

DEC Evaluation Management Response

Findings and issues found	Recommendations for Plan International	Short/Mid Term/long term. (ST/MT/LT)	Response & action	Responsible (who)	By when
Strategic recommendation					
<p>1 Lack of space and facilities limit the enrollment and access of children in education and protection, (particularly for adolescents). Use of space should be optimized.</p>	<p>See below for a proposition for the use of the space for an inclusive multi-purpose center.</p>	<p>MT</p>	<p>Response: Space is a serious constraint for all programming throughout the response. Spaces also need to be approved by the CiC and SMS while home based spaces have to be available from their owners. The response is addressing this in a variety of ways.</p> <p>Actions: Further actions are listed in the recommendations for specific activities where space is an issue.</p>		
Awareness raising activities					

2	The project had M&E tools for process monitoring. The project design did not include KAP surveys activities.	For other projects, conduct pre and post KAPs surveys to follow up acquisition and practices of protection skills by various audiences. This could be done with support from REACH in the context of the planned protection Household Quantitative assessment in the context of the CPSS.	LT	<p>Response:</p> <p>This has been noted and steps already taken to address it. A new Results Framework has been put in place based on the latest 2 year programme strategy and teams are developing tools</p> <p>Actions:</p> <ul style="list-style-type: none"> • CM to continue use of Client Satisfaction survey to assess impact • Results framework now to include outcome and impact level indicators. M&E tools and frameworks for individual projects to be agreed in consultation with M&E leads in Cox's Bazar • All projects now to include baseline and endline and sufficient budget for these activities • Tools developed to be able to measure the agreed impact and outcome level indicators if not already covered in baseline and endline • Tools and indicators to be linked with sub sector standard ones 	Shai Towhid with Karolina and Zakaria	Ongoing
3	Road safety and other physical risks are not taken enough in consideration in the training curriculums of the DEC project.	Consider including trainings on physical risks for sites with high risk of accident (including road accident)	MT	<p>Response: the project has developed messaging and materials on different risks based on identified threats and will continue revising them as context changes</p>	Project managers with Towhid	At project start up

		involving children (i.e.: host community)		<p>Actions:</p> <ul style="list-style-type: none"> Messaging on road safety to be included in DRM training activities and ongoing work with youth clubs- not just focusing on disasters but other regular hazards Messaging on this to be include in remaining CFS sessions and in future projects including messaging from CiC, SMS and WASH colleagues Results from the CPSS camp walk initiative to identify physical and other risks to be used to inform messaging under DEC and future projects. 	<p>Azam</p> <p>CFS coordinator</p>	<p>By 10th of July</p> <p>15 July</p>
4	Adolescents interviewed requested more visual and audio support to be used during the trainings.	Humanitarian practitioners interviewed by a BBC ¹ study reported that community health workers were downloading educational video content on their mobile phones and were using it to engage Rohingya community members and share important information with them. This is an avenue for sharing information that Plan International could also explore. ²	MT	<p>Response: this is noted. Different visual materials are being developed while the development of radio messaging and theatre performances are still to be completed but this will be used to also inform other projects.</p> <p>Actions:</p> <ul style="list-style-type: none"> Collaboration between teams across projects and with other actors for sharing messaging and developing them in different formats 	<p>CP Team Lead</p>	<p>31 October 2019</p>

¹ Findings from a recent evaluation of the Common Service for Community Engagement and Accountability for the Rohingya refugee response. (September 2018. BBC media action).

² Few years ago, Plan International Asia developed an apps on safe school in relation to its regional Disaster Risk Reduction program.

