disasters?	• Making knowledge sharing more inclusive (e.g. awareness-raising campaigns) • Consulting people with special needs on DRR policies • Talking to people with disabilities to understand their needs

PART 3 ADDRESSING CLIMATE CRISIS AND DISASTER RISKS

What kind of infrastructure does your community need? How could it incorporate climate and disaster risk considerations as it is being built? What ideas do you have for climate and disaster resilient infrastructure?	• Local safe house area with child friendly space, equipped with enough water and food that is sustainable with indoor crop plantation • Improved water supply and waste management facilities • Strong construction of buildings with storm and climate proofing
Who do you think should pay for the initiatives to be taken to reduce disaster risk and adapt climate change in your community?	• Government- fund allocation for this intention is practiced in most governance to maintain the well-being of citizens • Residents- a united community matters, able to make big changes • Industry people- they are responsible for the pollutions caused and climate and change
What can you do to help address climate crisis and disaster risk?	• Plant more trees • Say no to plastics and straws • Equip us with knowledge on climate crisis and DRR

Face-to-face consultations

Face-to-face consultations revealed a comprehensive list of concerns held by children and young people. Some of the main concerns related to lose of life related to disasters including from cyclones, earthquakes and volcanic eruptions. Other key concerns ranged from; poor sanitation and waste management, the release of toxins contributing to air pollution and disease, extreme temperatures leading to rising sea levels and increasing risk of natural disaster, destruction of forest and vegetation affecting biodiversity, habitats and ecosystems, unsustainable food sources and livelihood, physical and mental trauma, and economic crisis.

Through the concerns discussed during face-to-face consultations children and youth developed an extensive set of recommendations for a range of actors highlighting the collaborative effort needed to effectively act on disaster risk reduction and address the climate crisis, including; governments, the department for education, national NGOs and local CSOs, UN and INGOs, private sector and industries, children and youth, and everyone (for full list of actions please see page 45 of full report).

A list of commitments were also made by the children and youth themselves to work on DRR and climate change actions in support of the Asia Regional Plan for Implementation of Sendai Framework and the Paris Agreement, some of which included:

Disaster Risk Reduction

- We commit to share knowledge to our peers which we have acquired through others. We commit to listen to lectures in school, execute, and communicate awareness in our communities.
- We commit to attend and actively participate in more trainings, seminars, and capacity building about disasters and conduct similar activities.
- We commit to inform other people the importance of being prepared, and to prepare a contingency plan to lessen the impact of a disaster, in case a disaster occurs.

Climate Crisis

- We commit to be involved in climate action and eco-friendly activities (clean-up drives, tree planting activities, reducing the use of plastics, recycling paper, proper maintenance of water storage, and practicing the 4Rs: Reduce, Reuse, Recycle, Recover) and afterwards disseminate information about climate crisis.
- We commit our willingness to learn by attending forums about the climate crisis and to inform people about the effects of climate change.
- We commit to do our best to lessen the effects and impacts of climate change.

RECOMMENDATIONS

The children and youth recommend that governments and stakeholders strengthen the mechanisms on DRR and climate adaptation and mitigation by including the following for policy and funding and programmes:

1 Increased investment and allocation of resources towards DRR and CCA priorities by governments and partners

Education:
- Skills-based learning to children incorporated in curriculums
- Community-focused advocacy around DRR and CCA for awareness raising, including Early warning and community-based disaster risk management training

Response preparedness and capacity:
- Psychosocial support service in disaster responses
- Inclusive services for children with disabilities in emergencies

Prevention:
- Risk informed development programmes and resilient infrastructure
- Community preparedness and structural resilience

Innovative solutions:
- Financial investments in innovative tools to address DRR and CCA, especially to engage with children and youth
- Support research to inform appropriate and effective DRR/CCA programmes

2 Enforcement of climate and environmental laws and development of sector-specific policy and regulations
- Increased restrictions on environmentally degrading activities, including mining and logging.
- Enforcement and full implementation of environmental protection laws
- Improved mitigation goals, including climate actions targeting reduction of greenhouse gas emissions and investments in renewable energy
- Waste Management: Improved sustainable use of waste for energy and improved sewage systems

3 Meaningful engagement with Children and Youth
- Consultations with children and youth during CCA and DRR processes
- Creating platforms and avenues for children and youth participation at national and subnational levels
- Prioritizing the needs of children and youth including most at risk and people living with disabilities and ensuring their rights

USE OF CONSULTATION

Key advocacy messages have been jointly developed and continue to be promoted in different ways. Some key messages, which are also associated with Plan's 100 million reasons for girls, are listed below:

- Girls, boys and young people are part of decision-making process -- they should be at the heart of DRR-CCA Policies (for Government and Policy Makers).

