



Preparation of a CCF Program Practices Guide

Quarterly Report #3: Oct – Dec/03

21 January 2004

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Program Practices Guide - Quarterly Report #3¹

Quarter: Oct - Dec/03

Report Prepared by: Mark McPeak, with contributions from APP Taskforce Members

Date Prepared: 21 Jan/04

Highlights

- **Preparation for pilot testing continued** during the quarter, with pilot countries focused primarily on Area Strategic Planning (ASP).
 - The project is now about **two and a half months behind schedule²**, a slip of about two weeks from last quarter.
 - Slippage is primarily related to initial ASP-related training (in participatory methods and the ASP process), as well as the implementation of the ASP process itself.
- Two meetings of the **APP Taskforce** took place, one of which included field members (see minutes of the expanded meeting in Attachment 2).
 - Agreement was reached that a **“safety net” of protective outcomes** would be ensured for enrolled children and their siblings as part of the APP model.
 - In addition, **periodic home visits** would be undertaken, focused primarily on sponsor-relations tasks but also including issues related to the “safety net.” Revised “family cards” would be used during these visits, and will include an element of benefits tracking.
- **Support and monitoring visits** took place to all three pilot countries, including for Area Strategic Planning training in Uganda and Ecuador. Relevant visit reports are attached to this Quarterly Report.
- Area Strategic Planning progressed rapidly.
 - **Training** of CCF staff, Area Federation members, and Federation staff, in both Participatory Rural Appraisal (PRA) methods, and in ASP procedures, **was completed** in all three pilot countries.
 - Area Strategic **Planning activities began** in all three pilot countries.

¹ This report provides a summary of progress during the Oct-Dec/03 quarter. It also collects, as attachments, much of the documentary output produced during the quarter.

² See the summary Gantt chart, Attachment 1.

- Revised **ASP guidelines** were **issued**, in complete (draft) form.
- Initial results indicate that Area Strategic Planning may well yield **programs** that will **respond to the root causes of child poverty** in pilot Areas, while also **promoting the agency of poor women, men, youth, and children, and building the resources they can call upon to fight poverty**³.
- Preparation of **management baseline reports** began in all three pilot countries.
- Progress was made in **reviewing sponsorship communications materials** in the context of pilot APP operations.
 - **Some adjustments may be needed** to ensure consistent messaging during the pilot period.
 - In addition, **opportunities for the enhancement of sponsorship communications materials seem to be emerging**, using material being produced during the Area Strategic Planning process.
- **Guidelines for Memoranda of Understanding** with Area Federations were **issued** as this report was being compiled.
 - When implemented, these MOUs will replace the “Letters of Agreement” used with “Project” affiliates.
- Procedures for financial management of pilot operations were issued, along with guidelines for budgeting in APP contexts.
- The **FIT system was installed** in Uganda and the Philippines.

Looking Ahead to the January/March Quarter

- Six Area Strategic Plans will be completed and submitted for approval.
 - In addition, detailed implementation plans for the first year of operations will be prepared.
- FIT will be installed in Ecuador. FIT will become operational in all pilot countries, as relevant portions of the six detailed implementation plans for each Area will be entered into the system.
- Pilot operations will begin.

³ See Attachment 3 for a very brief outline of Area Strategic Planning.

Emerging Concerns

Where concerns identified in the last Quarterly Report have been addressed, they are not repeated here.

- The APP model seeks to build the “agency” of parents, youth and, particularly, children.
 - Yet, while CCF has strong experience working with parents in this way, building the “agency” of children and youth requires particular skills and competencies that are uncommon. National Office and Area staff need to develop skills and competencies in this area. **(New.)**
- Another fundamental component of the APP model is an emphasis on forming Area Federations, comprised of the parents’ associations that typically govern “project” affiliates. In a parallel fashion, with some variations, similar federations of youth and children are being introduced in some pilot Areas⁴.
 - Yet, while CCF has strong experience working with parents associations at “project” level, working with associations and federations of children and youth may offer distinct challenges. **(New.)**
 - CCF has less experience scaling up parents’ associations, federating them to a higher level. Understanding how to make these federations function in an accountable and effective way will be a challenge. **(New.)**
- New competencies are needed at the National Office, particularly related to linking with national-level partners and to program development and documentation (related to programs that are emerging from Area Strategic Planning.) **(New.)**
- Some indications of overload were found in pilot countries. Additional, non-pilot-related activities in these countries should be minimized to the extent possible as they prepare for the commencement of pilot operations. **(Continuing from last Quarter.)**
- Although management indicators for assessing pilot performance were issued, the financial indicators included were in draft form. These indicators to assess overhead expenditures for pilot operations need to be finalized. **(Pending for the last two Quarters.)**
- Area staff may need training in project-cycle management. **(Pending for the last two Quarters.)**

⁴ My Phase 1 Report contains a full explanation of the purpose and role of these Federations in the APP model.

Moving Towards Rollout

This **new section** contains summaries of some major lessons learned that may be important when rolling out the APP model across CCF.

Background	Lessons Learned
<p>Some reduction of staffing levels is likely as Areas are formed from existing “projects”. This staff reduction is not a requirement of the APP model; rather, it tends to occur as a result of the “clustering” effect that occurs as Areas replace “projects.”</p>	<p>Any reduction in staffing should be made while ensuring that on-going operations can continue without any loss in quality.</p> <ul style="list-style-type: none"> • In particular, SR performance must be maintained. Staffing levels must evolve to ensure this.
<p>The direct provision of services, such as school fees and medical checkups, is a component of many CCF-supported programs. Experience to date with Area Strategic Planning indicates that the provision of such services can often be assured in a more sustainable manner through, for example, partnerships with local government.</p>	<p>Some dependency on CCF service provision may have been created over time. Therefore, any transition of program approach away from such services should be gradual, to avoid disruption and to minimize risk to CCF.</p> <ul style="list-style-type: none"> • Some level of strictly targeted direct services may need to be retained during the transition, phased down over time.
<p>Significant changes to field working practices are introduced in the APP model.</p>	<p>Sooner or later, changes to field working practices will have an effect on the role, function, and structure of the National Office. Of course, pilot testing is, at present, limited to certain Areas only. It seems clear that, once pilot testing is concluded and rollout begins, unless National Offices begin to adjust their roles and structures, certain inefficiencies could emerge.</p> <ul style="list-style-type: none"> • National Office roles and structures should be monitored and adjusted as required once APP rollout begins. This kind of organizational development needs to be undertaken carefully. • As rollout takes place, it is likely that similar effects will cascade upward to regional and international levels in CCF.
<p>Related to the “significant changes to field working practices” mentioned above, at least three areas of competency that are included in the APP model may be somewhat new to many CCF programs:</p> <ul style="list-style-type: none"> • Moving beyond participation to building the true involvement and empowerment (“agency”) of children and youth. 	<p>These competencies will need to be enhanced at Area and National Office levels.</p>

Background	Lessons Learned
<ul style="list-style-type: none"> • Building civil society by “scaling up” the current CCF-supported parents’ associations into Area Federations. • Networking and partnering at Area and National levels. 	
<p>Delays encountered so far in the pilot process are mainly related to Area Strategic Planning. Two reasons can be seen:</p> <ul style="list-style-type: none"> • Firstly, training in participatory methods is proving to be necessary. • Secondly, the ASP method itself, while proving to be successful in initial trials, is taking more time than expected. 	<p>Sufficient time needs to be allocated for training in participatory methodologies prior to beginning ASP implementation.</p>

Major Tasks – Completed This Quarter

Task numbers in this table refer to the pilot Gantt Chart – see Attachment 1.

Task	Comments
Monitoring visits to Ecuador, Uganda, and the Philippines (Tasks 15 through 27, except for Tasks 19, 24, and 27.)	Tasks 19, 24, and 27 involve training Program Managers on how to prepare Country Strategic Plans (CSPs). CSP methodology is not yet complete.
Initial FIT training in Uganda (Task 146) and the Philippines (Task 148) took place.	FIT training in Ecuador is pending; final installation will take place in the January-March 2004 quarter.
Guidelines for Area Strategic Planning were released (Task 180).	While still in draft form, these guidelines were complete and are being used in pilot Areas.
Training in Area Strategic Planning took place in all three pilot countries (Tasks 182 – 184.)	In Ecuador, an attempt was made to replace Stage 1 of the ASP method, by ensuring that the PRA training produced the necessary Stage 1 outputs.
Staff selection, and training in PRA methods was completed (Tasks 199 – 202).	

Major Tasks – Slipping

Task numbers in this table refer to the pilot Gantt Chart – see Attachment 1.

Task (Including Slipping Tasks Last Quarter)	Comments
Quarterly reports from Program Development to management were not produced.	Not being produced in a formal fashion.
All external communications tasks are slipping (Tasks 104 – 108).	Task 105 (communications audit) has now begun .
Final FIT implementation (Tasks 144 – 149) has been delayed in all three pilot countries, to coincide with production of detailed implementation plans.	Initial FIT installation in Uganda (Task 147) and the Philippines (Task 149) has taken place ; Ecuador (Task 144) has been delayed.
Model MOUs for pilot Areas were not completed (Task 166).	Guidelines were issued early in the fourth quarter. Now complete.
Development of child and youth participation guidelines (Task 168).	Not started. This is a critical issue – see above.
Finalization of new AIMES indicators, and training of staff in survey methodologies (Tasks 172 – 177), was scheduled to take place in the third quarter.	These tasks are in progress .
National and international research (Tasks 187 – 189) had been scheduled for the third quarter, but was delayed.	Not begun. Needs to happen before Country Strategic Plans are produced.
Area Strategic Plan development (Task 226) is slipping. This is a critical task.	Well underway now.
Country Strategic Plan work (Tasks 228 – 234) is significantly delayed.	Indefinitely postponed.
Implementation (Task 236) has slipped by about 2 ½ months as compared to initial planning.	Dates appear to be firm now.

Field Updates

Ecuador

All staff were trained in PRA methodologies during the quarter, and this training was replicated into communities. The preparation of the Management Baseline report began, including the reapplication of the Poverty Study questionnaire. ASP training took place, and planning activities in the two pilot Areas began.

One Area staff member resigned; recruitment for a replacement began.

See the complete Ecuador update, Attachment 10.

The Philippines

ASP training was completed early in the quarter, and Stages 1 and 2 were carried out in both pilot Areas. By the end of the quarter, Stages 3a and 3b were also complete.

With support from the National Office, one of the Area Federations (Cordillera) achieved registration at the Philippine Securities and Exchange Commission. (The other Area Federation will be registered in early Jan/04.)

Activities to ensure a smooth transition to the APP model in Cordillera and Southern Tagalog also took place during the quarter. Staff, families, and local authorities attended recognition ceremonies. An assessment of the readiness of the new structure to carry out SR duties was made, leading to some slight adjustments for the short term. Also, baseline activities in the new Areas took place, identifying the poorest families,

Recruitment of a Program Manager began.

See the complete Philippines update, Attachment 11.

Uganda

Parents' and Child/Youth Federations were formed.

PRA training was carried out in both pilot Areas, including Area staff, key National Office personnel, Federation members and staff, and change agents. ASP training was carried out immediately following the PRA training. ASP Stage 1 community reflections were completed.

The new Area teams attended CCF orientation. Preparation of the Management Baseline report began.

See the complete Uganda update, Attachment 12.

Richmond Updates

Finance

FIT training took place in Uganda and the Philippines. Budgeting instructions were produced and delivered, along with APP Funding Request Procedures.

See the complete Finance Update, Attachment 13.

Communications

The audit of external messaging began, to ensure consistency during pilot implementation. Initial comparisons of current sponsor expectations with the APP model led to discussions related to the development of a minimum "safety net" of protective outcomes and home visits; agreement in principle was reached, and details are being developed.

See the complete Communications Update, Attachment 14.

Human Resources

All Area staff positions were filled. One separation took place in Ecuador; recruitment of a replacement has begun. Well-received outplacement workshops took place for all separated

“project” staff in Uganda. New staff received orientation from the National Office in Kampala. The former Program Manager in the Philippines moved to take up new duties as Area Manager for Southern Tagalog; recruitment for a replacement has begun.

TPO is planning an organizational development effort for the pilot year, aimed at ensuring a smooth introduction of the APP pilot and, if approved, transition to the model nation-wide after piloting has completed.

Production of the HR Manual fell behind.

See the complete HR Update, Attachment 15.

Program Development

Interviews for the PME Officer took place; recruitment of the Community Participation Officer is on hold. Developing guidance for APP operations was a primary focus during the quarter, particularly with the Communications and Finance departments. Guidelines for MOUs between Area Federations and CCF were developed and released⁵ (after the end of the quarter, as this document was being prepared.)

Program Development staff co-facilitated ASP training sessions in all three pilot countries.

See the complete Program Development Update, Attachment 16.

AIMES

All pilot countries were trained on the ASP method, and follow-up was given during the quarter.

Development of optional global AIMES indicators continued, as did the refinement of the new AIMES sampling methodology.

See the complete AIMES Update, Attachment 18.