			<ul style="list-style-type: none"> Harmonizing TORs for the development of different materials to complement each other and include a variety of formats 		
5	Hygiene promotion and awareness raising sessions on DRR did not include messaging on contamination of the environment from human waste as originally planned in the project design stage.	Include awareness raising on natural disasters/environmental hazards, environmental protection and activities on tree planting in the adolescent clubs' activities. Future tree planting activities would need to be aligned with the existing guidelines developed by FAO and the forest department.	<p>MT</p> <p>Actions:</p> <ul style="list-style-type: none"> Messaging on risks created by environmental damage and importance on maintaining clean and healthy environments to be included in remaining youth club sessions DRM training to include messaging and practical guidance on how environmental impact and degradation creates greater risks during disasters 	Youth club coordinator with support from Azam	1 August
6	Staff, volunteers, CBCP and parents from CFS have not been trained yet on Behaviour Change Communication methodologies.	Train staff, volunteers, CBCP and parents from CFS on BCC methodologies. See more details information below.	<p>MT</p> <p>Response: CBCP staff and volunteers have been trained on different communication methods even though not BCC specifically. Based on the recommendation, this will be reinforced.</p> <ul style="list-style-type: none"> Follow up support to be provided to officers and volunteers on communication and emphasis during trainings for upcoming projects To include parenting sessions to enhance communication support by family members 	Project managers	15 August and ongoing for future projects

7	The joint protection and education assessment done by the CP sector early 2018 did not provide detailed child information on specific protection issues.	Continue supporting some of the child specific study recommended by the UNICEF evaluation and highlighted in the REACH research road map ³ to better informed the incidence of some of the protection issues. Can be used as a baseline for future activities	MT	<p>Response: Plan is active in the different coordination groups. Specialists are part of the CP Needs Assessment reference group and regularly contribute to Joint Needs Assessments feeding into the JRP. Plan has identified particular areas where more specific information is needed and is preparing a study on child marriage, trafficking and child labour. This needs to be well coordinated and planned given the existing assessment burn out for communities.</p> <p>Action:</p> <ul style="list-style-type: none"> To continue supporting CP sub sector and other coordination bodies with initiatives. 	
Safe Places, mobile activities and clubs					
8	The project design did not include activity and budget to measure the effectiveness of the PSS interventions on adolescents and youth. (except an attempt for the children of the CFS)	For future projects, conduct qualitative or quantitative survey to demonstrate the effectiveness of the child protection interventions on improved psychosocial wellbeing among adolescents and youth attending the Safe places and clubs.	LT	<p>Response: this shortcoming is recognised and the new response strategy has a more comprehensive results framework with tools being developed to improve measurement of outcomes and impact.</p> <p>Actions: to improve evidence of impact of the project, the DEC team will complete the following before project end:</p> <ul style="list-style-type: none"> Case studies from both CFS and youth club activities 	<p>Mosharraf with support from Towhid Shai on CM</p> <p>15 August</p>

³ Presented in the last CPSS meeting in May 2019.

		ST	<ul style="list-style-type: none"> • Documentation on stories of change • FGDs with parents and CBCPCs to identify changes and impact • Application of the satisfaction survey under Case Management • Tools and methods of measuring impact to be reviewed as part of monitoring frameworks for future projects <p>Response: The issue if space is a key challenge across the response. The Plan teams engage regularly in coordination meetings where this issue is discussed and works to implement approaches or strategies agreed on.</p>		
9	At sector level, there is a lack of clarity and cross sector collaboration on the future mandate of Safe Places (protection) and learning places (education)	Continue contributing actively to strengthen coordination and discussion around the use of Safe places and learning spaces in the education and protection sectors. For example, UNICEF's evaluation recommended: supporting teacher training on child protection, early identification and referral of cases and psychosocial support; supporting in the development of a psychosocial support social and emotional learning curriculum; establishing referral mechanisms for children at risk; and developing standard training packages on child protection.	<p>Actions:</p> <ul style="list-style-type: none"> • ECHO project already includes training of teachers on CP, this integration of CPiE and EIE work to be continued • CM work under education to improve links to CP teams and ensure that education staff are trained on CP issues. • Team to look into including targeted support to teachers and education teams for ISR with supervision and technical support • Continue collaboration with EIE and CPiE sector on initiatives and potential solutions. 	Zakaria	31 October 2019