- Ensure children and youth especially girls and boys with disabilities, living in poverty and other vulnerable groups are included and prioritised in programs that seeks to address and mitigate the negative impacts of climate crisis. Provide need-based interventions to girls, boys and young people in disaster risk reduction and climate change adaptation by consulting and involving children and youth in the design (for Government and Policy Makers)

- All children and youth have adequate access to relevant information on DRR and CCA – Ensure no Child and Youth are left behind (for Civil Societies and Implementing Partners)

- Investing and creating more opportunities for children and youth-focused programs (for Private Sectors, International Cooperation Agencies and Multilateral Partners)

- Efforts are also being made by Plan International offices to promote child and youth engagement in DRR & CCA activities at different levels, as well using the findings to inform future programmatic work. Peer organisations, who collaborated in the consultation and reporting process are similarly working towards these aims.

Read the full report here.

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If trends continue, Latin America and the Caribbean is set to have some of the highest global rates of child, early and forced marriage and unions by 2030.
(© Plan International)

A HIDDEN REALITY FOR GIRLS AND ADOLESCENTS

CHILD, EARLY AND FORCED MARRIAGE AND UNIONS IN LATIN AMERICA AND THE CARIBBEAN

Full report conducted by Plan International and UNFPA, coordinated by Emma Puig de la Bellacasa, Alexander Munive, Fiorella Mackliff y Daniel Molina (Plan International) and Neus Bernabeu, with the support of José Roberto Luna (UNFPA)

CONTEXT

Child and early marriage and unions are marriages and unions where at least one of the involved parties is under the age of 18. As children cannot give free, full and informed consent to marriage or union, child and early marriage or union is also considered a type of forced marriage or union. Child, early and forced marriage and union (CEFMU) is a human rights violation that ends a girl's childhood, disrupts her education and exposes her to increased risk of rape, abuse, exploitation, early pregnancy, and maternal mortality and morbidity.

An estimated 650 million women alive today were married as children (UNICEF, 2019). Many of these women live in communities in sub-Saharan Africa and South Asia, but there are significant, and underexamined, rates of CEFMU in Latin America and the Caribbean. The limited extant data suggests that levels of CEFMU in Latin America and the Caribbean are as high now as they were 25 years ago; if these trends continue, the region will have some of the highest rates of CEFMU worldwide by 2030 (UNICEF, 2019). Recent estimates suggest that 25%, or one in four girls, in Latin America and the Caribbean were married or in a union before their 18th birthday, with most of these girls giving birth before adulthood and 80% doing so before 20 years of age (UNICEF, 2019).

This Spanish-language study, conducted in partnership with Plan International and the United Nations Population Fund (UNFPA), seeks to redress this gap in knowledge and promote regional practices to end CEFMU in Latin America and the Caribbean.

OVERVIEW OF STUDY AND PURPOSE

The study *'Una realidad oculta para niñas y adolescentes: Matrimonios y uniones infantiles, tempranas y forzadas en América Latina y el Caribe'* (English: 'A hidden reality for girls and adolescents: Child, early and forced marriage and unions in Latin America and the Caribbean') takes a comparative, cross-regional approach to CEFMU. In line with its purpose of promoting regional understanding, consensus and practices to end CEFMU, the study examines different attitudes and experiences of CEFMU in 8 countries across Latin America and the Caribbean including; Bolivia, Brazil, the Dominican Republic, El Salvador, Guatemala, Honduras, Nicaragua, and Peru.