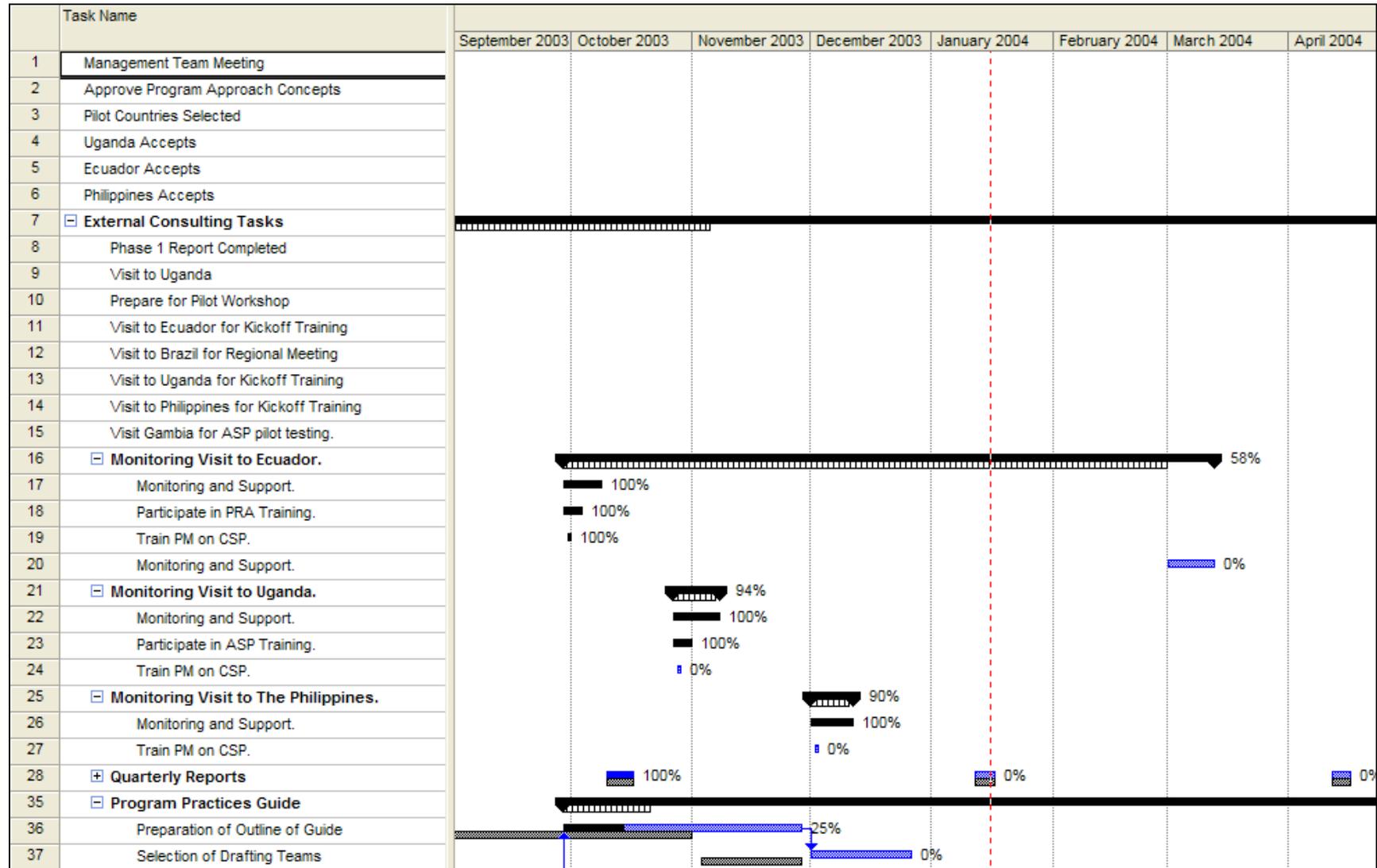
Child Sponsorship

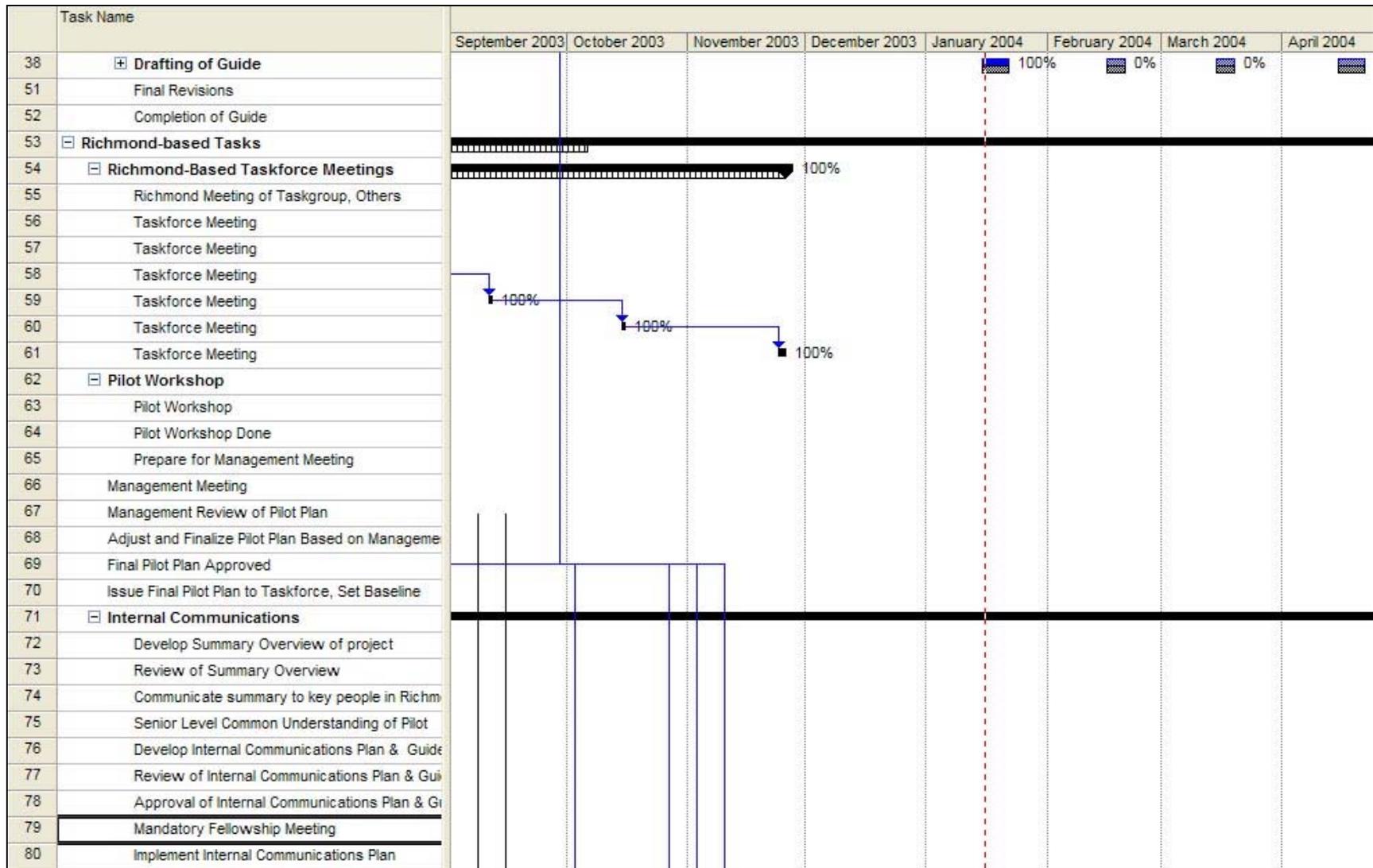
Two main activities commenced during the quarter: firstly, ASP assessment and planning methods are being adapted to make it easier and more enjoyable for children and youth to formulate their thoughts and feelings about what is happening in their communities, and what they'd like to see happen as a result of CCF's presence. Secondly, the use of materials emerging from the ASP process are being reviewed to help translate children's ideas into the existing and newly created materials sponsors receive so that they have a richer appreciation, especially from the perspective of children, of what is going on in the community that they support, and better enable children to express their ideas in communications with sponsors.

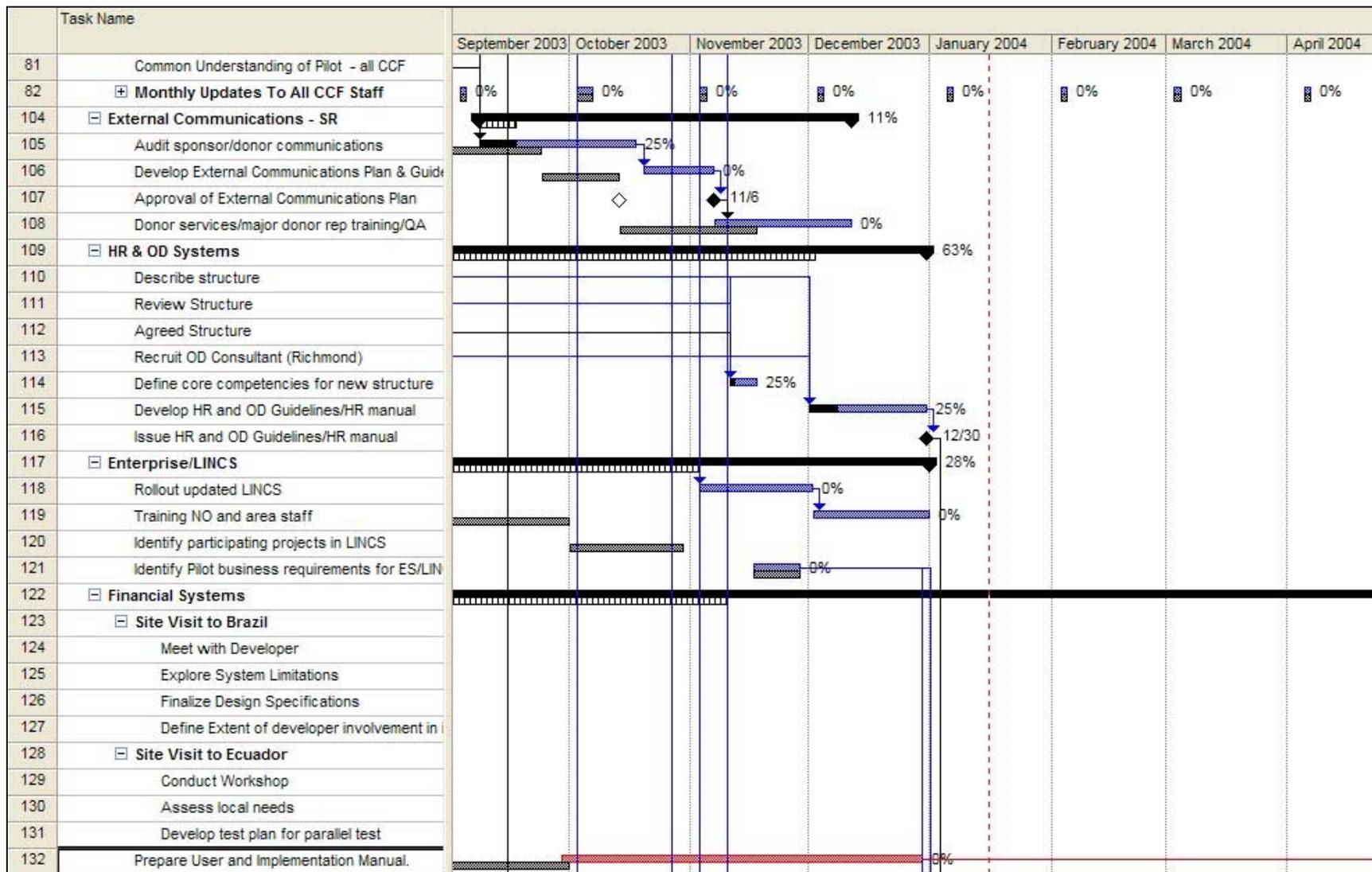
See the complete Child Sponsorship Update, Attachment 19.

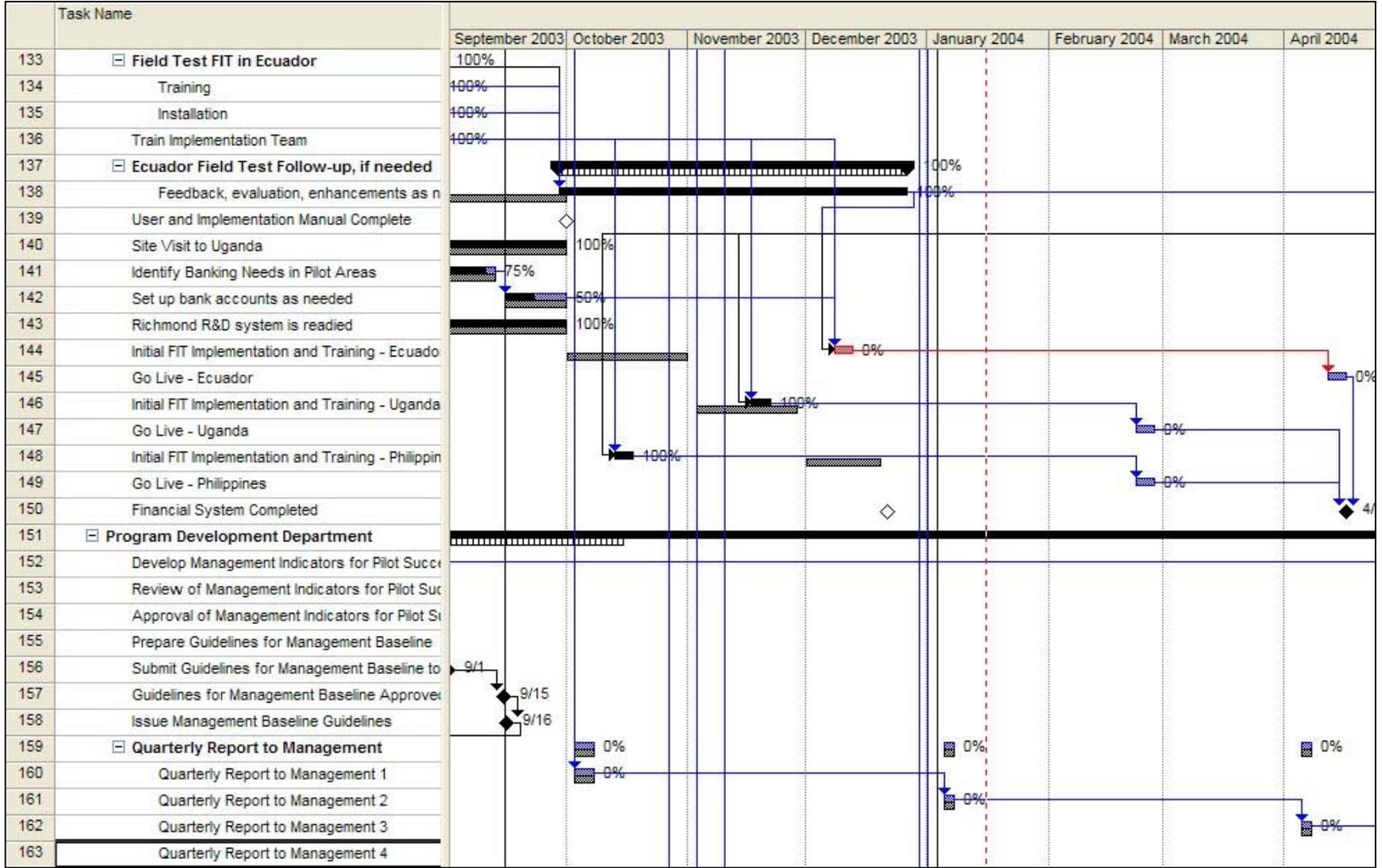
⁵ See Attachment 17.

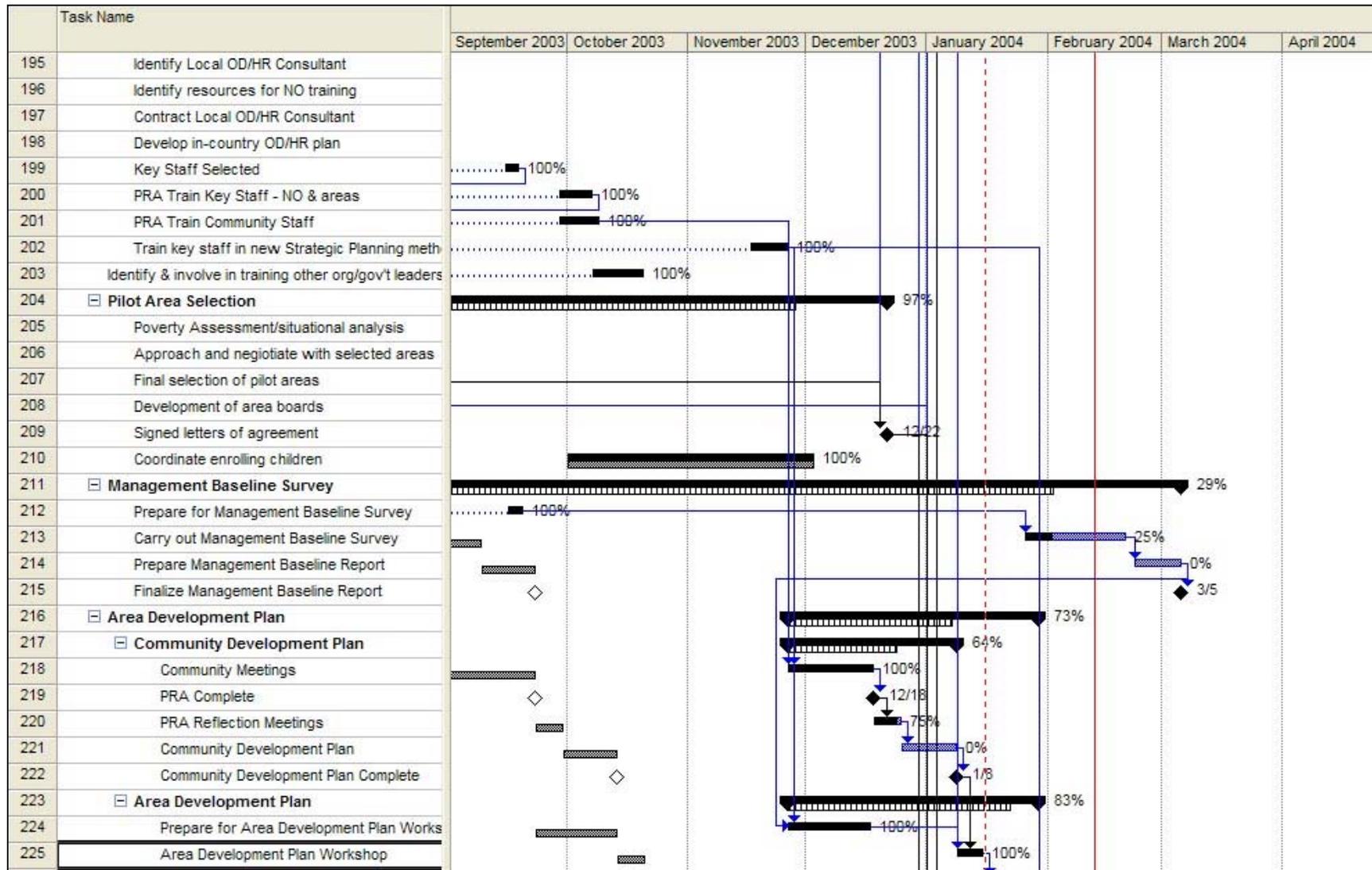
Attachment 1 – Updated Gantt Chart

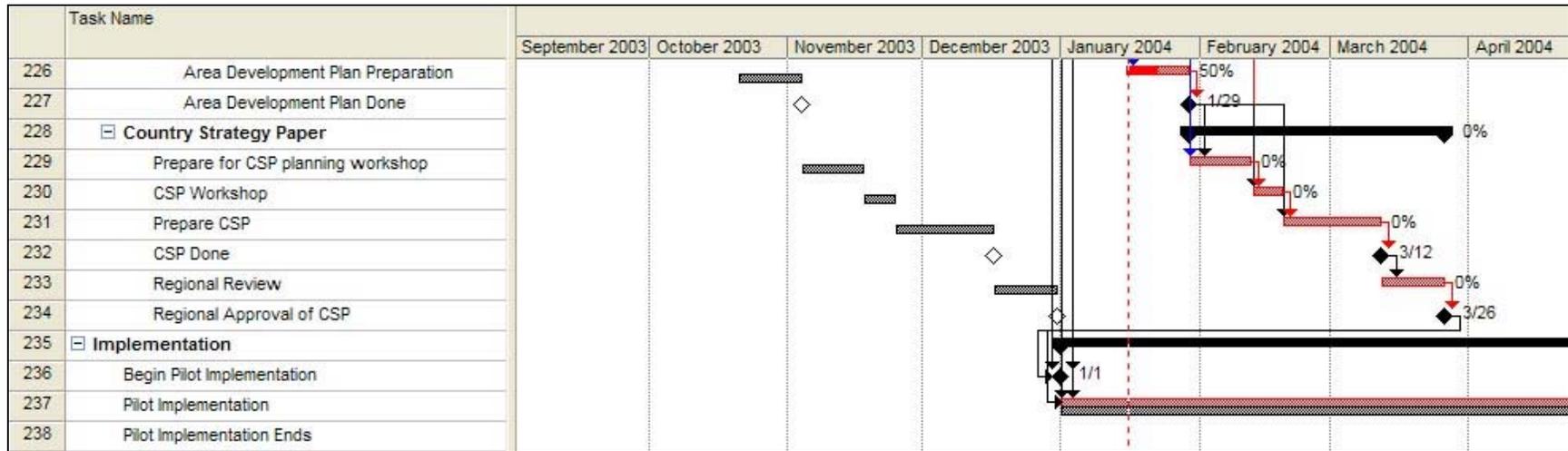




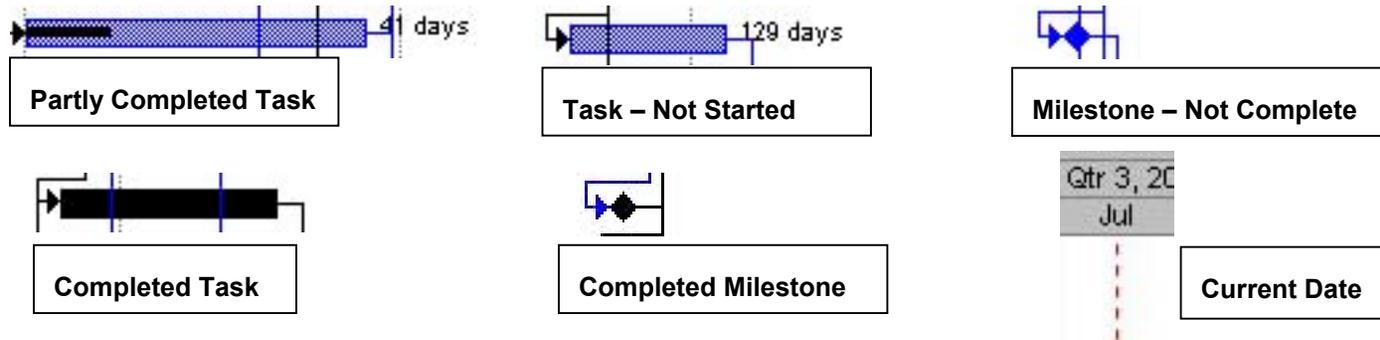








Note:



Attachment 2 – Minutes from Meeting of Expanded APP Taskforce

Minutes Of A Meeting Of The Extended Task Force For Area Partnership Program Pilot Testing

Date of Meeting: November 24-25, 2003

Location of Meeting: Richmond, Virginia

Minutes Taken By: Victoria Adams

Attending: Victoria Adams, James Ameda, Cassandra Anderson, Dave Brown, Tracy Dolan, Nila Guevara, Nina Hamili, Bill Hopkins Edna Jaurique, Marcia Jovanovich, Margery Kabuya, Jon Kurtz, Bill Leedom, Mark McPeak (facilitator), Carlos Montúfar, Mike Raikovitz, Margaret Revere, Jason Schwartzman, Laura Thornton, Joseph Wangoloo, John Watts, Ellie Whinnery, Daniel Wordsworth, Chip Woodson

Agenda:

Item	Comments
Welcome (<i>Daniel Wordsworth</i>)	
Overview of progress since Apr/03 (<i>Mark McPeak</i>)	See Annex 1.
Ecuador Update (<i>Carlos Montúfar</i>)	Updates included general overviews of progress in the country, obstacles and difficulties, support required, and upcoming events.
Uganda Update (<i>James Ameda</i>)	
Philippines Update (<i>Nina Hamili</i>)	
Formation of Working Groups	Three Working Groups were formed: Structure, Finance, and Sponsorship.
Working Groups meet.	
Report back from Working Groups.	Each working group provided a verbal report to the full group. See Annexes 2, 3, and 4 for summaries of the deliberations of the three Working Groups.
Next Steps, Action Items, and Closing.	See below for a summary of the decisions and action items agreed.