<p>10</p> <p>Gaps identified in relation to the mobile CFS activities are:</p> <ul style="list-style-type: none"> - Unsuitable places to organize the activities -lack of trainings on DRR for the children of the mobile spaces 	<p>-identify more appropriate places for the children attending mobile CFS activities such as house of Community Based Child Protection Committee could help identify the places.</p> <p>-There is a need for training or orientation on DRR, particularly about fire safety and cyclone preparedness among the children of the mobile activities.</p>	<p>ST</p> <p>Response: as mentioned earlier, the lack of space is an ongoing issue and is being worked on in collaboration with the response coordination groups and relevant actors. The recommendations on multi-purpose centres have been put forward although this will require allocation of spaces and resources to be able to set up.</p> <p>Regarding trainings on DRR, these sessions have been done extensively in the youth clubs and members cascade messaging to families</p> <ul style="list-style-type: none"> • Continued work by volunteers on identifying suitable spaces in collaboration with CIC and SMS • Messaging developed for the DRM trainings to be used when recording the SD cards for the dissemination of CP messages by adolescents • Short messaging on DRR to be included during static and mobile CFS appropriate for children of different ages 	<p>CFS coordinator</p> <p>Mosharraf</p>	<p>1 Aug</p> <p>In TOR and inception meeting for Radio Naff</p>
<p>11</p> <p>Issues related to reach and relevance of mobile CFS activities for adolescents 15-17 and out of school children.</p>	<p>-Use snowball technique with adolescent girls attending clubs to identify peers who do not attend any learning facilities.</p> <p>-Ensure that peer to peer learning conducted by clubs also include access to education/mobile CFS for adolescent girls.</p> <p>-Organize separate FGDs with adolescent girls 15-17 who are not attending any facilities (and with their parents) to better</p>	<p>ST- MT</p> <p>Response: the recommendations are noted. Being able to reach older adolescents and youth has been a key aim of the project but continues to be a challenge with limitations on movement, adequate spaces and difficulties in finding female volunteers. Additionally, female volunteers have sometimes faced backlash and harassment so risks must be carefully managed to avoid potential harm.</p>		

	<p>understand why their parents do not send them to clubs and mobile CFS and what activities and set up should be organized to convince them to participate to the activities. (While respecting Purdha requirement)</p> <p>-Scale up girls only adolescent clubs with only female staff and volunteers to conduct the sessions in the clubs.</p> <p>-Increase number of toys and diversified activities for mobile CFS as to better reach out of school children and adolescents.</p> <p>-Advocate for more learning facilities for all children in the camps, revise the type of activities offer by the mobile unit for out of school children and adolescents.</p>		<p>Action:</p> <ul style="list-style-type: none"> • The set-up of new youth clubs will have more separate male and female groups and greater emphasis on targeting older and out of school adolescents. • Activities in the CFSS are currently separated for older male and female children but are still in the same space. Other forms of having separate access will be assessed. • Potential for setting up of youth clubs specifically for ages 15-17 or 15-24 rather than having overall 10-17. • Recommendations are being done for the set-up of multi-purpose centres ensuring there are specific spaces allocated for adolescents to encourage their use within this age group • The PSS programme is being reviewed to have a more structured curriculum with minimum sessions to attend for roll out in the CFSs for different age groups. This will focus more on learning and skills development in addition to recreation. • FGDs and consultation with children of different age and gender groups to be done for assessing preferred activities and priorities for learning to inform development of the curriculum. <p>Response: this recommendation is noted. Selection has been done also informed by case management where children in need of PSS are referred to the safe spaces.</p>	<p>Project managers</p> <p>CPiE Technical lead</p>	<p>30 September</p>
<p>12</p>	<p>Plan did not use a specific vulnerability criterion to enroll the adolescents in the clubs (ex: children with disabilities or Children head of households).</p>	<p>Revise the set of criteria to enroll children in the PSS activities with inclusion of vulnerability criteria. Identify, pilot and select alternative and innovative learning modalities to</p>	<p>ST</p>		