Original primary research was led across the region by Plan International, with research support from UNFPA in Bolivia, Honduras and Peru, in response to gaps in the existing data, scholarship and recommendations on ending CEFMU. In addition, the research teams were especially aware of the limited knowledge around CEFMU and effective approaches to ending these practices in indigenous communities. The research focused, in particular, on the social and gender-based norms that affect the lives of girls, female adolescents and, to a lesser extent, boys and male adolescents.

A key purpose of the study was to produce findings to inform actionable practices that could contribute to the end of CEFMU across Latin America and the Caribbean. This purpose was guided by Plan International's Dimensions of Change approach and the ecological theoretical model used by the Joint Inter-Agency Program to End Child and Early Marriage and Unions in Latin America and the Caribbean.

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Plan International's Dimensions of Change approach proposes three intersecting areas of action to achieve lasting improvements on the lives of girls and boys, namely by:

- Influencing social norms – particularly harmful gender norms – and related attitudes and behaviours

- Strengthening people's personal, social and economic assets and safety nets

- Contributing to better policies, legislation, budgets and government services at various levels that affect children's and particularly girls' lives

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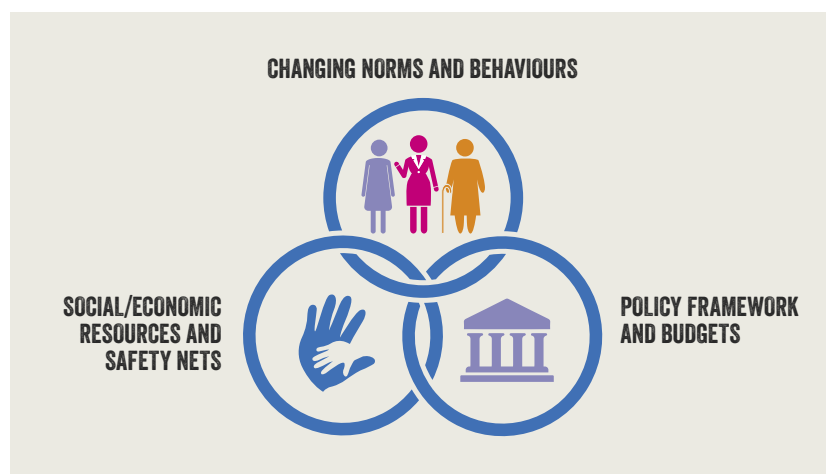
METHODOLOGY

Partnership underpinned the methodology of this research study, with colleagues from across 8 focal countries and Plan International and the UNFPA collaborating to design and conduct a uniform methodology that would produce comparative data and recommendations across the region, as well as minimum sample sizes for qualitative evidence of social norms.

The study employed a mostly qualitative methodology, with research teams conducting qualitative focus group discussions and semi-structured interviews with girls, their families and communities, as well as government and civil society experts and leaders. The focus group discussions used the Social Norms Analysis Plot (SNAP) Framework, a framework developed by CARE International to understand and evaluate social norms change in relation to child and early marriage in Bangladesh and Nepal.

In total, 260 married and unmarried girls and boys aged 10-17, their parents and other family members participated in focus group discussions across all 8 focal countries. A further 669 semi-structured interviews were conducted with girls and women who had experienced CEFMU, their husbands, community and religious leaders, local and national government authorities, and civil society researchers and experts on CEFMU in all 8 focal countries.

The qualitative data gleaned from these focus group discussions and semi-structured interviews was then analysed with reference to secondary quantitative data on CEFMU, adolescent pregnancy, school attendance, exposure to violence, and early motherhood across all countries in Latin America and the Caribbean. An additional desk-based policy review was conducted on all government policies relevant to CEFMU across the region.

The SNAP framework is made up of five qualitative components, which aim to help discern and evaluate social norms and how they may change. The framework is typically used in focus group discussions, where participants reflect on each of the five components with regard to a vignette or short story demonstrating a social norm.