Decisions and Action Items

The following decisions and action items were agreed during the final session of the meeting:

Decision / Action Item	Comments	Responsible / When
<p>Federation structures will be adjusted to ensure that members are from enrolled families.</p>	<p>The intent of this decision is to ensure that a degree of special accountability is retained for enrolled families.</p>	<p>National Directors will review Federation structures and communicate to Regional Representatives and Daniel Wordsworth by end Jan/04.</p>
<p>Naming convention for Areas.</p>	<p>It was agreed that each pilot Area would be named as follows: "Name of Area – Name of Project or Community." Thus, each Area that includes existing "projects" would add the name of the existing "project" after the hyphen.</p> <p>Example:</p> <ul style="list-style-type: none"> ● "Mbale Area – Kadenge" ● "Cordillera Area – Lagawe" ● This decision was taken for the purpose of ● child tracking and sponsorship ● management. CS advises that it is easier ● to manage these items if each community ● is registered in Lincs separately. 	<p>Each National Director will communicate the proposed names for each of the six pilot Areas to Mike Raikovitz by the end of Jan/04.</p>
<p>The MLAF and PDF will continue be used as they are, but adjusted to suit the Area structure.</p>	<p>Pilot Countries need to review and revise their PDFs. Pilot Countries should strive to Include some of the new information from their PRA/ASP exercises.</p>	<p>National Directors will complete the revision of PDFs by end Jan/04, submitting final drafts to RR and Victoria Adams. Ellie offers to help with language and creativity.</p>

Decision / Action Item	Comments	Responsible / When
	When new PDF is completed, it will need to be reviewed carefully by Program, Child Sponsorship, Donor Services and International Communications before being sent as a courtesy to current and new sponsors.	Victoria will coordinate this review, to be completed by end Feb/04.
	MLAF's need to be updated. Ecuador needs to provide an MLAF for each new Area and bank account. TPO and Uganda need to provide new MLAF for each Area to reflect new bank account of the Area Federation AND they need to provide updated MLAF for old projects to stop subsidy from going to individual projects and to instead be redirected to Areas.	National Directors will provide updated MLAFs by end Jan/04.
Child enrollment. One child only will be enrolled per family.	Ecuador will only enroll one child per family for new areas. Other countries will "grandfather" in this concept by natural attrition.	National Directors. Immediately.
A revised Family Card will be used, to include benefits tracking.	The revised Family Card will not be used for planning or evaluation; AIMES is now separate.	Revision to be completed by Mike Raikovitz by end Jan/04.
Home Visiting.	A policy for home visits will be developed by each National Office, ensuring that periodic contact is maintained between CCF staff and enrolled families.	National Directors will develop policies and forward them to Regional Representatives and Mike Raikovitz for review and approval.
Number of SR staff – Determine number of Sr staff needed to ensure sponsorship needs and responsibilities are managed properly.	Pilot Countries will undertake a job assessment to determine SR needs in the field, at the Area level and in the National Office for short term transition period and long-term process.	National Directors will work with Jason Schwartzman to complete the assessment by end Jan/04, and submit recommendations for adjustment to Regional Representatives. Any required adjustments are to be implemented by end Mar/04.

Decision / Action Item	Comments	Responsible / When
<p>Review of Job Descriptions. Currently, the job descriptions developed in May 2003 were very generic. Additionally, if we plan to use community volunteers to assist with sponsorship and program activities, there is a need to provide guidance on the use of incentives and recognition (not \$\$) for value added service.</p>	<p>Now that we have more experience with how the Area Piloting is actually developing, we need to review and revise the Job Descriptions to reflect our new knowledge.</p>	<p>Bill Leedom will undertake a review and revision of the Job Descriptions of the Area Manager, Sponsor Relations Officer, and Finance Officer, to be completed by end Jan/04.</p>
		<p>Tracy will check with USAID on the volunteer incentive aspect and provide feedback to group by end Jan/04.</p>
<p>Lincs Connectivity – Ideally each Pilot Area will have internet access. If not, alternatives need to be found</p>	<p>Country Offices need to weigh cost against benefits. If the cost of establishing an internet connection is extremely expensive in some of the remote Areas, and Lincs at the Area level is not used for full Lincs activity (enrollment, etc.) then the National Office needs to make a decision on whether it is feasible to institute an internet connection for limited Lincs activity.</p>	<p>Pilot countries need to explore possibilities and follow up with Mike Raikovitz by end Feb/04.</p>
<p>Countries should advise when they know dates for Stage 4 (including the entry of budget and detailed-implementation-plan data into FIT).</p>	<p>Support will be provided during these activities. Dates are needed to ensure that the regional FIT team can be present.</p> <p>*Proposed dates: Philippines - Feb. 23-27, 2004 Uganda - March 22-26, 2004 Ecuador - April 12-16, 2004</p>	<p>Pilot Countries look at their schedules and confirm dates or provide new proposed dates to Victoria Adams and Dave Brown by Jan. 15th.</p>
<p>APP Budget Package will be provided by Dec. 31.</p>	<p>If needed, training will need to be provided during the visits mentioned in the preceding point.</p>	<p>Dave Brown.</p>
<p>Accountability in terms of minimum outcomes needs to be clearly identified and communicated.</p>	<p>Minimum outcomes in terms of program and sponsorship need to be identified with a clear process developed. Once these minimum outcomes are identified, a small taskgroup will need to review to ensure that it is in compliance with accreditation and donor expectations. These minimum outcomes then need to be communicated to the field.</p>	<p>Mike R. and Daniel W. will determine draft by Jan/04 and will need to follow up with a small taskgroup by Feb/04.</p>
<p>Children and Youth participation and decision making</p>	<p>Jason is planning to attend part of ASP workshop in Ecuador in December and will take opportunity to do some benchmarking</p>	<p>Jason Schwartzman will develop guidelines by end Mar/04.</p>

Decision / Action Item	Comments	Responsible / When
mechanism needs to be developed to ensure voices are heard.	on this topic with various other agencies during the same visit.	

Annex 1 – Brief Update For November Meeting of APP Taskforce

	Area Selection	Structural Variations	Area Staff Selection	Federation Formation	PRA Training	ASP Training	ASP Process	Baseline
Ecuador	<ul style="list-style-type: none"> Done 	<ul style="list-style-type: none"> Done 	<ul style="list-style-type: none"> Done 	<ul style="list-style-type: none"> Begun 	<ul style="list-style-type: none"> Done 	<ul style="list-style-type: none"> Not yet started. Planned for early Dec/03. 	<ul style="list-style-type: none"> Not yet started Not yet planned. 	<ul style="list-style-type: none"> Q1, 2004
Philippines	<ul style="list-style-type: none"> Done 	<ul style="list-style-type: none"> Done 	<ul style="list-style-type: none"> Done 	<ul style="list-style-type: none"> Done 	<ul style="list-style-type: none"> Done 	<ul style="list-style-type: none"> Done 	<ul style="list-style-type: none"> Started. Planned for end Feb/04. 	<ul style="list-style-type: none"> planned
Uganda	<ul style="list-style-type: none"> Done 	<ul style="list-style-type: none"> Done 	<ul style="list-style-type: none"> Done 	<ul style="list-style-type: none"> Begun 	<ul style="list-style-type: none"> Done 	<ul style="list-style-type: none"> Done 	<ul style="list-style-type: none"> Not yet started. Planned for end Feb/04. 	<ul style="list-style-type: none"> started. Q1, 2004
General Comments	One change was made in Ecuador	Variations accepted without too much fuss.	Some strong teams have been formed.	Difficult in new Areas. Clarification of linkages, role, etc., needed	Generally positive experience.	The method is highly appreciated. But will take more time than originally foreseen.	

- ASP training was scheduled to be complete in August. Therefore, we are now 3+ months behind schedule.
- However, commencement of pilot operations may be delayed by only two months in the Philippines and Uganda.
- CSP production has been delayed indefinitely.

Emerging Concerns

Concern (From Q2 Report)
Guidelines for budgeting in APP contexts need to be issued.
Guidelines for financial flows need to be developed and issued.
Some indications of overload were found in pilot countries. Additional, non-pilot-related activities in these countries should be minimized to the extent possible as they prepare for the commencement of pilot operations.
Levels of authority for Area staff to approve projects and fund transfers need to be determined.
Although management indicators for assessing pilot performance were issued, the financial indicators included were in draft form. These indicators to assess overhead expenditures for pilot operations need to be finalized.
Area staff may need training in project-cycle management.

Major Tasks – Slipping

Slipping Tasks From Q2 Report	Comments
Preparation of Outline of Guide (task 35). Selection of drafting teams (task 36.)	It is proposed that these tasks are replaced by the production of the “APP Notes!” series, which has begun.
Development of “Summary Overview” of pilot, and dissemination for full understanding (tasks 72 – 80).	Draft of the “Overview” has been completed. A significant delay in these tasks is being experienced. The APP Taskforce should review these tasks and decide on a course of action.
External communications tasks (104 – 107).	These tasks are dependent on the internal communications actions, and are therefore delayed.
Tasks related to Enterprise/LINCS (116 – 120).	These tasks were rescheduled for the end of the calendar year.
Prepare User and Implementation Manual (task 131).	Delayed until the end of the calendar year.
Prepare Model MOU and Project Agreement (task 162).	Delayed until end of Nov/03. This is likely to be too late, and should be moved up again.
Recruit Participation Officer (task 163).	Delayed until end Oct/03.
Develop child & youth participation guidelines (task 164).	Delayed until end of Nov/03.
Enhancement of AIMES indicators (task 168).	In progress.
Develop New M&E System (task 169).	In progress.
Recruit Planning Officer (task 175).	Delayed until end of Nov/03.
Strategic Planning tasks (176 – 180).	Delayed but well advanced now.
National and international research (tasks 181 – 185).	Given the overload experienced in pilot countries, these activities will be postponed until after the management baseline studies are completed, probably second quarter of CY 2004.
Train key staff in new Strategic Planning methods (task 198).	Delayed but well underway now.
Management baseline study (tasks 207 – 211).	Likely to be completed in early CY 2004.
Area Development Plans (tasks 212 – 223).	Likely to be completed in early CY 2004.
Country Strategy Paper (tasks 224 – 230).	Likely to be completed in mid CY 2004. APP pilot operations will commence based on the Area Development Plans.

Annex 2 – Deliberations of the Structure Working Group

Attending: Tracy Dolan, Bill Leedom, Nila Guevara, Carlos Montufar, Jon Kurtz, Joseph Wangoloo, Daniel Wordsworth, Victoria Adams

General Structure - Key Items:

- The Area Program will always be implemented in the CCF affiliated communities (targeted geographical locations) - this may or may not represent the population of the Area in its entirety.
- We intend to design programs to impact children more broadly in the area. We will constantly try for a rippling effect to reach more communities in the Area
- Ideally, programs will be implemented through partnerships.
- Program benefits (including direct service) for those critical issues that have been identified by the Area will be available to any eligible child. The Area Federation will choose eligibility criteria, which will not be determined by enrollment alone.
- We will identify 3 key outcomes/items/issues/indicators/outcomes that will be promised to every CCF child. Mechanism will be in place to ensure that sponsored children are receiving a minimum level service (attaining a minimum level of well being).
- Concern: the traditional relief oriented system is difficult to change. A careful transition away from the existing approach is fine and should be encouraged.
- During the planning process, if there are critical issues/areas of development that are not being raised by communities, then it is the role of the National Office to facilitate discussion to include these.

Questions Raised By Group During Presentation:

Is the current geographic make-up of the projects similar to the new geographic structure being proposed?

- Philippines – yes
- Uganda – yes, except the new proposed Area is much larger than old boundaries.
- Ecuador – yes

We are raising money for children in a specific community, but the funds can be spent outside the community?

- Go back to the first three bullet points, above. The difference is that we will address the issues in that community, but by working through partners, we will be reaching at a deeper level and if possible having a rippling effect to the area.

How will you measure the impact (3 years later)?

- Program Monitoring – family cards track individuals, but there will be program monitoring to also monitor impact in community.
- Monitoring of a strategic plan - Look at indicators for the community – but also follow up with district and other communities in a process of reflection to see changes.
- Basic enrollment in school, or items like completion of school, etc. This is being determined in new AIMES.

Can you clarify who is eligible for benefits (see bullet point four above)? What will be the criteria? Will enrolled children always have first option for Program Benefits?

- The Area and Communities will determine eligibility. It can be such items as poverty level, vulnerability level, etc. Yes, enrolled children will always be considered, but so will all children in the targeted area.

All of this is great idea – how will you know if this is successful?

- The ASP process will document review and reflection, and the management baseline report will document the change.

Governance Structure

Three options were considered for structuring Area operations:

Model A:

- Authority and Autonomy are left to every country office to determine how they will govern these Areas (number of plans, number of bank accounts, etc.) The C.O. determines number of federations, make up of federations, etc.

Model B:

- We will give guidance on how the Federations will be formed and governed. Our role should be to bring synergy to whatever groups are in place – this is the partnership idea. So the Federation should be made up of membership from whatever community groups are in place. We map how the communities organize themselves, and then bring them together.
 - Con – very rarely child oriented groups at this level.
 - Con – these groups obviously have their own interest/agenda (i.e. this is why they are a group).

Model C:

- We provide guidance on how community associations should be made-up. Which then leads up to and impacts the make-up of the Federations.

DECISION: Model C was selected.

- **Area Federations are comprised of enrolled families** and this is mirrored down to the household level.
- **Federations will be governed by membership drawn from enrolled families**, including youth, children and parents. Further decentralization to ensure accountability within the membership bodies needs to be ensured. Under the area level, programs will be guided by basic principles and guidelines as established by CCF corporately or globally.

Memoranda of Understanding (MOU)

The question was raised as to with whom CCF will formalize its partnership in the Area, particularly where more than one Federation has been formed.

- It was decided that CCF will sign one MOU with one party (federation) at the Area level. To be eligible, that party must have membership drawn from both youth and adults. CCF would operate using/recognizing one bank account.
- If there is more than one Federation at the Area level – then they will need to have an MOU amongst themselves.
- We need to update guidelines for the Area to ensure children voices are heard at the Federation level.
- We need to update guidelines to ensure voices of the most vulnerable are heard at the Federation Level.
- We need to update guidelines on how to ensure accountability at the community level.

Area Strategic Plans

The question was raised as to how many Area Strategic Plans will be produced, particularly where more than one Federation has been formed.

- There will be one Area Strategic Plan to guide this process.
- Mechanism needs to be developed to ensure it is inclusive of youth and children voices.

Staffing

The Area Federation will employ staff at the Area Federation level. They may assign staff as community mobilizers to be located in the communities (these positions have already been identified) – but they will all be Federation Employees.

Questions Raised During Presentation:

Will we continue supporting the current community associations? What will be the role of the associations?

- We will end our contractual relationships with these groups. We will have one MOU with one Federation. The associations can continue and develop LOA's with the Federations. In many Areas we have mobilizers in place to help with transition and to help with capacity building.
- As an example of how this might work, the following program structure, and partnership arrangement, was described:

Projects (from the ASP Process)	Implementor	Percentage of Budget
Potable Water	Bill Waterworks	40%
School improvement	Dept. of Education – Bocho	20%
Local projects like parent / youth empowerment	Community Associations	40%

- Funding would go from Federation to Bill Water Works, Dept. of Education and then local community associations for empowerment programs.

Decision:

- Implementation will be with an MOU with one Federation.
- Partners will implement program and a guiding document will be a project agreement (LOA) with the implementing agent.

Pilot Year Duration

The question was raised as to when the pilot year will end, given that pilot operations will not commence before 1 Mar/04.

- APP Pilot year will be completed by 12/31/04 – regardless of implementation date.
- Encourage Pilot Countries to keep working towards implementation dates.