		address the learning and protection needs of excluded children (e.g. girls after puberty, learners with disabilities, child-headed households, working children, adolescent girls and boys, out of school's youths, adolescent girls not attending any learning facilities, children with protection issues...)		<p>Actions:</p> <ul style="list-style-type: none"> To develop clearer criteria for enrollment in PSS activities in future projects having more defined targeting To review strategies for having more structured support in CFSS for children with different needs and separation of gender, age and ability groups Targeting criteria to be reviewed before the final distributions of support kits 	Project Managers CM and CBCP leads Mosharraf	31 August 31 October 31 July
13	The AFS is being constructed in a school compound ⁴ and will most probably mainly be used as a classroom for the school.	Once the building will be finalized, we suggest that Plan should confirm the use of the rooms in the final DEC report.	ST	<p>Response: the AFS will be handed over to newly secured Plan projects for continuation of its use specifically as an AFS</p> <p>Actions:</p> <ul style="list-style-type: none"> Action plan being finalized for the use of the AFS under the UNICEF project Handover to the UNICEF project completed 	Mosharraf	31 August
14	In the host community, Plan could not organize clubs for out of schools' adolescents.	Plan should organize specific FGD with parents of out of school adolescents to better understand why they did not want their children to attend the clubs. Similarly, to what was learned in the existing	MT	<p>Response: this is similar to recommendation 11.2 youth clubs in the host communities have been set up specifically for out of school adolescents and targeting of this group will continue.</p>		

⁴ Thaiyankhalii high school in Ukhnia Upazila, Palong Khalii Union.

	<p>clubs, Plan should invite the parents to attend the weekly sessions at the beginning of the constitution of the new clubs. Clubs can still take place in the school compound to reinsure the parents. Girls only clubs supported by female facilitators would help to release the fears of the parents in relation to maintaining the privacy of the places for the girls.</p>		<p>Actions:</p> <ul style="list-style-type: none"> • As above actions, selection criteria to be reviewed for the set-up of adolescent clubs having greater targeting of out of school youth and older adolescents • To continue strategies for recruiting more female facilitators for running girls only youth clubs 	<p>Project Managers CPIE Technical Lead</p>	<p>30 September</p>
<p>15</p> <p>There is an important unmet demand in the camps for more learning and livelihoods activities for the adolescents and youths. Nevertheless, adolescent education in the camps is officially restricted by the Government of Bangladesh.</p> <p>The DEC project is effective but the coverage of the clubs is small in comparison to the needs and the project mainly responded through life skills trainings. Government is now more open to the discussion</p>	<p>Continue increasing the range of practical and implementable youth led activities and scale up the adolescent program. Micro projects implemented by adolescents with soft funds could be developed such as: communities work, fire patrol, cultural activities, reading clubs, English classes, setting up a small library, running adolescent clubs, conducting hygiene</p>	<p>LT</p>	<p>Response:</p> <p>This is something that has been noted by teams with community consultations often pointing to this however many restrictions remain. The team is working on new strategies however for the prioritization of youth economic empowerment and provision of life skills for adolescents and youth.</p>		

	of providing vocational trainings opportunities in the camps.	promotion activities, learning sewing skills, organizing debates on protection issues, first aid trainings, organization of evacuation drills, home gardening and organizing sessions on fire/road safety...).	Consider implementing vocational training activities ⁵ in the future multi-purpose centers with enhance collaboration with the education sector within Plan, at sectorial and cross sectorial level.		<ul style="list-style-type: none"> The new 2 year strategy for Plan's Rohingya response is including a pillar of Youth Economic Empowerment. New strategies in this area and funding are being developed and will take the recommendations into consideration 	Zakaria	31 December
Community Based Child Protection Committees (CBCPC)							
16	CBCP members need more trainings on how to conduct awareness raising activities and IEC materials. The results of their activities need to be tracked and documented.	Design a set of performance indicators to measure the effectiveness of the CBCPC intervention. (see also recommendation on lack of outcomes related indicators in the project logical framework)	ST	<p>Response: this has been covered under recommendations 2 and 6. Importance of greater support on developing communications skills and tracking progress have been noted</p> <ul style="list-style-type: none"> Tracking of results from awareness raising to be included as part of baseline and endline studies and tools under new results framework Reinforcement and support to CBCP on dissemination of messages 	Towhid with Project Managers	Ongoing	30 August
17	CBCP have not been used yet at their full potential to be used as agent of	Train CBCP on communication skills and how to disseminate	ST	Response: as above on recommendation 16			