The first three components are drawn directly from social norms theory, and describe a norm within its specific social context, namely:

- Empirical expectations: What I think others do

- Normative expectations: What I think others expect me to do

- Sanctions: Anticipated reactions of others whose opinions matter to me

The remaining two components discern the current strength of the social norm in question, namely:

- Sensitivity to Sanctions: How much sanctions matter for me

- Exceptions: Under what circumstances it is acceptable to break the norms

ETHICS

In order to ensure compliance with ethical research standards the study included a comprehensive section on the following ethical considerations:

- The need for research to have both social and scientific value
- The need to guarantee the scientific validity of the research
- Fair selection of interviewees
- The best interests of the child
- Independent review of research methods and findings
- Obtaining written informed consent from all participants
- Respect for planned and actual participants

To ensure that the assessment meets the required ethical standards, all members of the research team were required to follow the following general guidelines:

- All participation in research must be voluntary
- Be objective
- Do no harm to participants
- Respect the knowledge, experience and customs of the participants
- Work to reduce power imbalances as far as possible
- Avoid creating unrealistic expectations
- Respect confidentiality
- Follow safeguarding procedures in the case of participant disclosure of abuse during the research (e.g. directing the process to the safeguarding regional focal point at that time)

An additional research code of conduct was also developed and disseminated amongst all research teams. The ethics manual and the methodological approach of the research was shared with all country research teams in a regional workshop facilitated by the lead researcher, Margaret Green, in coordination with Plan International's global Head of Gender Equality and Inclusion, and the Plan International Americas Regional Head of Gender Transformative Programming and Influencing.

KEY FINDINGS

The qualitative focus group discussions and semi-structured interviews revealed a number of common themes in experiences and causes of CEFMU in the 8 focal Latin American and Caribbean countries:

Resources and support

- Girls enter into marriages and unions to escape violence in their childhood homes, only to find themselves revictimised by their husbands and partners, which may use violence to control and assert authority over the girls; girls who escape these marriages and unions often face violence from their families
- Girls try to escape poverty in their childhood homes by marrying or entering into unions, where they encounter many of the same circumstances

Social norms and gender inequality

- Unequal gender stereotypes and collective norms encourage the proliferation of CEFMU, where men are sometimes validated as 'manlier' if they marry or enter into unions with young women and girls, and girls may be encouraged to perceive their partners' and husbands' controlling behaviour as a sign of romantic love
- Practices of CEFMU and gender norms mean that girls leave school, with a lasting impact on their education, agency and autonomy; at times, gender-based violence and discrimination are linked to local gang activity

Laws and policies

- Judicial systems, community leaders and parents or guardians do not sufficiently protect girls from CEFMU; in some communities, fear of police and other authorities may mean that violence against girls is not reported
- Governments are not meeting the needs of a large number of adolescent girls, which ultimately means that girls remain trapped in forced unions, including situations of child sexual abuse, gender-based violence, school abandonment, poor sexual and reproductive health, parent complicity in the marriage, and parental neglect

The research also presented a number of significant findings about the underlying nature of CEFMU in Latin American and Caribbean contexts. Across the region, girls are more likely to find themselves living with partners in informal unions instead of marriages recognised by the state or religious institutions, which further isolated them from community and governmental support and protection from abuse. In many contexts, too, if the union or marriage ends, men are not legally obligated to support their ex-partners or wives, and girls and women are blamed for the failure of the relationship.

The findings of this research have been used to bring girls' experiences of CEFMU to regional and global advocacy spaces.
(© Plan International)

RECOMMENDATIONS

This study has the explicit aim of creating and disseminating recommendations for better regional understanding, consensus and action to end CEFMU. As such, the report concludes with a number of detailed recommendations in response to the key findings, some of which are listed below:

Regional priorities for ending CEFMU

- Develop priorities on ending CEFMU across the Latin America and Caribbean region, including:
  1. Developing common definitions and understanding of CEFMU from a human rights lens
  2. Increased research, including on the experiences of girls aged 10-14
  3. Greater emphasis on the regional prevalence and characteristics of CEFMU

Political responses

- Emphasise the need for multisectoral responses to CEFMU
- Develop and ensure compliance with a solid framework to end CEFMU in line with national laws, with a particular focus on:
  1. Laws against gender-based violence, child sexual abuse, and psychological, physical and sexual violence against children and adolescents
  2. Dissemination and compliance with laws to ensure that girls finish upper secondary school education, regardless of pregnancy or civil status
  3. Repealing laws that allow CEFMU to occur with parental consent