Annex 3 – Deliberations of the Sponsorship Working Group

Attending: Cassandra Anderson, Nina Hamili, Edna Jaurique, Margery Kabuya, Mike Raikovitz, Margaret Revere, Jason Schwartzman, Laura Thornton, John Watts, Ellie Whinnery,

General Sponsorship – Key Items:

- Minimum Sponsorship Requirements
 - *Interaction* is our accreditation organization – we need to ensure we continue to meet the accreditation criteria set by this organization.
- Project Structure
 - Lincs/Enterprise
 - Permanent long-term changes will be undertaken late in the Pilot Year. For the Pilot year, work-arounds have been established.
 - The Pilot process will allow time to see what is really needed.
 - In view of this, currently the projects will remain on the system as is, with minor change in address to ensure we recognize the Area relationship
- MLAF
 - The Area Federation needs an MLAF with a bank account, all CCF funds will go into that account.
 - The current individual projects need to update their MLAF's with this new Area Federation MLAF in order to re-direct the funds to the Area Federation. Currently, each individual project receives funds in their accounts. This will no longer be the mode of operation - All Funds will go to the Area Level into one account.
- PDF
 - Each Area needs a descriptive PDF.
 - All communities will use this same PDF. The only variation will be the name of the community highlighted in the PDF, content would remain the same. I.e. Los Bancos Area – San Miguel community.
 - PDF will be updated every 3 years at the same time as the ASP.
- Disaffiliation in the Area
 - The plan is to transition in/out of different communities within the geographic Area.

- We will not actually disaffiliate a community, we will start a process of transitioning into new communities as sponsors cancel or as children leave. In this way, disaffiliations may not be necessary.
- Eligibility Criteria
 - One child per family may be enrolled. This will enable us to have more families with enrolled children.
 - If a project now located in the newly defined Area has families with more than one child enrolled – do NOT remove additional children – allow a natural attrition to take place.
 - Other criteria may be income (poverty) and vulnerability level.
 - Otherwise, each N.O. may create it's own eligibility criteria.

- Family Card

The family card will be continued as a tracking mechanism for ensuring participation, and verification of programs. the current family card will be revised to include the following bullets. We have found that the current family cards often include information that is tracked elsewhere (such as vaccinations on the government health cards).

- Card will be revised for sponsorship purposes for the Pilot countries.
- Card should capture basic information for which we are accountable for enrolled children.
- Card could provide Program Benefits Tracking mechanism.
- CPR's will be taken from Family Card.
- Home Visiting

Home visiting is not required for AIMES – currently it is not a 'required' program. However, it is very useful in that it encourages participation, it is a mechanism for sharing information about programs offered through CCF, and allows for verifying that enrolled children are covered through a 'safety net'.

 - We recommend that this is a sector that youth/child federations can be incorporated in the pilots including – maintaining logbooks for new areas.

- LINCS at Area Office

If each Area Office has the technological ability, LINCS will be located at the Area Office.

- Area level Lincs has been tested in TPO and after some work, it is now operational.

- Area must investigate whether minimum requirement can be met and what is needed for technical assistance.
- If minimum requirements are not available in the area, then it is just a matter of printing reports, etc.
- DFC
 - No changes are foreseen for DFC's.
- Sponsor Relations Duties and Responsibilities

Assessment needs to be taken as to real needs of communities, real role of community SR mobilizers, and real role of the Area Office SR officer.

- The Area Federation is responsible for ensuring that each community has the appropriate number of staff to handle Sponsor Relations.
- There should not be any 'breakdowns' in service during this piloting due to lack of staff.
- The team needs to look short term (transition period from current projects to Areas) and long term (process/planning).

Communications Taskforce

This taskforce is meeting on a regular basis to discuss components of current sponsorship expectations and will come up with sponsorship expectation components under the pilot program, (ICF, SR, IPG, MKT, Donor Serv.).

Annex 4 – Deliberations of the Finance Working Group

Attending: James Ameda, Dave Brown, Bill Hopkins, Marcia Jovanivich, Chip Woodson

- Budget Preparation
 - Stage 4 Training – FIT Member will participate. (Victoria Adams)
 - Pilot Area Budget packages will be sent out by 31 Dec. (Dave Brown)
- Funding Flows
 - R&D System has been modified to support the APP structure.
 - Procedures for funding requests are being developed – Dec. 31 (a modified Form 31 is being prepared by Dave Brown)
 - Funding will go through same procedures that N.O. currently use. Requests from National Offices need to be submitted monthly, no automatic disbursements.
 - Treasury ‘hold’ policy should no longer be applicable in this new block budget system as projects are funded as needed.
 - Funds that have been raised, but not yet sent should not be considered “held”.
 - Accounting in Richmond will be strictly based on receipts
- Transaction Templates
 - Determined there is no need for transaction templates as the Pilot “year” would begin when an Area was implemented – and the first year budget would reflect the time frame from implementation day to Dec. 31, 2004.
- Functionalization of Expenditures
 - Expenditures are functionalized by Activity (Projects)
 - Concern was over 12-month period (yet along 3-year), original estimates would not be accurate.
 - System can accommodate periodic Reviews (quarterly) of these percent.
- CCF owned bank accounts
 - These will be included on CCF’s books (on the National Office Books).

- Procedure is being developed to take summary level detail from FIT to be entered into Cedar (GL systems)
- Three year block budget
 - The yearly DIP will include a detailed budget.
 - Area office, Area Federation and National Office team will review the yearly budget.
 - The Yearly budget review will be more of a reallocation of funding, not necessarily a full reflection and review of all program. (i.e. not a full new ASP)

Attachment 3 – A Very Brief Outline Of Area Strategic Planning

At present, Area Strategic Planning is being implemented as follows:

- Area Federations lead Area Strategic Planning, with support from Area Teams and National Office staff.
- Manifestations of child poverty and adversity in the Area are being identified through the application of highly participatory methodologies. Through these processes, parents, youth, and children are reflecting together to build their own understanding of the nature of poverty.
- Poor people themselves (parents, youth, and children) are analyzing the root causes of child poverty and adversity, striving to identify the deeper forces that create and perpetuate human deprivation.
- At the same time, these same protagonists are identifying the human, material, and organizational assets that exist in the Area.
- They are then matching their analysis of the causes of poverty and adversity with the relevant resources that can be called upon or strengthened, creating programs and project activities to build better futures for children.
- Implementation of these programs and projects is being planned and budgeted for three years.

See the “Area Strategic Planning Guidance Notes”, by Jon Kurtz, for details.

Attachment 4 – Visit Report: Area Strategic Planning Training in The Philippines (Jon Kurtz)

Dates: September 28 - October 6, 2003

Visitors: Jon Kurtz and Victoria Adams

Reason: Facilitated an Area Strategic Planning workshop for CCF The Philippines

Visited: Batangas, including several communities in the Hiyas Community Association

Report by: Jon Kurtz

I. Visit Summary

Training in Area Strategic Planning (ASP) is aimed at helping pilot countries understand how Area programs will look and the process through which they will be developed. The specific objectives of our trip to The Philippines were to:

- 1. Build participants understanding of and abilities to carry out the initial stages of ASP.**
- 2. Further our learning about the ASP method and workshop design.**
- 3. Train a core group of TPO and Area staff to facilitate future ASP workshops.**
- 4. Clarify the process and plans for stages 3 and 4 of ASP with key NO and Area staff.**

Through the 6-day workshop the participants were trained on, and actually carried out stages 1 and 2 of ASP in 5 communities in the Southern Tagalog Area. The participants easily grasped and were able to apply most of the concepts involved in ASP. Their strong understanding was evidenced by the outputs of the practical component of the workshop.

For example, they uncovered several critical factors undermining families' livelihood security and abilities to properly care for their children, such as illegal fishing and lack of land tenure. Participants then came up with ideas for programs that would address these structural issues. Furthermore, participants were able to articulate how these programs would link to and strengthen existing community-based and national efforts. (See Attachment 1 for more details on the outputs of the workshop.)

The recent PLA / PRA training, and the previous efforts of TPO in building the capacities of young people, and the TPO's introduction of more sustainable, community development-oriented programming, were all factors that contributed to the quick learning by participants, and the overall success of the workshop.

The training was held primarily for Area staff, parents, youth and children from Southern Tagalog. However, we also used the workshop as an opportunity for 'training of trainers' by

involving several staff from Cordillera (the second pilot Area). These staff will facilitate an ASP training for their Area Federation members during the last week of October.

Following the workshop, we spent two days with a group of key NO and Area staff to work out the details of stages 3 and 4 of ASP -- validation and finalization, respectively.

As the first pilot country to receive training in Area Strategic Planning, The Philippines participants challenged us to think through several unresolved aspects of the ASP process. We greatly appreciate their valuable contributions of time, energy and ideas. We'd also like to express our thanks to the members of the Hiyas Community Association whose hospitality and hard work made the workshop and our time in The Philippines such a success.

II. Participants

The workshop included a strong group of parents, youth, children and staff from both the Area and National Offices. Specifically, we had:

- 9 Area staff from Southern Tagalog
- 3 Area staff from CAR
- 3 TPO staff
- 6 children from the Area Federation
- 6 youth from the Area Federation
- 7 parents from the Area Federation
- 2 staff from the region (one from Thailand, and one from Sri Lanka)

In addition, around 8 'external actors' were involved during the practical component, including several village leaders (captains), a local government planning officer, people from the health and education departments, and others who were familiar with the types of child-focused programs being undertaken in the Area. The youth made an astute suggestion that children and youth should also be among the external actors invited.

We were able to tailor the workshop well to the different levels of participants (staff, parents, youth, children). In particular, we allowed the youth and children to work as a distinct group during the practical part of the workshop, and put a patient and experienced adult facilitator with them. This enabled the young people to contribute more to the ASP process, and to ensure their perspectives did not get lost during the analysis and synthesis stages.

III. Process

The 6-day workshop was broken up into three 'modules':

1. Overview of Area Strategic Planning:

This involved presentations, role plays and small group work to build an understanding of the key principles and purposes of ASP, as well as the process used to achieve them.

2. Using the method practically:

We spent 2 days in communities meeting with the poorest, most marginalized groups. Through participatory methods and discussions, the small groups were able to get an understanding of the manifestations and causes of child poverty and adversity within that community, as well as

the resources available to address them. These findings of the small groups were then synthesized to come out with an overall picture of child poverty in the Area, and to develop possible program responses to address the priority concerns.

3. Next steps and reflections:

We briefly covered the remaining stages of ASP to clarify what comes next. (Additional training will be organized for stages 3 and 4 by the National and/or Area Office staff.) Groups shared key insights and lessons regarding the ASP process and the workshop design. Major lessons and recommendations are included below.

Following the workshop, we spent two days discussing outstanding issues and next steps regarding ASP and APP with a smaller group of NO and Area staff. The outcomes of the meeting are outlined below under 'Decisions Made'.

IV. Major Lessons and Recommendations

Strong points of the workshop included:

- Involvement of a larger group of co-facilitators helped develop a cadre of future trainers for ASP. Getting their participation and input also improved the activities / sessions, and enabled the co-facilitators to help workshop participants better understand the sessions -- i.e. by playing an instructive role.
- PLA training for staff, parents, youth and children made a major difference in participants the competencies and understanding of ASP principles. Participants were able to choose and use those most appropriate PRA tools for each step. Beyond the knowledge of the tools, the PLA training was clearly transformative in terms of people's perspectives on working with communities as facilitators and partners.
- Visual aids and role plays helped participants grasp the concepts of adversity, linkages and resources. It also helped that these concepts had received attention prior to the workshop.
- Children were able to identify and get input from the poorest children. In general, the children and youth reflections in communities produced different, often richer findings, which we were able to preserve during the synthesis.
- Strong external actor participation from village captains, a local planning officer, and others was valuable, especially in identifying additional resources in the Area.
- The method used for developing program responses was easily understood and used. Groups came up with very good ideas for Area-level program responses.
- Participants found it clear when we discussed the Area draft plan in terms of a program "framework", under which the Area Federation and Community Associations would develop specific projects / initiatives.
- Post-workshop meetings proved an important opportunity to discuss and resolve outstanding questions regarding ASP, as well for dealing with issues specific to that country and/or Area.

Among the areas for improvement noted were:

- Inadequate practice with the questions and tools that are part of Stage 1 before going out to communities. Give more time for planning and practice. Consider having participants leave the next morning so they can plan and practice the evening before.
- Insufficient time for the practical part of the workshop constrained in-depth reflections and analysis of child poverty and adversity in communities. In the future, prepare in advance certain aspects of the practical component, e.g. identification and mobilization of the most vulnerable / marginalized groups, thereby making more time for reflections / discussions with community groups.
- Conducting the practical work in communities during the week meant that many children and youth were not available to participate, as they were in school. For future workshops, we should consider scheduling the field practical during weekend so that youth and children can be more involved.
- Poor translation hindered participants understanding. We should make sure translators are familiar with the terms and processes involved in ASP -- e.g. by having them read the guidelines ahead of time.
- The field practical was done only in one part of one Community Association, thus was not representative of actual the actual process of reflections and synthesis across a whole Area.
- Most groups were not able to involve the most vulnerable / marginalized members of the communities in the reflections. Groups relied mostly on the local leader (captain) to select and invite people. In the future, have groups use other methods to identify relevant groups, e.g. social mapping, and/or working through the sponsored families.
- Marginalized groups are not likely to be invited to, or attend meetings in central locations. Thus we need to make better efforts to go to them.
- Participants imposed their own models and ways of thinking on the responses given by communities. For example, "lack of knowledge among parents of appropriate knowledge, attitudes and skills (KAS) in child caring", was a cause identified / reported. Such paraphrasing risks losing the real experiences and intent being communicated by communities, and will tend to orient programming towards existing models and activities.
- Resource mapping felt "shallow" and too dispersed in many causes. Specifically, we did not get at issues of quality, access / control, how the resources might be used. We should consider a methodology for focusing more on the resources relevant for addressing the root causes identified, and also include exploration of existing *efforts* being made by communities to address child poverty-related issues.
- Participants found the process for synthesizing root causes difficult, especially determining the relationships between intermediate causes and actual root causes. This process should be simplified and / or better explained from the start.

(Please contact Jon or Victoria if you are interested in seeing a complete list of the reflections and lessons.)

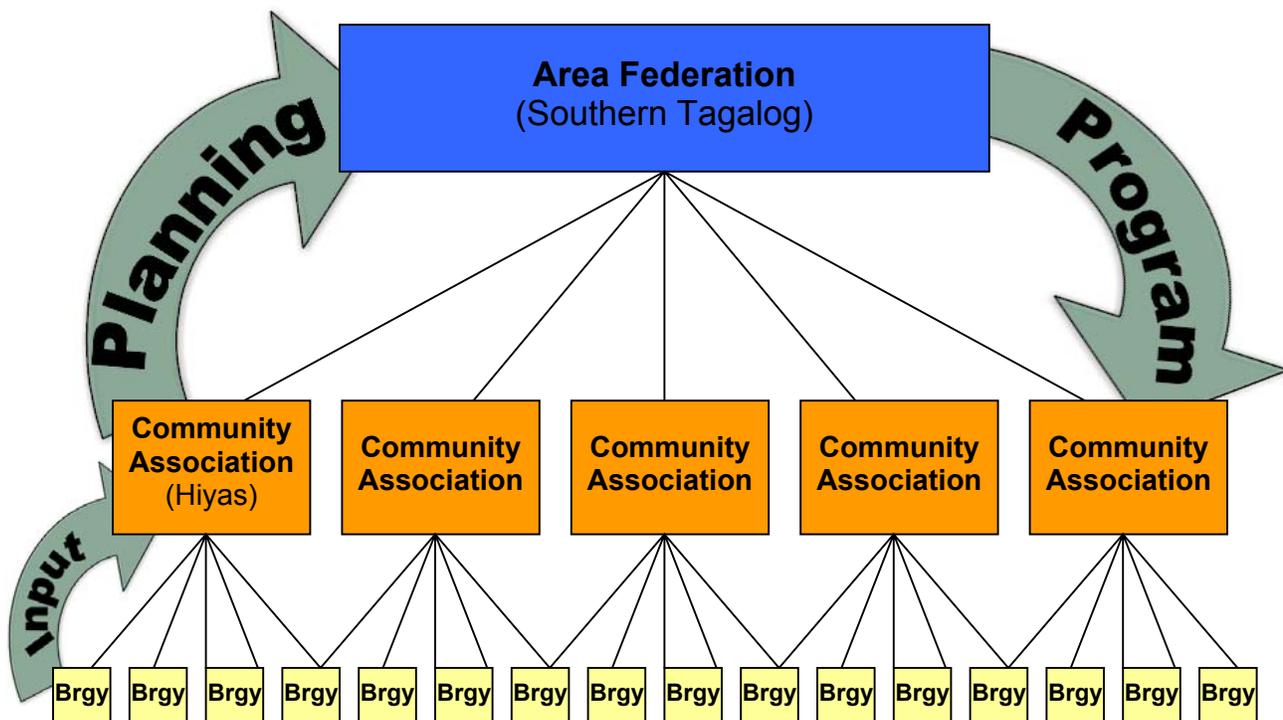
V. Decisions Made

Key issues discussed, and decisions made during the post-workshop meetings included:

ASP Planning Structure

Issue: The high number of communities (barangays) per Area -- over 80 in Southern Tagalog and around the same in CAR -- will make it difficult to do in depth PRAs, validation of the draft Area programs, and synthesis of findings from community reflections.

The diagram below illustrates structure of an Area Federation, and the flow of the ASP process:



Agreement: The process below was proposed to involve as many communities as possible in Area Strategic Planning:

Stage 1:

1. Train Area Federations and staff in ASP.
2. Train Community Associations in PLA and stage 1 of ASP. This 'step down' training will have a practical component during which the community reflections will be held in the majority of barangays.

Stage 2:

3. Synthesize faces, causes and resources at the Community Association level, providing training on stage 2 of ASP at the same time. (Note: Where a large number of barangays are involved, synthesis may need to be done at the municipality level first.)

4. Synthesize faces, causes and resources found in communities at the Area Federation level.
5. The Area Federation will also do its own research on root causes of child poverty in the Area, and on relevant Area-level resources. This should be done with assistance of the NO, and even as part of Country Strategic Planning.
6. Based on the community input and Area research, the Area Federation will develop the draft Area program responses (framework).

Stage 3:

7. Share draft Area program framework with the Community Associations for validation and input on project planning. Non-enrolled members of the communities should also have a voice in this process. (For more, see below under 'Involving non-enrolled families').
8. Community Associations design projects, with assistance from Area staff, and in conjunction with relevant provincial and municipal-level actors. (Explained further under 'Project design'.)
9. At the same time, Area Federations develop projects to work at the Area level, with assistance of NO staff, and in conjunction with relevant Area-level actors.
10. Area Federations review and select the most appropriate projects.