⁵ Government seems to be more open to include this type of activity in the camps.

<p>changes/gate keepers/duty bearers to organize structured awareness raising activities through courtyards meetings for example.</p>	<p>information through structured courtyards sessions. Provide them with IEC materials on CP issues and DRR</p>		<ul style="list-style-type: none"> Similar to above, refresher skills development on communication skills and dissemination of messages for CBCP Developing an action plan for dissemination of messages by CBCP to be used in future projects 	<p>CBCP Lead with project manager</p>	<p>15 August for DEC project and ongoing for future projects</p>
<p>18 The members of the CBCPC in Host Community have high expectations on what the project could deliver for them.</p>	<p>Plan should continue communicating clearly about the objectives of the project and support the committees to better prioritize their work in a resource constraint environment. They should be trained on planning, prioritization and reporting of activities.</p>	<p>ST</p>	<ul style="list-style-type: none"> Officers and volunteers with the support of coordinators to ensure regular information sharing with communities on objectives and targets of the project and feasibility of meeting different requests. To do at least monthly updates on project activities and reminder of objectives during community engagement activities 	<p>Project Managers</p>	<p>1 of August for DEC project and ongoing for future projects</p>
<p>Case management</p>					
<p>19 Sometimes, service provider who had an internal PSS capacity would rather refer protection cases to their own department rather than to Plan even though they did not have necessarily strong expertise in case management.</p>	<p>More orientation is needed on the roles and responsibilities of case management officers for service providers that they can also refer cases to Plan. Case management officer recommended to organize regular technical meetings between field staff of Plan with some service providers to strengthen referral pathway between agencies and to offer capacity building in case management to the said</p>	<p>ST</p>	<p>Response: this is a recommendation to be taken up at the sector level for a coordinated response and improved understanding on Case Management roles and responsibilities and who are the different actors.</p> <p>Action:</p> <ul style="list-style-type: none"> Finding to be raised with the sector and Case Management Task Force and at Camp Management level on clarifying roles and responsibilities on CM 	<p>Shai- CM specialist</p>	<p>15 August</p>

		service provider, if they are also CM agency.				
20	There has been reports where the service mapping was not precise enough to properly refer cases or that the service provider was reluctant to accept the cases even though it was under his/her responsibility. Service provider were not trained on referral pathway. In some cases, service providers were not positively responding to request for assistance even though their responsibilities were mentioned in the services mapping. This was attributing to the presence of new staff among the service providers that were not sufficiently aware of the work done by Plan.	Service mapping needs to indicate also sub services available. Service provider need to be regularly oriented on the CP services and referral pathway as they also experience staff turnover. IEC materials on CP issues should be developed for service providers.	MT	<p>Response: this is a gap that needs to be raised at the sector level for ensuring mappings provide necessary detail. Service mapping is coordinated and shared at the sector level so need to avoid duplication.</p> <p>Actions:</p> <ul style="list-style-type: none"> To raise finding with sub sector for reviewing how service mapping is done and highlight details needed Use remaining budget for service mapping to conduct a more detailed assessment to fill the gaps in current mapping for existing areas that will also be continued under new projects. 	CM Specialist	15 August
21	Coordinators/supervisors do not use yet a supervision tool that will allow them to capture keys competencies	Use the existing supervision tool developed by the case management task force (part of the supervised	ST	<p>Response: A training on coaching and supervision has been organized at the inter-agency level that CM staff have attended and will now follow.</p>		