Sector-specific responses

- Offer integrated sexual education to all boys, girls and adolescents, regardless of whether they attend school or not, and develop new methods of disseminating this information to adults
- Support national health systems in delivering contraceptives and safe, accessible abortion, wherever this is legal, and address the complications of unsafe abortions to save the lives of girls and women

Social monitoring and responsibility

- Present and discuss legal frameworks on CEFMU in schools, so that girls and boys are aware of their rights
- Strengthen an enabling environment and operational space for civil society to demand police and judicial accountability, as well as new laws on CEFMU

Social customs, attitudes, behaviours and relations

- Work to change collective norms regarding the power and role of girls in society
- Strengthen the voices of girls as agents of change, advocating for their rights and the rights of others against CEFMU
- Involve the media in addressing, countering and transforming the norms that underpin traditional gender roles and limit opportunities for girls
- Work with community leaders to reduce social tolerance of CEFMU

Social and economic resources and protective networks

- Allow and encourage girls to complete secondary school and strengthen school systems so that this is possible
- Create poverty reduction measures and economic incentives to reduce CEFMU
- Strengthen girls' opportunities for economic autonomy
- Nurture intergenerational solidarity and strengthen families by giving parents the information and skills needed to protect their children

USE OF FINDINGS

The findings and recommendations of the study have allowed Plan International Americas to expose the reality of CEFMU in youth and girls' rights conversations worldwide. The research findings have been widely used in several regional and global advocacy spaces, such as in Plan International CEO Anne-Birgitte Albrechtsen's speech for a keynote global panel discussion on CEFMU for the 64th session of the Commission on the Status of Women in March 2020.

The other advocacy and research spaces in which Plan International has positioned these findings include, amongst others:

1. The Global 2018 GNB meeting in Malaysia June 2018 (preliminary results)
2. Regional Launch by Plan International and UNFPA June 2019
3. 2019 Women Deliver conference (side event)
4. International Conference on Population and Development regional meeting (September 2019)

The same methodology has now been used to research CEFMU in Paraguay, and equivalent studies in Ecuador and Haiti are also underway despite postponement due to the Covid-19 pandemic.

Findings from each of the 8 focal countries have been published as separate reports, often in further collaboration with the UNFPA and the University of Central America (UCA). For more information on these country-level reports, please consult the website www.plan-americas.org.

Read the full report in Spanish here.

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Community members view the damage caused by Hurricane Matthew in 2016.
(© Plan International)

FINAL PROJECT EVALUATION:
ENHANCING SCHOOL AND COMMUNITY CAPABILITIES FOR DISASTER RESILIENCE

Full report conducted by Plan International and INSUCO, authored by Alice Delmon (INSUCO), Josema Odniel (INSUCO), Jhon Vanley Aladin (INSUCO), Jean-Laurent Lherrison (INSUCO)

Children wade through floodwater in north-eastern Haiti following Hurricane Irma in 2017.
(© Plan International)

CONTEXT

Haiti is often considered to be the poorest country in the Western Hemisphere, with the United Nations Development Programme (UNDP) giving it a Human Development Index ranking of 169 out of 189 countries in 2019. A legacy of European colonial rule and debt, as well as political instability, corruption and wealth inequality, have contributed to the current situation in which nearly one quarter of the population live in abject poverty (UNDP, 2014) and 1.9 million children need humanitarian aid (UNICEF, 2020).

Within this challenging socio-economic context, Haiti experiences frequent natural hazards, including hurricanes, flooding and earthquakes. Such events are particularly prevalent during the Haitian hurricane season from June to the end of November, and can be highly destructive for the country's infrastructure, public services, and economy. The World Bank (2020) estimates that more than 96% of the Haitian population is exposed to these natural hazards, making children particularly vulnerable to physical and psycho-social health conditions, as well as school absenteeism and lower education attainment, and interpersonal violence (SRCD, 2020).

As extreme weather events increase in frequency and severity due to climate change, it is particularly important that disaster risk reduction, resilience and response capacities are enhanced in Haiti and similar contexts.