Stage 4:

The process for stage 4 is the same as explained in the ASP guidelines -- i.e. developing a logical framework and budget, then submitting sharing them with communities, external actors, the National Office and Regional Representative for review and approval.

Involving non-enrolled families

Issue #1: The poorest, most marginalized, non-enrolled families will be meaningfully involved in Area Strategic Planning. Specifically, they will be consulted during the Stage 1 community reflections, and have a say in the validation and project planning in Stage 3. What type of structure can be developed to ensure they are able to play an influential role in ASP?

Agreement #1: Identifying and mobilizing the poorest, marginalized groups should receive concerted effort during stage 1, as the same groups (or a sub-set thereof) will be involved in the later stages of ASP. Community Associations will organize a 'committee' representing several barangays, likely all those belonging to one municipality. This committee will be responsible for the stage 3 activities of validating the draft Area plan, developing community-defined indicators, allotting a % of the budget to each program response, and designing projects. The committees should also take a lead role in program monitoring and evaluating.

We suggest that such committees be composed of representatives of:

- Sponsored parents, youth and children,
- The poorest, most vulnerable groups of non-enrolled families,
- Village captains, and other relevant actors in the municipality.

Issue #2: Non-enrolled families should benefit from the Area programs, which will address community- and Area-wide concerns. However, their benefits will not be the same as enrolled families. How can this discrepancy be dealt with?

Agreement #2: When validating the draft program responses and designing projects with non-enrolled families, Area staff will need to explain clearly the benefits they are likely to receive, and how these differ from enrolled families. We decided that any direct assistance that continues to be given should first go to the sponsored children / families. Communities should be assisted to set up, or strengthen mechanisms to support other, vulnerable children who are not (yet) enrolled.

Project design

Issue: How should the project design process work at the Community Association level?

Agreement: Project design should be guided by:

- The Area program framework
- The main priorities in the Community Association
- The % of the Area budget based on the number of sponsored children within the area represented by the Community Association. (Proposals can be made for more than this, but must show where additional funds will come from -- e.g. other donors.)

Suggested project design process:

1. First Community Associations submit a 1 page abstract to the Area Federation.
2. If they are given a 'green light', Community Associations proceed to develop a full proposal. This will involve quantitative research / fact-finding to determine:
 - the severity of the issue to be addressed,
 - the number of families (or other unit) to be reached,
 - the types of activities to be carried out,
 - the inputs required, other relevant information for project design.
3. Submission of the full proposal, including objectives, targets and estimated budget, to the Area Federation.

Timeframe

Issue: Given the in-depth input from and validation by communities required in ASP, the Area Managers felt it would be unrealistic to have their Area plans finalized and ready to implement by January 1, 2004

Agreement: A more realistic timeframe was March 1, 2004 for CAR, and perhaps a couple of weeks earlier for Southern Tagalog. We agreed that the quality of the ASP process should not be lost in the rush to complete it. At the same time, the Area staff understand the need to try to meet the original timeframe outlined for implementation.

Implications of ASP and strengthened AIMES on Sponsor Relations

Issue: SR will not be able to rely on the family card for tracking child participation in activities. Also, the number of SR staff in the communities appear to be less under the APP model, which may make fulfilling the SR responsibilities more difficult.

Agreement: TPO staff felt that several existing systems and opportunities could be better utilized to fulfill the role of gathering information for SR purposes. Specifically, they saw this as an opportunity to shift the responsibility for keeping track of families to the community level. Community-based monitoring could better build on the existing networks and knowledge in communities. Also the quality of Annual Child Progress Reports could be improved if handled by the communities themselves.

Particular systems to build on might include:

- The child development groups that meet once per week, and home-based ECCD
- The monthly meetings of community associations
- Vital events monitoring
- The 'IMMERSE' monitoring system being piloted by TPO

At the same time, community volunteers cannot be expected to take on all the SR responsibilities. Staff will continue to be needed to ensure high quality, timely information for SR purposes. The APP staffing structure should enable Community Associations and Area Federations to determine and hire the number and caliber of SR staff required to maintain these important functions.

Roles of parent, youth, and children Associations and Federations in ASP

Issue: How will roles of the parents, youth and children's Associations be distinct during ASP, and how will they overlap / come together?

Agreement: There will be a common Area Strategic Plan that reflects the priorities of all 3 groups. Each group will then implement and / or manage specific project activities separately.

Stage 1:

- Groups of parents, youth and children will conduct their own reflections in communities, as a part of stage 1. However, these reflections should not be duplicated in the same communities.

Stage 2:

- During the stage 2, there are (at least) two levels of synthesis:
 1. *Community Association level:* The priority issues identified by all three groups should be reflected in the synthesized findings (i.e. faces, causes, and resources). Having the parents, youth and children share findings at the Community Association level will help each group to understand the various perspectives gathered. If a workable synthesis can not be achieved by combining the findings, then each Community Association (parent, youth, children) can pass up their findings separately to the Area Federation.

2. *Area Federation level:* The findings of each group must be combined at this level. Based on these, Area Federations of parents, youth and children will work together to produce a common set of Area program responses / 'framework' that addresses the major concerns of all the groups.

Stage 3:

- Based on the Area program framework, the separate Area Federations and Community Associations of parents, youth and children will develop their own projects, which they will manage and/or implement. The projects should be designed based on the priority concerns, interests, and comparative advantages of the parents, youth and children.

Stage 4:

- The various Area Federations will work together to develop a common logical framework and budget for the Area Strategic Plan.

Determining what to monitor

Issue: Will projects continue to monitor the sponsored children's basic needs, such as school enrollment, immunization, growth monitoring, etc, if these issues are being addressed as part of the Area Strategic Plan?

Agreement: Monitoring will be determined by the priorities set forth in the Area Strategic Plan. If 'hunger' is a key face of child poverty being addressed, then regular growth monitoring might be used as a monitoring mechanism. If an issue is not included in the ASP, e.g. immunization, it should not be monitored. Issues regarding monitoring will be dealt with more concertedly as the Area Strategic Plans begin to take shape.

VI. Next steps / Action Items

1. Follow-up ASP workshops:

- TPO will develop a Community Association training model by combining the PLA and ASP training. To be delivered the week of October 20th in the Southern Tagalog Area.
- Cordillera will start their training on ASP for Area Federation members on Oct. 25.
- Jon will share the PLA IIRR training outline from Ecuador (if completed), which combined PLA and Stage 1 of ASP.

2. **Training on Stage 4 of ASP:** Victoria will set up a one day (or one afternoon) training for November 23rd to be held in Richmond after the International Conference. This training will focus on development of logical frameworks and budgets for Area Strategic Plans, and should be combined with the project life cycle training, if possible.

3. **HR:** Victoria will discuss OD needs of Pilot countries with HR Director. A change management / OD plan needs to be in place in order to provide a systematic support for the National Offices.

4. **Program Support:** Victoria will clarify the issue of direct support to children and families. Is this for only CCF families or for non-CCF families too?
5. **Finance/Budget:** Victoria will follow up with the team working on finance issues to ensure they include information about: project selection criteria, admin support levels for projects, program support levels (based on number of enrolled families in that area or on the need?), and also who is involved in deciding the above.
6. **TPO Budget:** Vilma will review the budget for TPO and work with Victoria on adjustments needed.
7. **LINCS:** Victoria will check with CS and clarify need for names for start up Areas.
8. **SR:** Victoria will follow up with SR on the need for documentation on “how” SR will function in the new structure. -- not theory but practically. Issues like staffing structure, implications of having LINCS in the Area offices, etc.
9. **Eligibility Criteria:** This still needs to be determined. Victoria will follow up with appropriate person.
10. **Country Strategic Plans:** Victoria will follow up with this issue. When should they be completed? Timeframe? When will guidelines be released?
11. **IMERS:** TPO will share guidelines with Jon and Victoria on this new monitoring system currently being piloted.

Annex 1: Main Outputs of the Workshop

Faces of child poverty and adversity in the Area:

Prioritized Faces
<ul style="list-style-type: none"> Sickly
<ul style="list-style-type: none"> Not in school
<ul style="list-style-type: none"> Sad, lonely, shy, self-pity
<ul style="list-style-type: none"> Hungry
<ul style="list-style-type: none"> No (proper) housing

Root causes of child poverty and adversity in the Area:

Prioritized Root Causes
<ul style="list-style-type: none"> Presence of large commercial fishing vessels / Illegal fishing
<ul style="list-style-type: none"> Lack of KAS on proper child caring
<ul style="list-style-type: none"> Big families/ High number of children
<ul style="list-style-type: none"> Lack of employment and lack of skills
<ul style="list-style-type: none"> Do not own land

Proposed Program Responses:

Program Responses	Root Causes to Address	Resources to Build On
<p>Primary Health Program, with projects on:</p> <ul style="list-style-type: none"> Reproductive Health Family planning Strict implementation of HB 4110 (National health care bill) Maternal and child care program 	<ul style="list-style-type: none"> Big families/ High number of children Lack of KAS on proper child caring 	<ul style="list-style-type: none"> Rural Health Unit CCF Phil. Health BHW Association Hilot Barangay Youth Council DSWD Teachers Couples for Christ Midwife Priest Doctor Water Church Organization Nurse Brgy.. Health Station Brgy Youth officials Hospital Main health center Nurses Dep. Ed. Media

<p>Food Security program, with projects on:</p> <ul style="list-style-type: none"> • MED • Community Organizing • Sustainable Agriculture • Illegal Fishing 	<ul style="list-style-type: none"> • Existence of big commercial fishing vessel/illegal fishing • Lack of employment and lack of skills • Do not own land 	<ul style="list-style-type: none"> - Bureau of Fisheries - Bantay Dagat - Media - Dep. Of agriculture - HUPAI - DSWD - 4H Club - Police - Teachers - LGU's - SBO - Lawyer - Barangay Councils - Municipal Officials - River - Sea - Water - Trees - Sugar cane and coconut plantation - Piggy, fish pond, poultry Farm - IROK plantation - Pagtatahi - Selling lottery tickets - Engaged in laundry activity - Engaged in direct selling - Engaged in swine and poultry venture
<p>Empowerment of women, children and youth program, with projects on:</p> <ul style="list-style-type: none"> • Reproductive health • Capacity building • ECD Training 	<ul style="list-style-type: none"> • Lack of KAS on proper child caring • Big families/big number of children 	<ul style="list-style-type: none"> - School - Chapel - High school and colleges - Couples for Christ - Priest - DSWD - Midwife - Nurses - BHW - Doctor - Dentist - Brgy, Health Station - Main Health center - Brgy. Nutrition Scholar - DOH

Annex 2: Selected Images from the Workshop



Active children and youth participants / leaders



Understanding Area Strategic Planning



Youth participant leading PRA activities in communities



Community members analyzing causes of child poverty and adversity through "webbing"



Immersion in communities to understand rural livelihoods



Participatory community reflections with women fisherfolk

Attachment 5 – Visit Report: CCF Uganda (Bill Leedom)

Date of Visit: 2 Oct – 10 Oct. 2003

Visitor: Bill Leedom

Reason For Visit: To attend the Pan Africa conference in Entebbe and visit the new APP projects and review the human resource process completed by the CCF Uganda office and the HR consultant.

Agenda:

2 Oct – 4 Oct: Attended the Pan Africa Conference in Entebbe. I made a presentation to the group along with the Area Pilot Program HR Consultant for Uganda on the HR process for the pilot programs. I also led the discussion for Tracy Dolan on a suggested HIV/Aids policy for CCF in Africa. I brought back the discussion items for Tracy and she will continue the discussion in February at a HIV/Aids meeting in Africa. The meeting overall was led by Margery Kabuya and Ousman Cham and was a well run and constructive meeting. The objective was to set a direction for the CO's in Africa for the future. Outside speakers were brought in from the government sector and NGO sector who provided information to the group on various African-related topics.

5 Oct: We traveled to Jinja along with some of the conference attendees to visit a project area as well as view the source of the Nile River. The project visit included a play by children in the project about HIV/Aids prevention. It was extremely well done. On the trip to Jinja however, we encountered a traffic accident that involved a large truck, another truck, and various taxis as they were crossing the dam on the Nile River. Two taxis and a car were pushed over the side of the dam and estimates were that around 45 people were killed. This reinforces what John Schultz has said about the dangers of travelling in Africa and in other countries.

6 Oct: Participants from Uganda, Kenya and Ethiopia met for a day-long session with Gregg Bekko, HR consultant, to discuss and provide input for Uganda's HR Manual. They were attempting to revise the manual to bring in the current thinking on the area programs and to insure that the manual met the needs of the organization. Input was given and notes taken for Bekko to return and make changes in the suggested manual. This was not as productive as could have been done since the HR Manual was distributed one evening in advance to the participants. This procedure of not allowing the participants to read the manual in advance and to come prepared for the meeting led to a less productive session than it should have been.

7 Oct: Spent the day at the Uganda Country Office. After having the opportunity to meet most of the staff a meeting with the new community leaders in the areas was scheduled for the day. The community leaders had to travel from their communities that entailed overnight travel for some groups. At this meeting the selection of the project team leaders and community mobilizers was to be announced to the group. The interview and selection process had taken place a couple of weeks earlier and the successful candidates were to be announced. Those not chosen for these positions and their severance pay were to be discussed at this meeting. The meeting was to begin at 9:00. A package of information was to be given to each community along with letters for both the successful and unsuccessful applicants. Unfortunately

at 9:00 the letters had not been completed and the group of community leaders had to sit and wait outside under a tent until 11:30 when I felt that something needed to begin regardless of whether the letters and hand outs had been completed. I must admit that I became a little irritated that this process had not been completed ahead of time and made my feelings known to the staff preparing the documents. This was not the way to introduce new community leaders to CCF by making them sit around and wait while we attempted to do what should have been done in advance. The meeting was completed and the information given to the communities to make the announcements on Friday of that week. Since Thursday was a holiday in Uganda this did not seem to be a very well thought out process to complete in such a short period of time. The new area managers and their staff were present at the meeting and I made the suggestion to them that it would be a good opportunity for them to meet with the community leaders from their perspective areas and introduce themselves. This was done and was well received. This should have been planned as part of the meeting. The meeting was concluded at 4:30 instead of at 2:00 as anticipated since again the leaders had to travel. We left after the meeting to drive to Mbale and arrived there at around 9:30 that evening.

8 Oct: Project visits in the Sironko district in the Mbale APP. The persons travelling included Bekko, Edward from the Uganda CO who was the Program Officer for Emergencies, etc, a driver and me. We began the day visiting the Sironko District government offices where after waiting for some period of time we met with the Chairman of the Local Council V, Sironko District, the Deputy Chief Administrative Official, Sironko District and the District Planner, Sironko District. The local government officials seemed to be well aware of the new area programs and concept for CCF. They were most supportive of CCF and the projects in the area. A request was made by the District Planner and Chairman that when CCF began the area strategic planning process that they be included in this process. They mentioned that they had a strategic plan and if they were involved in CCF's that there were resources that could be brought to the table. This seemed a good idea to me and Edward said that he would bring this up with CCF in Kampala.

After leaving the government offices we visited the Simu projects. Education, health and clean water seemed to be the focus of these projects. We visited a couple of the schools, a water falls where water was being piped into the projects and a family who had been a recipient of help from CCF. The schools seemed to be well run and expanding. I presented the head of the school two soccer balls for the children and the children seemed to be very excited about this. The water project piped water from a nearby mountain to the villages below. They were having some problems with the pipe system and trying to get that fixed. This system seemed to move water satisfactorily but there was not a filtration system so the water was dirty and not potable without boiling at its destination. The family we visited in Simu, Norah Wakuma, had children who had been in the CCF programs. She received two cows, some coffee trees and a pig as part of a government-CCF program. This was a Medi program to help her raise income and to share with others in the village. After the cow had calves, she had to give a cow to another family and this would continue to help all of the families. It seemed to be a rather good program and allowed this family to buy additional cows so that they could sell the milk to raise money.

9 Oct: We visited two projects in the Jinja APP, Buherye and Wanyange. Buherye was a school and ECD program that was very well organized and growing. We met with the community leaders who seemed to be enthusiastic about the area concept and who felt that it would be helpful to their programs. They had developed 10 ECD projects in the area that were well organized with the parents taking an active role in running these programs. I again presented soccer balls to the school and the children were excited about receiving these for their school. There was some concern of the community leaders about their communication the

next day with the community mobilizers and project leaders about who was selected and who was not selected for these positions. They were prepared to do so but with trepidation. At the Wanyange project we met with the new and the old community leaders. Their programs seemed to be centered on both education and housing for orphans of HIV/Aids parents. They had built two very nice houses for these orphans where they were taken care of by the community and provided with educational opportunities. There appeared to be some conflict between the new community leaders and the old leaders pertaining to who had been selected as the community mobilizers, about whether the parents should be paid and about providing new bicycles to the new community leaders. These questions were raised at the meeting and I explained that this was not our decision and we were not there to answer those questions. We would bring this up with James Ameda. As far as pay went we explained that they were volunteers from the community and that they were there to help the children and not to receive pay for their volunteer work.

10 Oct: I spent the morning with James Ameda, his management team and Bekko debriefing on the visit. I raised the issue of the community leaders meeting and this was not an appropriate way to introduce the new leaders to CCF by making them wait around for a long period of time. I also questioned why they had given such a short period of time for the notification process of the applicants to take place. As part of the selection process they had also moved all of the successful applicants to new communities regardless of how well they were doing. I did not understand this thinking process. Joseph explained to me that the area programs were new and therefore all of the people should be new in the projects. This still did not make any sense to me since it meant relocating people for the sake of relocating them. I expressed my concern with this as some of the chosen applicants might turn down their offer if they had to move their family. Whether this happened is to be seen. I also brought up the situation in Wanyange and said that this did not seem to be a “happy family” there and should be followed up. We also talked about the communication process and how critical this would be for the CO as well as the Area Management team. Without a good communication process and follow up this good start could break down.

I spent the afternoon with Bekko on his follow up needs to complete his assignment. He was to return later in October to provide outplacement assistance and training to the project leaders who had not been selected for the new positions. We reviewed the outline of this training and the timing of it. After reviewing the processes he had completed, we discussed his role in the HR Manual for both Uganda and for the HR processes for the areas. He was given an assignment to complete the first two chapters of the Area HR Manual within three weeks.