<p>achieved by the case management officers.</p>	<p>practice framework)⁶. The tool aims to support caseworkers to self-assess their capacity, enable them to receive verbal and recorded feedback from their Supervisor, and to track and manage their competency development over a period of time.</p>		<p>Actions:</p> <ul style="list-style-type: none"> Follow up on staff members using the supervision tool after its roll out in May and July 	<p>CM lead</p>	<p>Ongoing</p>
<p>22 No reunifications (FTR) have been completed as all UASCs have not requested an FTR intervention.</p>	<p>The evaluation team found quite surprising that 100% of the 99 UASC were not interested by an FTR intervention. It is therefore recommended to follow this information carefully in contacting again the children (if possible, without the presence of the foster parents) in the best interest of the child. Spontaneous foster care families will be trained in May on FTR and this will be a good opportunity to better understand this issue.</p>	<p>ST</p>	<p>Response: the team has so far primarily done short term FTR from separation within the camp during emergencies and other reasons for temporary separations. It is recognized however that documentation on reunification needs to improve for these cases. For other cases there are reasons why reunification has not been requested. This includes some children falling under the definition of UASCs in the response but are children in specific situations who would not want to be placed in foster care such as child heads of households or children who had already been living alone before. To address this, trained foster families have been assigned to regularly check up on these children and provide support as needed instead of being placed as foster children. However it is recognized that the messaging on these services may have to be further clarified or promoted to ensure children understand their different options.</p>		

			<p>Actions:</p> <ul style="list-style-type: none"> Follow up to identify reasons why FTR is not being requested and what alternative options or services would be preferred/ how else children can be informed about FTR <p>Response: This recommendation is noted and being considered.</p>	CM Specialist	15 August
<p>23</p> <p>There is a need for an additional layer of Project Manager to ensure case management specialist focusing only on technical supervision of coordinators, trainings, tools development and quality insurance</p>	<p>Recruit an additional staff for managerial level so the case management specialist can focus on technical supervision of coordinators, trainings, quality insurance and documentation of quality outcomes.</p>	MT	<p>Response: This recommendation is noted and being considered.</p> <p>Actions:</p> <ul style="list-style-type: none"> Under the new team structure, each project is to have a dedicated project manager who will be supervised by a programme manager. The specialist will then provide technical support. This will be the case not just for CM but also for CBCP 	Karolina	31 October 2019
<p>24</p> <p>Spontaneous families meet individually with the case workers and only meet during trainings organised by Plan.</p>	<p>Organise Foster families support group to allow them to exchange experiences between them.</p>	MT	<p>Response: This recommendation is noted</p> <p>Actions:</p> <ul style="list-style-type: none"> To organize specific spontaneous foster family meetings during DEC project and continue with practice under GAC and UNICEF and others 	CM Specialist	15 August
<p>25</p> <p>Foster families with middle or low risk cases have less chance to meet them to report a complain they could face with CM officers.</p>	<p>Ensure that coordinators of CM officers also meet regularly foster families with middle and low risks cases and/or identify a way</p>	ST	<p>Response: this recommendation is noted. Improvements to this will be possible through the achieved roll out of the supervision tools and will be further tracked through the use of the CPIMS+ system.</p>		