OVERVIEW & PURPOSE

Plan International has been active in Haiti since 1973, delivering health, education and disaster preparedness and relief projects and programmes. This French-language study provides an external evaluation a project implemented by Plan International Haiti between May 2018 and July 2019 to improve disaster resilience capacities in schools and communities across the country, *called 'Enhancing School and Community Capabilities for Disaster Resilience' (French: Améliorer les capacités des écoles et de la communauté en matière de résilience aux catastrophes).*

The project was implemented in 15 schools across the North-East (Caracol and Ferrier), South-East (Marigot and Cayes-Jacmel) and West (Croix-des-Bouquets and Ganthier) of Haiti, with Programme Units across these three regions implementing activities in their respective PUs. The Project teams were composed of staff working in the areas of RRC, child protection, WASH, and Village Saving and Loans Association.

As with the other reports and studies highlighted in this edition of OPENPlan, partnerships featured heavily in the life-cycle and evaluation of this project. The project was financed by the Swedish International Development Agency (SIDA) and subject to a no-cost, 3-month extension in 2019, due to the challenging socio-political circumstances in Haiti at the time of project implementation. In accordance with donor requirements for this project, this external final project evaluation was compiled and published in April 2020 by colleagues from INUSCO, an independent consulting firm specialising in social sciences and engineering.

The purpose of the report was to evaluate the project design and implementation against sector-established and Plan International-specific criteria, with the aim of consolidating lessons learnt and recommendations this project and using these to improve future Plan International projects.

METHODOLOGY

The report adopted a primarily qualitative methodological approach, combining qualitative semi-structured interviews, focus group discussions, project delivery observations and evaluation questionnaires. In addition to these methods of primary research, an extensive desk-based review of the available project documentation, such as project communications, design documents, participation registers, and M&E documents) provided secondary evidence for this evaluation.

In total, 13 semi-structured interviews were conducted in-person and remotely with Plan International staff involved in this project, school principals and members of the community. Additionally, 2 'school-based' focus group discussions were conducted with teachers and pupils, and a further 3 'community-based' focus groups were held with community leaders and members. Project delivery observations were primarily made of constructed or renovated school and community infrastructure the North-East region, and an additional evaluation questionnaire was used during these observations.

This project data was evaluated against the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) Network's Evaluation Criteria, as well as against its alignment with two further criteria established by Plan International: equality, participation and non-discrimination, and gender.

The degree to which the intervention met the 5 OECD criteria, plus the additional 2 Plan International criteria, were judged on a 5-point scale: Very Satisfactory, Satisfactory, Moderately Satisfactory, Unsatisfactory and Very Unsatisfactory. These ratings were finally quantified with a percentage from 0% to 100%, so that all areas of the Evaluation Criteria could then be numerically compared in the evaluation and a cohesive overall estimation the project could be drawn.

LIMITATIONS

The evaluation had a number of limitations. Due to the *peyi lok*, or government shutdown of the country's services during a period of political protests in response to food and fuel shortages from September to November 2019, the evaluation period was postponed and shortened from the planned 36 days to 4 days from 9th to 12th March 2020.

Additional security concerns in South-East and West Haiti meant that the evaluation team were unable to visit Programme Units in these regions, and instead focused their evaluation on 5 schools in the North-East. As such, the primary data collected and analysed in this report is only reflective of the intervention in schools and communities the North-East, and the efficacy of the intervention in the other regions can only be hypothesised with reference to primary data from the North-East and secondary project documentation.

Importantly, as this evaluation did not collect primary data on the wider project context nor on projects by similar large NGOs operating in the same areas of Haiti, the findings of this report do not conclusively demonstrate causal impact on the lives of the project beneficiaries as a result of this project alone.

School children learn to use a rain gauge to help predict when floods are likely to occur, as part of Plan International Haiti's work to increase school and community resilience to natural disasters.
(© Plan International)

KEY FINDINGS

The evaluation report examined the impact of this project against 7 key indicators, 5 from the OECD Evaluation Criteria, and 2 from Plan International, and produced the following findings:

OECD Criteria 1: Relevance (Satisfactory, 80%)

- The project was relevant to Plan International's mandate to
- protect the rights of the most vulnerable children and enhance their access to services in both development and humanitarian aid contexts
- The logframe was largely coherent and relevant to the project outputs, outcomes and results
- The areas of intervention were largely relevant to the DRM focus of this project, as they were situated within typical hurricane paths
- The project responded well to the priorities outlined by the beneficiary communities