Attachment 6 – Visit Report: CCF Uganda (Mark McPeak)

Date of Visit: 25 Oct/03 – 7 Nov/03

Visitor: Mark McPeak

Visited:

1. CCF Uganda
2. Mbale Pilot Area
3. Jinja Pilot Area

Visit Report Written By: Mark McPeak

This support and monitoring visit included co-facilitation of the Area Strategic Planning workshop, attending the post ASP-workshop meetings, and visiting the Jinja pilot Area for the inauguration of the first Parents' Federation. I was also able to work out the details of the Uganda management baseline application with Joe Wangolo.

Some images of the visit⁶ are included in Annex 1.

Many thanks to James Ameda and the CCF/Uganda team for the warm welcome and great support during the visit.

Area Strategic Planning Workshop – Mbale Pilot Area

Following immediately after an intensive, two-week PRA training, this six-day ASP workshop was designed to train CCF/Uganda in Area Strategic Planning methodologies. Jon Kurtz, Tracy Dolan, and I were co-facilitators.

Day	Topic
1	Introduction to ASP methods.
2	Preparation for Stage 1: detailed review of the method and practical exercises. Planning for the field visit.
3, 4	Field PRA immersion for Stage 1, including two overnight stays for all participants.
5	Review of field exercise, detailed review of Stage 2 and simulation.
6	Review of Stages 3 and 4,

Overall, the workshop was a success, imparting the necessary skills to the participants, who were quite positive in general.

- The Area and National Office teams did a great job organizing the workshop.

⁶ Images of the ASP workshop will be included in the separate ASP Workshop Report, produced by Jon Kurtz. See Attachment 7 to this Quarterly Report.

- Scheduling the ASP Workshop for immediately after the PRA training was good, as the skills and tools were fresh in people’s minds.
- Finally, it is quite noteworthy that most National Office staff, including both the National Director and the Deputy National Director, spent two full weeks in PRA training and one full week attending the ASP Workshop. Their attendance sent a strong message of support for the APP process in general.

Weaknesses of the Workshop included:

- Although most participants highly appreciated the two-day and two-night field stay, this aspect of the workshop had not been communicated beforehand, so most were not prepared.
- Regrettably, members of the Area Federations did not attend, as the Federations were only formally constituted the week after the workshop; we scheduled later training events for them (see below).
- Neither actual nor potential (non-CCF) partners attended.

While we were in the Workshop, Gregg Bekko organized a parallel one-day outplacement session at the same site for unsuccessful candidates for Community Mobilizer positions. From all indications, this session was highly effective and greatly appreciated.

Jon Kurtz will prepare a separate report summarizing this workshop.

Post-ASP-Workshop Meetings

A detailed discussion of issues related to the ASP workshop took place at the National Office. Aspects of this discussion related to the ASP method and the workshop itself are covered in Jon Kurtz’s report; here I will document issues related to implementing the ASP, the action plan and support requested:

	Dates	Activities
Preparation	10-16 Nov/03	FIT training.
	17 – 19 Nov/03	Orientation for new Area staff.
	23 – 29 Nov/03	PRA training for the Parents’ Federation and “Corps” from each community.
	3 – 4 Dec/03	Pre-ASP-Workshop planning meeting.
Stage 1	7 – 11 Dec/03	ASP Workshop for Parents’ Federation.
	15 – 18 Dec/03	Stage 1 community reflections, led by Parents’ Federation.
	15 – 18 Dec/03	Train Children and Youth Federations in ASP and PRA. (Concurrent with Stage 1.)(Note: children and youth are in school until 12 Dec/03.)
	20 – 22 Dec/03	Children and Youth Federations carry out Stage 1.
	5 Jan/04	Work resumes after holidays.
Stage 2	5 – 6 Jan/04	Prepare for Stage 2.
	7 – 8 Jan/04	Federation meetings to combine Stage 1 findings into Area synthesis of faces, causes, and resources.

Stage 3	8 – 12 Jan/04	Organize partners for Stage 2 consultations.
	12 – 17 Jan/04	District consultations with partners to produce initial programs and projects.
	19 – 24 Jan/04	Synthesis and select final Area programs and projects.
	26 – 31 Jan/04	Community-level validation and “visions.”
	2 – 6 Feb/04	Finalization of program and project design and identification of Area-level activities.
	16 – 27 Feb/04	Stage 4.
	1 – 12 Mar/04	Detailed implementation planning for year 1.

Issues emerging from the discussion:

- The involvement of children and youth Federations is dependent on school timing, particularly when longer periods of training or other activities are planned.
- Earlier it had been decided to await the results of the ASP process before hiring any Area-level Technical Officers. However, given the urgent need to begin forming and strengthening the Child and Youth Federations, we agreed to recruit the Area-level Technical Officers for child and youth participation immediately. Other Technical Officers will be recruited later, once the ASPs are approved.
- External support from CCF/Richmond is requested for Stage 4.
 - If possible, Tracy Dolan or Jon Kurtz should accompany this Stage in-country to help ensure clarity on budgeting and costing. (Action item for Victoria Adams to schedule this support.)
 - Support during Stage 3 can be provided remotely.
- Four “projects” in the pilot Areas will be disaffiliated in Jun/04. This presents two opportunities that we will try to take advantage of:
 - These four “projects” will be involved in the ASP process, and indeed have elected members to the Area Federations. Although sponsorship funds will cease after Jun/04, it was decided to include these “projects” in the ASP process, as this will offer the opportunity of seeking non-sponsorship funding. However, members from new, replacement communities will replace their elected members in the Area Federations.
 - The identification of new communities for affiliation will begin in the first week of December 2003.

Visit to Jinja Pilot Area

We visited Jinja (Wanyange “Project”) in order to help inaugurate the Parents’ Federation. On the way to Wanyange, we stopped by the new Area office, which will be ready for occupancy soon.

- The new Area office has 17 rooms, which is quite large for the foreseeable future. See Attachment 1.

The meeting with the Jinja Area Federation was interesting, though somewhat improvised. Results included:

- Terminology was agreed (they will refer to themselves as the “Jinja Area Parents’ Federation”);
- Officers were elected (with some influence from CCF staff, in an attempt to encourage less-influential groups);
- I gave a lengthy presentation on the APP approach, and the ASP method;
- The Area Manager discussed the TOR for the Federation, etc.;
- We were briefly joined by the LC5 chairman and the RDC (the President’s representative in the district.) They both expressed their appreciation of the APP approach, and offered their support;
- Federation members were sworn in.

The Mbale Area Parents’ Federation was to be inaugurated the day after my departure.

Preparation of the Management Baseline Report

The CCF/Uganda Program Manager, Joe Wangolo, and I worked together to explore issues related to the Management Baseline report, and discussed and agreed the scheduling of the preparation of the report.

Four existing “projects” have been selected for use as “controls” for the Management Baseline Report:

Project Name	Project Number	Location
Simu	1549	Mbale
Kadenge	1541	
Buhasaba	2978	Jinja
Wanyange	1543	

Joe and I worked through the fourth draft of “Guidelines for Preparing APP Management Baseline Reports”, discussing each section and agreeing how and when it would be prepared. As a summary of our discussion, the following table uses the structure of draft #4 of the “Guidelines for Preparing APP Management Baseline Reports”, dated 5 Sep/03:

Management Baseline Report Section	Observations	Schedule
1 – Summary.	<ul style="list-style-type: none"> To be prepared by Joe at the end of the process. 	<ul style="list-style-type: none"> To be prepared at the end of Feb/04.
2.1 - A summary of statements of cause and effect of poverty found in the existing Country Strategic Plan.	<ul style="list-style-type: none"> I will prepare this section. I have the CSP already. 	<ul style="list-style-type: none"> To be prepared at the end of Jan/04.
2.2 - A summary of statements of cause and effect of poverty found in existing "project" level documentation.	<ul style="list-style-type: none"> I will prepare this section, with documents provided by Joe. 	<ul style="list-style-type: none"> Documents will be brought to the Nov/03 international program conference. To be completed by the end of Jan/04.
2.3 - A compilation of the results of the reapplication of the Poverty Study questionnaire, disaggregated at National Office, Area Staff, and "Project" staff levels.	<ul style="list-style-type: none"> Joe will prepare this section, using the existing Poverty Study questionnaire, surveying around 30 people at NO, Area, and "project" levels. 16 people at the NO. 6 Area staff. Around 8 people in the four "control projects." 	<ul style="list-style-type: none"> Survey to be sent out to the ~ 30 participants during the week of 10 Nov/03. Results will be tabulated during the week of 17 Nov/03. Analysis completed by 8 Dec, sent to Mark for comments. I will respond with comments by 12 Dec/03.
3.1 – An analysis of the functioning of the Parents' Associations. Frequency of meetings, participants, gender, and age of participants.	<ul style="list-style-type: none"> Joe will prepare this section, using monthly reports already provided by the "projects." 	<ul style="list-style-type: none"> Grace will tabulate aspects of parents' committee functioning during the week of 17 Nov/03. Joe can analyze the tabulation during the week of 1 Dec/03, and send a draft analysis to me by 8 Dec/03. I will respond with comments by 12 Dec/03.
3.2 - An analysis of the findings of focus group discussions with randomly selected groups of parents, youth, and children to assess (in a disaggregated manner) their level of participation in program development, planning, implementation, monitoring, and evaluation.	<ul style="list-style-type: none"> 3.2 and 3.3 will be done together. Joe will prepare this section. Focus groups will be organized and discussions carried out by 	<ul style="list-style-type: none"> Joe will meet with potential FDG support organizations from 10 – 12 Dec/03. The selected FDG company will prepare survey instruments by 17

Management Baseline Report Section	Observations	Schedule
<p>3.3 - <i>An analysis of the findings of focus group discussions with randomly selected groups of parents, youth, and children to assess (in a disaggregated manner) their level of perceived influence on how their community is developing. Findings regarding statements of cause and effect of poverty in the existing Country Strategic Plan.</i></p>	<p>discussions carried out by an external consultant.</p> <ul style="list-style-type: none"> ● Contracting guidelines (TOR) for potential consultants have been provided by Tracy Dolan. ● Tracy is requested to send the TOR for FGD support to Joe ASAP. 	<p>Dec/03.</p> <ul style="list-style-type: none"> ● Joe will share the FGD design with VEA, DWW, and I by 19 Dec/03. ● Participants (randomly selected) will be identified by 3 Jan/04. ● FGDs will be carried out from 5 – 9 Jan/04. ● FGD results will be analyzed by the company from 12 – 16 Dec/03. ● Joe will add his analysis to this and prepare a draft of sections 3.2 and 3.3 by 23 Jan/04. ● VEA, DWW, or I give feedback by 30 Jan/04. ● Joe will request support for FG cost from Victoria, if required.
<p>4.1 - <i>An analysis of each program activity over the last three years, comparing the objective of each with the location of program implementation: child, family, community, Area, country.</i></p>	<ul style="list-style-type: none"> ● Joe will prepare this section. ● “Project” staff will organize a table of the relevant information, using a template provided by Joe. 	<ul style="list-style-type: none"> ● “Project” staff will organize the table from 17 – 30 Nov/03. ● Analysis and final tables completed by 5 Dec/03. ● Draft to be sent to VEA, DWW, or myself by 8 Dec/03.
<p>5.1 - <i>An analysis of partner involvement in each program activity carried out over the last three years prior to APP pilot implementation in the “projects” that will be formed into APP Pilot Areas. (For Ecuador, four existing “projects” in locations similar to the new Areas should be chosen for this purpose.)</i></p>	<ul style="list-style-type: none"> ● Joe will prepare this section, which is to be combined with 4.1, using the same data collection table, etc. 	<ul style="list-style-type: none"> ● Same schedule as 4.1, above.
<p>5.2 - <i>A compilation of CCF’s programmatic engagement, at national level, with other development agencies (including government, multi- and bi-laterals, other INGOs and NGOs, etc.)</i></p>	<ul style="list-style-type: none"> ● Joe will prepare this analysis. 	<ul style="list-style-type: none"> ● To be completed on 9 Jan/04. ● Draft to be sent to VEA, DWW, or myself by 10 Jan/04.

Management Baseline Report Section	Observations	Schedule
6.1 - <i>An analysis of the use of AIMES in each the “projects” that will be formed into APP Pilot Areas, over the three years before the pilot, assessing the extent to which the building of sustainable community capacity was considered and addressed in program activities.</i>	<ul style="list-style-type: none"> • Joe will prepare this section. • 6.1, 6.2, and 6.3 will be done together. • Several people from each control “project” will be brought together to reflect on these issues. • In one day, the group will discuss and document the issues implied in points 6.1, 6.2, and 6.3. 	<ul style="list-style-type: none"> • Reflection session – 5 Dec/03. • Draft to be sent to VEA, DWW, or myself by 12 Dec/03.
6.2 - <i>An analysis of each program activity carried out over the last three years prior to APP pilot implementation in the “projects” that will be formed into APP Pilot Areas, assessing the extent to which program activities evolved (changed) over the three years prior to the pilot, and why: were changes due to AIMES, due to other learning and reflection processes, external effects, etc.?</i>		
6.3 - <i>An analysis of the evolution in the capacity of the Parents’ Associations.</i>		
7.1 - <i>An analysis of the amount of time spent by CCF staff in communities in the pilot Areas over the three years before the pilot, and of the activities undertaken during these visits. (For Ecuador, four existing “projects” in locations similar to the new Areas should be chosen for this purpose.)</i>	<ul style="list-style-type: none"> • Area teams will prepare sections 7.1 and 7.2, together. They provide an objective view of this, as they have not been involved. • A group reflection session will be organized to discuss these issues, mainly with parents and “project” staff. 	<ul style="list-style-type: none"> • Reflection session – 30 Jan/04. • Draft to be sent to VEA, DWW, or myself by 10 Feb/04.
7.2 - <i>An analysis of the range of participatory tools used in planning, monitoring, and evaluation of program activities. (For Ecuador, four existing “projects” in locations similar to the new Areas should be chosen for this purpose.)</i>		
8.1 - <i>A summary of the monthly cash flow into existing “projects” over the three years before the pilot. (For Ecuador, four existing “projects” in locations similar to the new Areas should be chosen for this purpose.)</i>	<ul style="list-style-type: none"> • John Okello Okello will handle this section. 	<ul style="list-style-type: none"> • Draft to be sent to VEA, DWW, or myself by 10 Feb/04.
9.1 - <i>A summary of fund allocations (budgets) for National Offices and for the “projects” that will be formed into APP Pilot Areas, over the three years prior to APP pilot implementation, according to three categories: salary and salary related, operations, and program activities. (For Ecuador, four existing “projects” in locations similar to the new Areas should be chosen for this purpose.) Budget-execution trends for</i>	<ul style="list-style-type: none"> • John Okello Okello will handle this section. 	<ul style="list-style-type: none"> • Draft to be sent to VEA, DWW, or myself by 10 Feb/04.

Management Baseline Report Section	Observations	Schedule
<i>the same categories</i>		
9.2 - Summary (by year) of the number of employees for National Offices and for the "projects" that will be formed into APP Pilot Areas, over the three years prior to APP pilot implementation. (For Ecuador, four existing "projects" in locations similar to the new Areas should be chosen for this purpose.)	<ul style="list-style-type: none"> John Okello Okello will handle this section. 	<ul style="list-style-type: none"> Draft to be sent to VEA, DWW, or myself by 10 Feb/04.
9.3 - A summary of sponsorship performance, in the "projects" that will be formed into APP Pilot Areas, over the three years prior to APP pilot implementation. (For Ecuador, four existing "projects" in locations similar to the new Areas should be chosen for this purpose.)	<ul style="list-style-type: none"> Livingston (with support from John Okello Okello) will handle this section. 	<ul style="list-style-type: none"> Draft to be sent to VEA, DWW, or myself by 10 Feb/04.

The dates shown in this table seemed feasible. If all goes according to plan, the first Management Baseline Report for Uganda would be finished at the end of Feb/04.

Wrap-up with James Ameda

We reviewed the visit, and noted the following issues and action items:

- Generally the transition is going well, the Area teams are strong, and the training has been of good quality.
- The OD support originally contemplated is required, as transition issues are coming to the fore, particularly in facing the changing nature of the National Office role.
 - I agreed to liaise with Bill Leedom to see if the originally planned support can be moved forward. *(This is done, and Bill has begun to follow this up.)*
 - I also agreed to forward the HR/OD TOR to James. *(Done: I have sent James the HR TOR that I edited in May/03.)*
- The HR support has been of good quality to date. The processes have been, and have been seen to be, open and transparent, and good support has been given for out-placement.
 - As there has been some discussion of references, I agreed to request that the reference checks done by Gregg Bekko be provided to James. I will communicate this request directly to Bill Leedom, along with the related justification. *(This is done, and Bill has begun to follow this up.)*
- James feels that in retrospect it would have been better to transition the entire country to the APP approach, rather than moving forward with two Areas only. Presently the transition

period is difficult because staff in non-pilot Areas have seen that staff reductions (from 5 to 2 in each “project”) have taken place, and they are demotivated.

- Also, a full-scale transition would have made the changes required at the National Office obvious to everybody whereas in the current situation it’s not as apparent.
- Purchase of the vehicles and equipment included in the budget is now quite urgent, as the Area teams are on board and are beginning their work.
- I agreed to inform Victoria Adams about this to see if she can expedite matters.

Annex 1 – Some Images of the Visit



Children in Jinja Pilot Area



Jinja Area Team with Program Manager



Jinja Pilot Area Office



Jinja Area Parents' Federation – Swearing In



Jinja Area Parents' Federation – Board Members Swearing In



Jinja Area Parents' Federation – Chairperson

Attachment 7 – Visit Report: CCF Uganda Area Strategic Planning Workshop

Dates: October 27 - November 1, 2003
Visitors: Jon Kurtz, Mark McPeak, and Tracy Dolan
Reason: Facilitated an Area Strategic Planning workshop for CCF Uganda
Visited: Mbale Area
Report by: Jon Kurtz

I. Introduction

The Area Strategic Planning workshop in Uganda was similar to the one recently held in The Philippines (see Visit Report dated October 13, 2003 for more details.) Only the composition of the participants differed. In Uganda, Area Federation members were not included, as they had not yet received PRA training. In their place, 'Change Agents' from the communities were involved. Also, children and youth were not present, as Uganda's work with young people is just getting off the ground.