		where these families can raise a complain if needed.		<p>Actions:</p> <ul style="list-style-type: none"> Supervision tools will be used to ensure regular follow up with families Foster families will be regularly reminded about the different ways they can contact Plan (through CP focal points, emergency numbers or face to face communication with staff or volunteers) to raise concerns Informing families of the new feedback mechanisms being set up by the team as other ways to communicate with Plan 	CM coordinators	15 August
26	Piloted Quality Benchmark tool not yet roll out in Plan interventions	Roll out Quality benchmark tool for CM interventions.	ST	<p>Response: this tool has been rolled out for the Safe Spaces and Plan has already started using it to assess its PSS work.</p> <p>Actions:</p> <ul style="list-style-type: none"> The tool will continue to be used in the Plan DEC and other project supported safe spaces on a quarterly basis 	CPIE Technical lead	Ongoing
27	It seems that Plan is not regularly analysis time spent between various steps of the case management system	Ensure that data entered in the database is comprehensive through provision of enough computer and trainings on computer skills to CM officers. Track time spent between various steps of the CM process.	MT	<p>Response: this has been recognized an the roll out of the CPIMS+ system will support in ensuring more regular analysis on performance of CM along with the satisfaction surveys</p> <ul style="list-style-type: none"> CPIMS+ is being rolled out and performance of case management will be reviewed on a monthly basis and more regularly if needed if particular issues are identified 	CM coordinators	30 July and monthly thereafter
28	It is not clear if and how Plan is regularly analysis CP issues in the camps to better plan and prioritise its work.	Conduct documented protection trend analysis of CM data to identify main issues to focus on for awareness raising activities and other CP activities.	ST	<p>Response: Plan is actively engaged in the sub sector coordination groups where information and trends are analysed collectively. Plan is also a member of the Case Management Task Force and is linked to the needed information and action plans. The team will continue to be involved at this level in addition to its own internal analyses.</p>		

				<p>Actions:</p> <ul style="list-style-type: none"> • CPIMS+ will be reviewed monthly to analyse trends and this will be done more regularly during particular events such as monsoon season or highlighted risks • Engagement in coordination bodies will continue for a response wide analysis of trends 	CM Advisor	30 July and monthly thereafter
Monitoring and Evaluation						
29	<p>The evaluation found that the project logframe and related M&E framework mainly track and report quantitative indicators of outputs but not outcomes. Outcomes were gathered during the evaluation</p>	<p>The next phase of the project should develop a logical framework and/or Theory of Change that also includes indicators of outcomes that measure long term and lasting changes (impact) of the CP activities on the life of the targeted beneficiaries. (Setting up a child-centred change monitoring system to document evidence of changes achieved by children)</p>	MT	<p>Response: findings is noted. This was how the M&E framework was designed during the project due to feasibility and it was planned that the evaluation would be a key tool for outcome level findings.</p> <p>Actions:</p> <ul style="list-style-type: none"> • To develop M&E framework focusing more on outcomes and impact for use in upcoming projects 	Towhid with BCO support	
30	<p>Recently developed (by the CPSS) Quality Benchmarks for CP have been piloted in the camps but have not been endorsed and rolled out yet by Plan.</p>	<p>Roll out the Quality Standards to monitor the quality of the CP intervention and continue</p>	ST	<p>Response: This is similar to recommendations 26 and 27 and the same actions will be taken.</p>		

	Satisfaction surveys have been used in the CFS/mobile teams but data collection and analysis need to be strengthened to also capture challenges and lessons learned.	to conduct satisfaction survey with strengthened analysis to also capture areas to improve.		<p>Actions:</p> <ul style="list-style-type: none"> In addition to the review of the quality tool, the satisfaction surveys will be reviewed on a monthly basis for the DEC project and for the Plan wide response moving forward 	<p>CPiE Technical lead</p>	30 August and monthly thereafter
	Capacity building activities					
31	There is no specific tool to measure effective implementation of skills obtained following capacity building activities.	For future projects, Plan should consider using the Kirkpatrick model ⁷ to measure impact and change in learning and in effective transformation of knowledge into practices and attitudinal changes among staff and volunteers trained.	MT	<ul style="list-style-type: none"> Need a response wide overview of trainings with sharing of materials and methods of assessing progress and retention. Most projects have many trainings in them. Need to pool resources for training and also follow up on results- to recommend to Zakaria Linking to the M&E tools and ensuring this is also measured for staff and volunteers and not just community members Development of volunteer guidelines to include capacity building aims 	<p>Towhid with support of CM and CBCP leads?</p> <p>Shai with support from technical advisors</p>	
Inclusion of children with disabilities						

⁷ <https://educationaltechnology.net/kirkpatrick-model-four-levels-learning-evaluation/>