OECD Criteria 2: Coherence (Moderately Satisfactory, 60%)

- Most activities were implemented correctly, although the quality of reporting was weaker, and some activities deviated from the objectives initially planned
- The socio-political difficulties in Haiti during 2019 was a hindrance to more coherent implementation of the project

OECD Criteria 3: Efficiency (Unsatisfactory, 40%)

- There were a number of delays in the implementation, documentation and reporting of project activities, partly due to the socio-political difficulties in Haiti during 2019
- Some costs seem to have been overestimated, in particular, the costs of meals in training courses and the price of equipment. Some other expenses could have been managed more efficiently.

OECD Criteria 4: Impact (Satisfactory, 80%)

- Beneficiaries in the North-East were clearly very satisfied with the project implementation
- The Village Savings and Loans Association activities had by far the most positive impact, as the beneficiary communities took strong ownership for these activities
- The impact of the infrastructure built and of some school resilience projects could have been improved; the practices of open defecation were not necessarily abandoned, possibly because of poor toilet maintenance, and some school resilience projects created new risks for children in schools

OECD Criteria 5: Sustainability (Moderately Satisfactory, 60%)

- There was a good level of knowledge and skills provided in the training
- The school and community committees created or strengthened through the project were very dynamic and should remain active after the departure of Plan
- There were some emerging issues in the handwashing approaches and infrastructure built in the North East

Plan Criteria 1: Equality, Participation and No-Discrimination (Satisfactory, 80%)

- There is no evidence that vulnerable beneficiaries were exposed to discrimination through the project activities
- The participation of children in DRM activities would benefit from further reinforcement

Plan Criteria 2: Gender (Satisfactory, 80%)

- The participation rate of girls and women in activities was around 53%
- Plan International staff made significant efforts to adopt a gender lens when constructing and rehabilitating latrines
- The training modules could have been more gender-sensitive, as the participation rate of women in these activities was 18% in the South-East and 41% in the West

The report also outlined a range of good practices from the delivery of this project, including:

- Partnerships with technical experts from the Haitian Ministry of the Interior, Ministry of Public Works, and the Institute of Social Wellbeing and Research brought significant added value to the project, and there were commendable efforts made to integrate and enhance the visibility of these technical experts within the project

- The use of hygiene committees based on school committees was a particularly effective practice, with well trained and mobilised hygiene committees aided the sustainability of WASH infrastructure

- There was good internal sharing of knowledge within the project

- Good use of project documentation, including accurate timesheets and data collection disaggregated by sex, age and function of the participants in the North-East PU

In addition to these good practices, there were a number of lessons learnt, including:

- The scope of the project was very broad (building resilience capacities in schools and communities across Haiti), which made it difficult to fully meet its objects within the 1-year timeframe of the project. These difficulties were further exacerbated by the political and civil unrest in Haiti at the time of project delivery

- The annual hurricane season, from around June to December, is generally a period of heightened DRM activity. As such, it is advisable to avoid scheduling any time-consuming activities in school during this period as there will be higher rates of school absenteeism

- Deliver project activities that respond as closely as possible to the needs of the beneficiary communities. This approach will also facilitate more efficient project resourcing and help to better align the planned project activities with actual project outputs

- The updating of municipal and school DRM plans would have benefitted from further technical expertise to improve the quality of project deliverables, including documents that outline evacuation routes and temporary shelters, hazards in schools and communities, school staff in charge in the event of an emergency and resources available in schools and communities during an emergency.

RECOMMENDATIONS

The evaluation highlighted a number of general recommendations for future programmes delivered by Plan International Haiti, as well as specific recommendations for programme conception, implementation and M&E, on the basis of the findings above:

1 General Recommendations for Future Programme

- Continue the current efforts on child-centred DRM, seeking ways of enabling child participation in activities. Consideration should be given to adapting the language used in training with the youngest children.

- Explore the possibility of integrating the theme of school retention in future child-centred DRM projects.

- Consider advocating for the systematic integration of lessons or modules on promoting personal hygiene into the school curriculum to facilitate behavioural change among the youngest children.