This report details the major insights and outcomes of the workshop, including the types of programs developed during the practical work. It then lists key recommendations and decisions made regarding the workshop design and the Area Strategic Planning method.

II. Workshop Insights

Important discussions and comments by participants included:

- Participants grasped that Area programs would address wider, structural causes of child poverty in an Area, for example the capacity of the District Health Department to provide HIV/AIDS education. However, they expressed concern that such programs might dilute CCF's efforts by attempting to benefit all families in an Area. It was clarified that any services improved through CCF's work would be targeted at enrolled families. The new approach just provides a better, more sustainable way to have an impact on enrolled families than, for example, having CCF provide services directly.
- There was concern that when actual parents (i.e. Area Federation members) are leading the process, they may not opt for programs that provide less direct benefits to their families. But upon discussion, participants commented that the ASP method automatically leads to the development programs which address deeper causes of poverty and which work together with local partners to do so.
- The immersion and reflections in communities (Stage 1) helped to identify the most vulnerable groups in communities. Several participants commented that they felt CCF has not been reaching these most vulnerable groups. The method also helped uncover the 'hidden' issues related to these groups that have been previously left out, e.g. those related to widows and orphans.

III. Workshop Outcomes

Workshop participants developed the following programs as part of the practical work. These are good examples of the types of programs and projects likely to be developed through the ASP process, and the root causes of child poverty to be addressed.

Program Responses	Root Causes Addressed	Projects
HIV/AIDS prevention and support program	HIV/AIDS	Support and counseling by TASO (a local NGO)
		Mobilizing people who are affected
		Skills on preserving traditional medicine
Enhancement of community initiatives for better livelihoods	Lack of land and alternative sources of income	Strengthen credit and savings schemes
		Support vocational and life skills training
		Support better land utilization
Rural support for sustainability	Loss of self esteem / overdrinking / negligence & Lack of land and alternative sources of income	Allocation of plots in gazetted areas for short-term use
		Resettlement program, set up by government, to be supported
		Setting up hire purchase scheme for target growers
		Create / promote awareness in communities on savings and credit schemes
Family health and child spacing campaign	Large families	Train health workers and TBA's
		Create awareness about family planning
Care and support for the HIV/AIDS affected families / individuals	HIV/AIDS	Support for post-test clubs
		Support for referrals
		IGA program
		Home-based care
		Peer educators
Enhancement of community coping mechanisms for the vulnerable groups	Loss of self esteem / overdrinking / negligence	Support legal clinics
		Spiritual guidance
		Child rights
		Psycho-social counseling (CCF)
		Advocacy for rights of widows and orphans
		Psychiatric units in government units (?) School drama.
Strengthening community child and family support services	Loss of self esteem / overdrinking / negligence	Train LCs and parents on child rights
		CR and advocacy programs
		Establish community counseling centers
Sensitization for a desired change.	Loss of self esteem / overdrinking / negligence	Psycho-social programs (TOT)
		IEC materials

Program Responses	Root Causes Addressed	Projects
		Support drama
Sustainable integrated farming program	Lack of land and alternative sources of income	Promote organic farming
		Diversification of farming skills

IV. Recommendations for ASP Method

Stage 1:

- Representatives of the vulnerable groups consulted in Stage 1 should be chosen to participate in the validation and input on project design, which are part of Stage 3. A clear method for doing this, including specific criteria, is needed.
- Narrow the focus the of the resource identification in communities. This could be done by asking: "What do people rely on (i.e. what do they already have or do) to deal with the faces and causes of child poverty identified?", as opposed to: "What resources does this community have?"
- In general, the method for community reflection does not seem to get at issues of gender or other differences in power within communities. For example, resources are only identified, and not assessed in terms of who has access to or control over them. This shortcoming is partially due to the limited amount of time spent in communities during the workshop. In reality, the reflections in each community should last at least one week. This would allow more time for in-depth analysis of gender and related issues through appropriate PRA methods. However, such issues are not likely to be brought out unless staff and Area Federation members are 'tuned into' them. Training on gender and related topics may be helpful in this regard.

Stage 2:

- The method for synthesizing the root causes of child poverty and adversity is limited in several ways:
 - 1) Organizing root causes contributed by different communities into a hierarchical relationship may lead to flawed analysis. It may be better to synthesize root causes according to the most commonly mentioned, as opposed to cause-effect relationships.
 - 2) Also, the causes which come out of the hierarchical analysis as 'roots' are not always the most appropriate for basing program responses on. Participants need to use their judgment on which causes can and need to be addressed, even if they are not as far down in the causal tree. (This worked well in Uganda, but required guidance.)
 - 3) Keeping the root cause analysis limited to what communities have stated does not always expose key issues that need to be addressed. The method should allow space for additional analysis of root causes based on the knowledge of the participants.
- In many cases, it may be best to bring external actors in after an initial synthesis of faces, causes and resources by the Area Federation. In Uganda, Area Federation members plan to

go out and meet such actors in each district. During these meetings, they will develop possible program responses together based on the initial analysis by the Area Federation.

- Many 'faces' of child poverty were lost when synthesized, as were some of the specific root causes of poverty mentioned by particular vulnerable groups. It was felt that such faces and causes should not be discarded simply because they were mentioned as often. Thus some other methods for synthesizing are needed.

Stage 3:

- In contrast to what we had discussed in The Philippines, project design should be done by the Area Federation. Community Associations, as well as non-enrolled community members will have the opportunity to validate the draft ASP, and to give input to the design of projects. However, they will not design specific projects. Having Area Federations design projects will ensure that the Area program takes a coherent approach to addressing a common set of key causes of child poverty across an Area.
- Project design should be kept general at this point. It can be limited to the goals, partners, implementation strategies and target area. More detailed project design, including specific targets, clear timeframes, indicators, budgets, etc, can be done as part of the detailed implementation plan (DIP).

Stage 4:

- Keep the ASP logical model more of a 'statement of intent' for the 3 year Area program. This should contain general goals and objectives for the programs and projects. This will provide more flexibility for project activities to be developed and implemented within this framework.
- The block budget will not be developed by costing of specific inputs for each project. Rather, a 'management approach' to budgeting will be used to decide on the percentage of the 3-year budget to be spent on each program. Area Federations will require support from the National Office to do this.
- As suggested in the ASP guidelines, developing capacity building goals for Area Federations and Community Associations may not be possible during the first ASP process. This step could be postponed for a few months until the Federations and Associations have a better idea of what capacities they will need to carry out the ASP. Or the capacity building goals could be developed for only one year, as opposed to 3.

General:

- The ASP method relies on the statements heard from people in communities to develop program plans. Provisions for using observation and other information gathering methods should be included.
- The method assumes that partners will be willing to be included in the process. It also assumes that CCF staff and Area Federation members have the skills to effectively manage partnerships. Training in negotiation, consensus building, and other skills related to partnership management may be needed.

V. Recommendations for ASP Workshop Design

- Ensure better communication to participants regarding the practical component of the workshop.
- Give two full days for the practical component. If identification and mobilization of the vulnerable groups is done ahead of time, participants could leave on the morning of day 3 and return in the evening of day 4.
- Such 'mobilization', however, should aim to organize meetings with small groups of vulnerable community members, for example widow-headed households alone. Large community meetings rarely allow for adequate participation by and understanding of the specific concerns of the most vulnerable groups.
- During the practical work, participants should be encouraged to spend more time with fewer community groups. This will allow them to use more participatory tools to gain *and build* a deeper understanding of the situation of such groups.
- Ensure the involvement of Area Federation members, including youth and children, as well as external actors in the workshop. Otherwise the roles being discussed are not reinforced in the practical work.

VI. Conclusions and Next Steps

The workshop ran smoothly, and the ASP method was well understood by participants. This was clear by the program responses they developed and the recommendations they made for improvements of the ASP method.

Please see Mark McPeak's visit report for Uganda's action plan for completing the ASP process in the two pilot Areas, and for the types of support they require.

VII. Thanks

We would like to thank James Ameda, Joseph Wangolo and the rest of the Ugandan staff for their warm reception and organization of our visit. Also, we appreciate the energy and commitment of all the workshop participants, many of whom had spent the previous two weeks in PRA training. Thank you all for helping us further our understanding of the ASP method.

Annex 1: Selected Images from the Workshop



Discussion with school children on child poverty



Children drawing their views on "What does child poverty look like in your community?"



Reflections with vulnerable women



Sharing concerns on why child poverty persists



Compiling findings from the field work



Analyzing the root causes of child poverty



Identifying resources that can be used to address root causes of child poverty



Developing Area program responses



Participatory ranking of Area program responses



Program Manager leading final reflections on the workshop and ASP method

Attachment 8 – Visit Report: CCF/Philippines (Mark McPeak)

Date of Visit: 30 Nov – 13 Dec/03

Visitor: Mark McPeak

Visited:

1. CCF Philippines
2. Cordillera Administrative Region Pilot Area

Visit Report Written By: Mark McPeak

Visit Report Dated: 22 Dec/03

This visit coincided with advanced stages of Area Strategic Planning (ASP) in the Cordillera Administrative Region (CAR) Pilot Area⁷, allowing me to participate extensively in community-planning activities in Ifugao Province (for the finalization of Stage 1), in Baguio City (for Stage 2), and then in Sulumabadu Community (for the first two Steps of Stage 3)⁸.

Most of the visit was spent in the mountainous CAR Pilot Area. In addition, I participated in a number of other APP-related activities in Manila, including:

- Interviews of short listed candidates for the vacant position of Program Manager.
- A meeting with the director of CORD (HR consultancy) planning support for organizational development and change management during the pilot testing year.
- Planning for the production of the APP management baseline report.

Some images of the visit are contained in Attachment 1.

The Area Strategic Planning (ASP) Process in the Philippines

The ASP process has four Stages:

- **Stage 1:** Community Reflections On Child Adversity
- **Stage 2:** Area Synthesis And Draft Planning
- **Stage 3:** Validation And Project Design

⁷ This had been planned during my last visit to the Philippines, in Jun/03; see my Visit Report, included in the first *Program Practices Quarterly Report*.

⁸ This Visit Report is particularly lengthy. This is because the Philippines is the first pilot country to begin Stages 2 and 3, so a full documentation of the experience will be useful for Uganda and Ecuador. Even more extensive and detailed documentation of Stage 2 is found in Attachment 2.

- **Stage 4:** Detailed Planning And Area Finalization.

Each Stage has a number of specific Steps⁹. When I arrived for this visit, the Philippines had already:

- Carried out Participatory Rural Appraisal (PRA)¹⁰ and ASP¹¹ training for Federations and staff in the two pilot Areas.
- Completed Stage 1, except for one final community consolidation (which took place during the first part of my visit.) Root causes of poverty and its effects on children had been discussed and analyzed, and the existing human, material, and organizational resources in the communities had been identified.
 - Stage 1 was carried out by 84 trained facilitators, using skills gained during the PRA and ASP training workshops.
 - 3,306 community members participated in Stage 1, in 77 villages (“barangays”).
 - 654 community leaders were involved.
 - Barangay results were synthesized by “community”. (The last such “community” consolidation took place at the beginning of this visit; see below.)

ASP-Related Activities in Cordillera Pilot Area

The Cordillera Administrative Region (CAR) is a remote, mountainous area in northern Luzon, mainly populated by ethnic minorities. Over nine days, I was able to participate in the finalization of ASP Stage 1 for CAR, in all of Stage 2, and in pilot testing part of Stage 3 in one community:

- Monday, 1 Dec/03 – Stage 1 Consolidation in Lagawe.
- Tuesday, 2 Dec/03 – Stage 1 Consolidation in Lagawe and travel to Baguio
- Wednesday, 3 Dec/03 – Stage 2 Workshop in Baguio
- Thursday, 4 Dec/03 – Stage 2 Workshop in Baguio.
- Friday, 5 Dec/03 – Stage 2 Workshop in Baguio and travel to Domog.
- Saturday, 6 Dec/03 – Finalization of Stage 2 results and preparation for Stage 3.
- Sunday, 7 Dec/03 – Steps 3a and 3b in Sulumabadu Community

⁹ See the *ASP Guidelines* document, which details many of the concepts used in this Visit Report.

¹⁰ Training was carried out by the International Institute of Rural Reconstruction. Extensive documentation of this training is available from the Philippines National Office.

¹¹ Training was carried out by Jon Kurtz and Victoria Adams – see the Visit Report issued by Jon Kurtz.

- Monday, 8 Dec/03 – Steps 3a and 3b in Sulumabadu Community
- Tuesday, 9 Dec03 – Planning for Steps 3c and 3d, and Stage 4.

Participants during all nine days included the CAR Parents’ Federation, the Area Team, some Community Mobilizers (both parents’ and youth), the National Director, and the SR Manager.

Summary outputs of these activities are described below; as they might not be of interest to all readers, more details are contained in Attachments 2 and 3.

Summary ASP Results

During Stage 2, the CAR Parents’ Federation determined that the main “faces” of child poverty and adversity and their root causes were as follows:

Synthesized / Prioritized Faces of Child Poverty and Adversity
• Children involve in stealing
• No permanent house
• Malnourished
• Haggard
• Working child
• Not going to school

Synthesized / Prioritized Causes
• Low quality of education / lack of school facilities
• Lack of access to health services
• Lack of agricultural productivity and Accessibility
• Low income / limited skills of parents

Synthesized / Prioritized Causes
<ul style="list-style-type: none"> Insufficient water supply

To address these root causes of child poverty and adversity, while building the assets that had been identified, the following programs and sets of projects were identified for CAR:

Program Response (with related faces and causes)	Projects	Implementing Federation
Water & Sanitation Program <ul style="list-style-type: none"> Related Face: <i>Malnourished</i> Related Root Cause: Insufficient Water Supply 	Potable Water System Project	Parents (Youth and Children supporting)
	Watershed Management Project	Parents (Youth and Children supporting)
	Waste Management Project	Youth (Parents and Children supporting)
	Construction and Improvement of Communal Canals and Drainage Systems Project	Parents (Youth and Children supporting)
Skills Development & Livelihood Program <ul style="list-style-type: none"> Related Faces: Working Child, Not Going to School Related Root Causes: Low Income, Limited Skills 	Community-based Entrepreneurship Project <ul style="list-style-type: none"> Handicraft training Bookkeeping training Organizing trade fairs Organization of informal groups Capital formation 	Parents (Youth and Children supporting)
	Establishment of Trading Posts Project	Parents (Youth and Children supporting)
	Barangay Road and Irrigation Improvement Project	Parents (Youth and Children supporting)
Integrated Agricultural Development Program	Livestock Development Project	Parents (Youth and Children supporting)

Program Response (with related faces and causes)	Projects	Implementing Federation
<ul style="list-style-type: none"> • Related Faces: Haggard, Not Going to School • Related Root Causes: Lack of Agricultural Productivity & Accessibility 	Integrated Pest Management Project <ul style="list-style-type: none"> • Rice Production • Vegetable Production 	Parents (Youth and Children supporting)
	Market Development Project <ul style="list-style-type: none"> • Establishment of Trading Post • Integrated footbridge and pathways • Transport of goods to the market outlet 	Parents (Youth and Children supporting)
	Horticulture Project <ul style="list-style-type: none"> • Fruit production 	Parents (Youth and Children supporting)
Sustainable Health & Nutrition Program <ul style="list-style-type: none"> • Related Faces: Malnourished, Haggard • Related Root Cause: Lack of access to health services 	Upgrading Knowledge, Attitudes, Values, And Skills Of Health Care Providers Project	Youth (Parents and Children supporting)
	Parenting Technique Innovation Project	Youth (Parents and Children supporting)
	Teen Reproductive Health Project	Youth (Parents and Children supporting)
	Early Childhood Development Project	Parents (Youth and Children supporting)
	Construction of Barangay Health Center Project	Parents (Youth and Children supporting)
Improved Quality & Access to Education Program <ul style="list-style-type: none"> • Related Face: Not going to school 	Training of Public School Teachers Project <ul style="list-style-type: none"> • On CRC • On Teacher / Student Relations 	Children (Youth and Parents supporting)

Program Response (with related faces and causes)	Projects	Implementing Federation
<ul style="list-style-type: none"> Related Root Causes: Lack of school facilities, low quality education 	Educational Advocacy Project <ul style="list-style-type: none"> For adequate school facilities For construction & improvement of school buildings For free elementary and high school education 	Children (Youth and Parents supporting)

Reflections on the ASP Process in the Philippines

- The ASP process seems to be going very well in the Philippines. Results are interesting, and seem to be of high quality.
 - A significant shift in program approach will result from the ASP process.
- We faced some difficulties relating to the participation of children and youth. Firstly, Children's and Youth Federations were not able to participate significantly in activities that took place during my visit because they were in school, and even in the village consultations in Bantay, children and youth were able to attend only because their teachers gave them permission. Secondly, in Bantay the contributions of young people were superb, but we needed to use specific methods to engage them, to bring out their contributions.
 - ASP activities need to be scheduled around school breaks and vacations – otherwise, neither children nor youth will be able to attend.
 - CCF/Philippines will need to bring the Children's and Youth Federations up to speed quickly, or the Parents' Federation will dominate.
 - Parents need skills to work with children and youth – techniques and methods that work with adults do not necessarily work with young people.
- Another difficulty relates to the ability of the ASP method to reach issues of exclusion and oppression. The ASP method identifies aspects of poverty related to basic needs in a comprehensive manner but, given the relatively short period of consultation, deeper issues may be lost.
 - However, it is noteworthy that one issue of oppression did emerge in Bantay, related to child labor.
- Finally, it will be important to plan for a smooth transition away from the provision of direct services. Communities did not prioritize these services during this visit, yet their termination may be traumatic, as dependency has been created.

- The provision of targeted services during the transition may be needed.

Additional detailed reflections on the ASP process in the Philippines are contained in Attachments 2 and 3.