32	The overall intervention is not disability inclusive and staff/volunteers are not trained on disability inclusion.	<ul style="list-style-type: none"> ▪ Training of staff, volunteers and facilitators on inclusive protection and education. ▪ Engage CBCP and volunteers to identify children with disabilities. ▪ Establish a buddy system in the Safe places and children clubs for children with disabilities. ▪ Develop protection and learning sessions to engage children on inclusion ▪ Create link between HI/CBM 	MT	<p>Response:</p> <p>This observation and recommendations have been recognized by the team as an ongoing challenge for ensuring greater inclusion. There have been many barriers like standardized plans and SOPs to follow as well as the difficult terrain which limits accessibility. However the recommendations are noted to be discussed by the team.</p>					
----	--	---	----	---	--	--	--	--	--

	<ul style="list-style-type: none"> pluri-disciplinary protection mobile teams and Plan international protection staff. Rolling out IEC materials on awareness raising about inclusion. HI is currently using a set of flash cards from Plan International Cambodia that is still relevant to the context of the Rohingya crisis. Track children with disabilities in all information management systems and databases. 		<p>Actions:</p> <ul style="list-style-type: none"> Gathering of disability disaggregated data Look at feasibility of recommendations on support and buddy system in ongoing projects. Follow up from coordinators with trained volunteers on difficulties of improving access for children with disabilities to look at potential solutions or referrals. Linking with HI for potential collaboration or support on improving disability mainstreaming 	Project manager of individual projects	30 November 2019
<ul style="list-style-type: none"> Other recommendations 					
33	There were no specific measures taken to mitigate the negative impact of the project on climate change.	MT	<p>Response: the potential impacts on climate change and the environment in general were identified during proposal development stage although mitigation measures have been difficult to implement given the focus of the project and existing resources. As much as possible, the project follows a cascading model based on community participation that supports wider coverage without requiring more inputs, particularly transport of staff.</p>		

	plantation and credible carbon credits. ⁸		<p>This includes the messaging to be done by adolescents and community members to their peers and broadcasting of information. However this is noted for further consideration and activities will aim to accommodate greater awareness raising on environmental damage.</p> <ul style="list-style-type: none"> Youth club sessions will integrate messaging on protection of the environment and its relation to disasters and protection Including messaging on protection of the environment in the adolescent journalism training and messaging for dissemination Inclusion of topics on environmental protection and mitigation of impacts in the DRM trainings and follow up messaging about it. 	<p>Youth Club lead</p> <p>Mosharraf</p> <p>Azam</p>	<p>31 August 2019</p> <p>31 August 2019</p> <p>30 July 2019</p>
34	Limited coordination and exchange of information between the two departments of Plan in charge of the two project components.	Strengthen collaboration and information sharing between the two project components to optimize impact.	<p>ST</p> <p>Response: This observation and recommendation is noted and has been observed by the project team. There have been different initiatives although staff turnover and workloads have limited existing coordination. Ways of improving are being discussed by management.</p>		

⁸ <https://unfccc.int/news/at-cop24-leading-international-organizations-commit-to-climate-neutrality>

		ST	<p>Actions:</p> <ul style="list-style-type: none"> • ISR training for CBCP teams to better understand CM work and provide updates as needed by CM team • CM team to be more proactive to talk to facilitators to see how can improve cases and to get the referrals • Project managers to review coordination between both teams and ensure information sharing • More regular team meetings between the two teams • When organizing trainings, try to ensure facilitators and coordinators from both are trained together 	<p>Programme manager supported by technical leads overseen by CP Lead</p>	30 September 2019
35	Many staff issues and requests for support were shared with the evaluation team	ST	<p>Response: This recommendation is noted</p> <p>Actions:</p> <ul style="list-style-type: none"> • To remind teams on how to raise requests and support and communicating changes 	HR manager	31 August 2019

Signature: _____



Name and Position: _____

Celia Vega Cay

Date: _____

15/19/19