2 Recommendations for Programme Conception

- Develop a clear methodology, including consistent tools like surveys and questionnaires, based on objectively verifiable criteria to better document project outcomes and impacts

- Favour WASH interventions in which an initial contribution from the school or community is required, to ensure greater beneficiary ownership and sustainability of project infrastructure.

- Prioritise the delivery of WASH interventions in schools according to the most pressing needs identified by staff and students, rather than seeking to standardise activities and outputs across schools.

3 Recommendations for Programme Implementation

- Improve supervision, including by technical experts, of project activities to ensure that all funds are allocated to outputs benefit the intended community

- Provide closer supervision of the prices of food procured, so as to avoid artificially inflating food prices in project areas, for example, by imposing stricter quality-price ratio criteria in procurement, providing greater flexibility on procuring suppliers in rural or isolated areas, and conducting a high-level review on procurement policies in coordination with other large NGOs operating in similar areas.

4 Recommendations for Programme M&E

- Promote a more sustained approach to M&E within all project activities

- Ensure sufficient transmission of M&E capabilities and understanding to avoid losing institutional knowledge in the event of staff turnover

USE OF FINDINGS

As this report constituted a final evaluation of the project 'Enhancing School and Community Capabilities for Disaster Resilience', the primary use of these findings is to appraise the design, implementation and M&E of this project, as well as to aid the design, implementation and M&E of future projects, both by Plan International Haiti and in other disaster risk reduction, resilience and relief contexts. Hopefully in addition the findings from this evaluation would also inform insights into other projects looking to enhance disaster resilience capacities in schools and communities.

Read the full report in French here.

For any questions on this article, please contact:

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A girl walks to school in Haiti. The training and schools committees delivered by the project were particularly commended.
(© Plan International)

A GLOBAL PARTNERSHIP: EQUAL MEASURES 2030

Equal Measures 2030, a partnership for data and gender advocacy undertakes its own research on gender issues and collaborates with core partners, such as Plan International, as well as with national and regional partners. Drawing on its global flagship data tool the SDG Gender Index, EM2030 has produced several reports that are available on its website (see www.equalmeasures2030.org) and sets of interactive dashboards for researchers and gender advocates (see data.em2030.org). EM2030's most recent research report, **Bending the Curve Towards Gender Equality by 2030**, tracks whether the world is on track towards five key indicators of gender equality. Analysis of trends at the regional level are also being produced for Africa, Asia and Latin America. The next SDG Gender Index will be released in late 2021/early 2022.
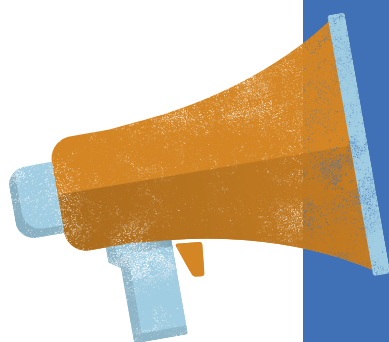
NOTICEBOARD

YOUTH RESEARCH COMMUNITY

The GH research team has set up an online Youth Research Community. Young people aged 15 to 24 from any country where Plan works can sign up here.

Members of the Youth Research Community will be able to:
- Make their voices get heard by participating in short online surveys
- Receive research updates and reports
- Have access to Plan's research guidance documents
- Participate in webinars on research
- Make suggestions and share their thoughts with Plan

Please share the invitation with your networks.

CLIMATE CHANGE SURVEY

The GH research team is conducting a short online survey on climate change with 15-to-24-year-olds across Plan International countries.

The survey explores climate change education and young people's participation in formal climate policy processes.
It will be used for advocacy around COP26, as well as to inform an initiative for child-friendly climate policy curriculum development.

It would be great if you could share the link with your networks.

ETHICS AND SAFEGUARDING

In order to support all offices in integrating ethics and safeguarding into their MER initiatives, we have created a MER Ethics & Safeguarding package that includes guidelines, templates and trainings. The MER Ethics & Safeguarding package is available in English, French and Spanish and can be accessed via our Planet Page.

In addition to the updated documentation, Plan International's Ethics Review Team supports offices in gaining ethical approval for their MER initiatives.

If you have any questions regarding the MER Ethics & Safeguarding package or the Ethics Review Team, please email us at research@plan-international.org.