Program Manager Interviews

Back in Manila, we interviewed four candidates that had been short-listed by CORD, the consultancy engaged by CCF/Philippines to guide certain HR-related aspects of the APP pilot. Upon arrival at the National Office, each candidate was informed that they would be required to make a presentation on the causes of child poverty in the Philippines, and related solutions. Detailed discussions followed, both on the presentations and on other topics related to the job profile and the candidate's backgrounds and competencies.

Two of the four candidates emerged as much more qualified than the others. Of these, one seemed unsuitable temperamentally. Thus there seemed to be two choices: to accept the remaining candidate (Eleanor Salvador-Peña) or to re-advertise the position. We decided to seek the advice of CORD as to the likelihood of additional candidates emerging should we re-advertise.

Gina Hechanova of CORD agreed that CCF/Philippines could recruit again and find other more "qualified" applicants, keeping Eleanor Salvador-Peña as a good option. CORD will support the recruitment.

Organizational Development

While Gina of CORD was visiting, we discussed the need for organizational development and change management support for CCF/Philippines. We agreed that CORD will propose a plan of support including an initial data collection (through individual interviews) to help design an orientation workshop focused on change management. Then, once the Program Manager is on board, perhaps around early March, a reflection session could be organized in which Area and National Office staff can look at their internal relations and work processes in light of the initial launch of the APP pilots. A similar mid-pilot workshop might take place in early Aug/04, to adjust work processes based on pilot experience to that point. Finally, at the end of the pilot year (end Dec/04) a more formal working meeting could be arranged to finalize adjustments to job profiles for National Office staff.

I indicated that I would include these ideas in this visit report, which will be copied to Bill Leedom, and that I would alert him about this when I returned to the US.

Preparation of the Management Baseline Report

In principle, as in other pilot countries, I should have had this discussion with the Program Manager. However, given that this post is vacant in the Philippines, I spent several hours with Nina and Fati, reviewing in detail the requirements for the preparation of the Management Baseline Report. We agreed that Fati will oversee this task until a Program Manager is named, and will also train the incoming PM on this matter when the post is filled.

Four existing "projects" have been selected for use as "controls" for the Management Baseline Report:

Project Name	Project Number	Location
Sulumabadu	1838	Cordillera
Apochan	1833	
San Pablo	3927	Southern Luzon
Guinayangan	1850	

We worked through the fourth draft of “Guidelines for Preparing APP Management Baseline Reports”, discussing each section and agreeing how and when it would be prepared. As a summary of our discussion, the table shown in Attachment 4 uses the structure of draft #4 of the “Guidelines for Preparing APP Management Baseline Reports” dated 5 Sep/03.

The dates shown in Attachment 4 seemed feasible, but are of course tentative until the Program Manager post is filled.

- If all goes according to plan, the first Management Baseline Report for the Philippines would be finished by the end of Mar/04.

Location for CAR Area Office

During my visit, discussions took place regarding the best location for the CAR Area Office. Given the geography of the Region, and the existing “project” affiliates, there are three possible locations for the office: Lagawe, in Ifugao Province; Baguio City, in Benguet Province; and Bontoc, in Mountain Province. Each location has both advantages and disadvantages.

Given that the Area Team reports to the Area Parents’ Federation in CAR, it would seem to be best to leave this decision to the Federation, with some support and guidance as required. As I departed, it seemed that the Federation was leaning towards selecting Lagawe as the site for the Area Office.

Wrap-up Meeting

- The visit was very useful for me and for CCF/Philippines. At this point preparation for APP implementation is moving forward very well.
- It was great that the National Director and SR Manager accompanied, and participated actively in, the entire grassroots ASP process in CAR.
- We briefly discussed issues related to APP piloting. I emphasized two sensitive points:
 - Most stakeholders seem solidly to support the transformation of program approach being piloted by CCF/Philippines. However, the provision of some targeted, direct support to enrolled children should be considered for a time, to help smooth the transition away from programs that have perhaps engendered some level of dependency. A clear communications strategy to ensure understanding of the transition will also help smooth the way forward.

- Levels of SR-related staffing need to be double-checked to ensure that sponsorship performance does not, at a minimum, deteriorate during the pilot process. Any adjustments needed to the initial staffing model should be proposed in an expedited fashion.

Related to this, we discussed with Loida the need quickly to outline adjustments to SR working processes, so put into place any and all required support as soon as possible.

- We also discussed budgeting and cash flow issues for the January – February /04 period in the two pilot areas. The situation in these two months is complex (with the current letters of agreement having been terminated, but the new APP-style MOU not yet in place), with changes to letters of agreement, budgets, bank accounts, cash flow, etc. It is likely that cash flow in Jan/04 could be fairly normal (“subsidy” flow) but that Feb/04 could be held. Then Mar/04 would be the start of the APP financial model.
 - Vilma will follow up the details of the situation with Richmond to ensure that funds do not flow to the old “project” bank accounts from Jan/04.
- We discussed how to handle the legally required severance pay (1/2 month per year of service) for Federation employees. Though this should be defined in consultation with Richmond, it seemed to me logical that Federations budget for this, and that since it is a legal requirement for their staff, that the required funds be included in the APP budget as “salary-related” compensation to Federation staff.
 - However, as these funds are accrued, the National Office should include this matter in their standard audit program.
- I perceived no morale issues or internal conflicts related to the move towards APP piloting – this is a major accomplishment.
- Congratulations to Nina and the Philippines team for the great progress so far!

Many thanks to Nina, Loida, Edna, Susan, Vilma, the entire TPO team, the Federation and team in CAR, and the community of Bantay, for their warm welcome, effective arrangements, hard work and dedication.

Annex 1 – Some Images of the Visit



Children's Group Meeting in Lagawe



Meta Cards in Baguio – Stage 2



Faces of Child Poverty – Stage 2



Children Depicting Child Poverty – Stage 2



Depicting Child Poverty – Stage 2



Presentation in Baguio – Stage 2



National Director – During Stage 2



Parents' Federation Member – Stage 3



Children in Bantay Village – Stage 3



Children Prioritizing Projects in Bantay Village – Stage 3



Children Prioritizing Projects in Bantay Village – Stage 3



Parents' Federation, Area Staff, CCF Staff – Domog Workshop, Stage 3

Annex 2 – Summary of ASP Activities, Outputs, and Recommendations

Stage 1 Synthesis Meeting in Lagawe, Ifugao Province, CAR Pilot Area

This two-day meeting was essentially a “community” level consolidation and synthesis of Stage 1 of the ASP process, necessary because of the large number of barangays included in the ASP process as it is being implemented in the Philippines: it would simply not be feasible to consolidate so many barangays together at once in Stage 2. This intermediate step had been agreed during the ASP training in September and October, 2003¹².

The ASP Process so far *in this community* had included:

- 25 facilitators (21 female, 4 male)
- Participants: 300 children, 237 youth, 543 parents.
- Timeframe: 2 days/barangay, plus 1 day in each of 5 barangays in which the PLA training had been done before.
- Target barangays: 22, plus 4 non-CCF barangays of especial poverty. Total = 26 barangays.
- PRA Tools Used:
 - Step 1a: transect walk, mapping.
 - Step 1b: focus group discussions
 - Step 1c: causal analysis, 5 “Whys”.
 - Step 1d: Venn diagrams, Focus group discussions, mapping.
- Barangay-level external actors: 294.

In this meeting, three groups (children, youth, parents) synthesized the results of Stage 1 (“faces” of child poverty and adversity, root causes, and existing resources) from the 26 barangays in the community. These three syntheses were then shared with municipal level external actors.

A large quantity of material was reviewed and synthesized in a short period of time; clearly the facilitators had been trained well, and they worked with admirable dedication and energy.

¹² See the Visit Report issued by Jon Kurtz.

The discussion with municipal authorities was valuable and useful, with many potential resources (especially government programs) identified for possible linkage with the activities envisioned at this workshop. The authorities also seemed to highly appreciate the new direction being taken by CCF.

Partial results:

Prioritized Causes of Child Poverty and Adversity		
From Parents	From Youth	From Children
• Low education	• Low income	• No education
• Low income	• Big family, poor values	• Far water source
• No permanent job	• No permanent job	• No road access
• Values	• Low education	• Low income
• Lack of funds from government	• No spring development	• Laziness
		• Big family

Some reflections from the two days of Stage 1 synthesis in Lagawe:

- The results of the children’s group did not feel as if they had come from children – they used adult language and conceptualizations. For example, one root cause of the “face” of envy was listed as “*low population (voters)*”, which was explained as being related to neglect from local politicians. Another example was the use of the concept of “intermediate” and “root” causes. Also, parents and youth presented for the children, and dominated their work.
 - Therefore, child-friendly tools for analysis and synthesis are required. (We used some child-friendly tools in Stage 2 – see below.) In this meeting, children used the kinds of linear, logical methods that are more suitable for adults.
- The sort of intermediate consolidation used here may be useful for other countries with a large number of villages consulted in Stage 1; simple guidelines should be developed and included as an optional part of the ASP process.
- For some reason, participants identified only the resources that could *actually be used* in relation to the prioritized root causes, and decided not to consider resources that were *potentially* useful. This may have the effect of constraining potential partnerships.

Stage 2 Workshop in Baguio City

We carried out Stage 2 for CAR in Baguio City, working with the results of six community syntheses (each similar to the one we attended in Lagawe and described above.) Two days were allotted for Stage 2 in CAR, as follows¹³:

• ¹³ Note: this varies from the ASP Guidelines, which specifies that external actors should be present for Steps 2a, 2b, and 2c. Edna Jaurigue, the Southern Tagalog Area Manager, and

- **Day One** (half day): Synthesis of “faces,” root causes, and resources. *(No external actors present.)*
- **Day Two** (full day): Identifying program and project responses. *(No external actors present.)*
- **Day Three** (half day): Sharing with external actors. *(External actors present.)*
- Fifteen Parents’ Federation members, 8 Youth Federation members, and 8 Children’s Federation members attended this meeting. Relatively few Child and Youth Federation members attended because school was in session.

Detailed results of the Baguio Stage 2 Workshop are found in Attachment 3, along with specific reflections on each step and suggestions for improvement. Generally speaking, Stage 2 went well, with most Federation members and CCF staff feeling that the output represented a good synthesis of what poor people had said during the immersion and reflection of Stage 1.

The main output of Day One was a list of synthesized “faces” of child poverty, and the related root causes, as shown here:

Synthesized / Prioritized Faces	Synthesized / Prioritized Causes
<ul style="list-style-type: none"> • Children involve in stealing 	<ul style="list-style-type: none"> • Big number of children in family • Low income of parents • No livelihood program in the community
<ul style="list-style-type: none"> • No permanent house 	<ul style="list-style-type: none"> • No permanent job • No individual owned wood • No inheritance land property
<ul style="list-style-type: none"> • Malnourished 	<ul style="list-style-type: none"> • No education • No health center • Insufficient water supply

I discussed and agreed that the ASP Guidelines would be followed for the subsequent ASP meetings in her Area – external actors would be present for Steps 2a, 2b, and 2c.

Synthesized / Prioritized Faces	Synthesized / Prioritized Causes
<ul style="list-style-type: none"> • Haggard 	<ul style="list-style-type: none"> • Low educational attainment • Big family • No irrigation
<ul style="list-style-type: none"> • Working child 	<ul style="list-style-type: none"> • Low income • No education • Big family
<ul style="list-style-type: none"> • Not going to school 	<ul style="list-style-type: none"> • Limited skills of parents • Lack of school facilities • Far distance / Poor road condition

The various root causes in the above table were then again synthesized as follows¹⁴:

Synthesized / Prioritized Causes
1. Low quality of education / lack of school facilities
2. Lack of access to health services
3. Lack of agricultural productivity and Accessibility
4. Low income / limited skills of parents
5. Insufficient water supply

On Day Two, five broad program responses were designed, including a rough outline of some related projects for each program:

Program #1: Improve Quality and Access to Education	
Projects	Resources
Training of public school teachers	DEP-ED, CCF, UNICEF, CWC

¹⁴ See Attachment 3.

Program #1: Improve Quality and Access to Education	
Projects	Resources
Advocacy for: <ul style="list-style-type: none"> adequate school facilities, laboratories and equipment and improvement and construction of school facilities, and no school fees. 	NAPC, NACCAP

Program #2: Sustainable Health and Nutrition Program	
Projects	Resources
Upgrading of knowledge, attitudes and skills of health care workers.	DOH, DSWD, Shontoug, RHU, NCSD
Parenting technique innovation project (responsible parenthood)	PopCom, Dep. Ed., DOH, NCSD
Teen reproductive health project	BCYA, Dep. Ed., DOH, NCSD
Early childhood and development	Shontoug, CCF, RHU, DSWD, Dep. Ed.

Program #3: Integrated Agricultural Development Program	
Projects	Resources
Various construction and rehabilitation, improvement of irrigation and roads	DPWH, LGU, DA
Capability building research and development project	DA, DTI, DOST, DAR, BPI
Establishment of trading post	DTI, DA, PPI, PIA

Program #4: Water and Sanitation Program	
Projects	Resources
Potable water system (training, provision of equipment, organizing)	Community: LGU, PA, BAWASA (AWADI), RHU/Provincial, DENR
Watershed management (e.g. reforestation)	Area: NIA, DOH, DTI, Dep. Ed., DA
Waste management system	

Program #5: Skills Development and Livelihood Program	
Projects	Resources
Community based entrepreneurship project	Community: LGU, DA Area: DTI, TESDA, CORDNET, DA

These programs and projects were further refined as final preparation for Stage 3 –see below.

Day Three was spent with a number of external actors from local, provincial, and regional government, from line ministries, and from the private sector. Federation members presented the results of the first two days, and guests were asked to give their assessment of the analysis, to share their own organization's relation with each program, and to suggest suitable implementation partners.

- A large number of external actors provided responses¹⁵. Generally speaking, the responses were very positive, highly appreciating and validating the analysis of the “faces” and causes of child poverty in CAR. Most of the external actors pointed out possible areas for concrete coordination and partnership, and also indicated areas in which their organizations were doing related work. In several cases, external actors pointed out programs or organizations that were already doing work identical with that proposed by the Federations, where good coordination, and even funding opportunities related to specific programs, would be possible.

This session was good, specific, and useful. Suggestions were concrete and can easily be followed up. However, given the formal nature of the session, the children (and to a lesser extent the youth) were somewhat bored and passive. Also, it would have been better to include the external actors in Steps 2a, 2b, and 2c, as described in the ASP Guidelines.

General Reflections on Stage 2:

- The process went well, we got through the material in good time, with generally good participation.
- The results reflected a good synthesis of the Stage 1 reflections.
- A key challenge is to retain the true involvement of the youth and (especially) the children. Their input was usually of a quality equal to or greater than that of the parents, but it was a challenge to maintain their true involvement throughout the process – we need specific skills for this.
- We need to ensure that AIMES data are included in an informative yet not restrictive manner. These data were omitted in Stage 2 in CAR.
- The input from the external actors was very valuable.
- Process guidelines for the involvement of external actors should be followed.

¹⁵ Included representatives from: a local university, the Department of Health, the Department of Education, CordNet (a coalition of NGOs operating in CAR), the Department of Trade and Industry, the Regional Department of the Interior and Local Government, several representatives of Local Government Units, the Department of Labor and Employment, the Social Security System office, and the Department of Social Welfare and Development.

- External actors should be involved in Steps 2a, 2b, and 2c, leaving Step 2d for the Federation.

Stage 3 in Sulumabadu Community

Preparation Meeting

As we left Baguio, Stage 2 outputs were not completely ready for community consultation – different styles were evident in the text, some inconsistent levels of detail were evident, and so forth. So we took an extra day, and the Federation members, staff, and TPO officers met in Domog (near Sulumabadu Community) to polish and finalize the output from Stage 2¹⁶.

Each program and project was reviewed in light of the input of the external actors from the day before, and the group then tried to reflect in a consistent and complete manner about roles and partnerships.

The resulting table then represents the final output from Stage 2:

Program Response (with related faces and causes)	Projects	Key Implementation Partner	Implementing Federation
Water & Sanitation Program <ul style="list-style-type: none"> • Related Face: <i>Malnourished</i> • Related Root Cause: Insufficient Water Supply 	Potable Water System Project	<ul style="list-style-type: none"> • CordNet • Local Government Units (LGUs) 	Parents (Youth and Children supporting)
	Watershed Management Project	<ul style="list-style-type: none"> • Department of Environment & Natural Resources (DENR) • LGUs 	Parents (Youth and Children supporting)
	Waste Management Project	<ul style="list-style-type: none"> • Department of Health (DOH) • LGUs 	Youth (Parents and Children supporting)
	Construction and Improvement of Communal Canals and Drainage Systems Project	<ul style="list-style-type: none"> • LGUs 	Parents (Youth and Children supporting)

¹⁶ Unfortunately, neither the Child nor the Youth Federations participated in the work in Sulumabadu Community. This does not seem to be due to any resistance to their participation; rather, as in Uganda, the challenge is related to scheduling activities around school sessions. We discussed how to “catch up” these Federations when we reflected after the Sulumabadu sessions – see below.

Program Response (with related faces and causes)	Projects	Key Implementation Partner	Implementing Federation	
Skills Development & Livelihood Program <ul style="list-style-type: none"> • Related Faces: Working Child, Not Going to School • Related Root Causes: Low Income, Limited Skills 	Community-based Entrepreneurship Project <ul style="list-style-type: none"> • Handicraft training • Bookkeeping training • Organizing trade fairs • Organization of informal groups • Capital formation 	<ul style="list-style-type: none"> • Department of Trade & Industry (DTI) • Technical Education and Skills Development Agency (TESDA) • LGUs 	Parents (Youth and Children supporting)	
	Establishment of Trading Posts Project	<ul style="list-style-type: none"> • LGUs 		Parents (Youth and Children supporting)
Integrated Agricultural Development Program <ul style="list-style-type: none"> • Related Faces: Haggard, Not Going to School • Related Root Causes: Lack of Agricultural Productivity & Accessibility 	Barangay Road and Irrigation Improvement Project	<ul style="list-style-type: none"> • Department of Public Works & Highways (DPWH) • National Irrigation Authority • CordNet • LGUs 	Parents (Youth and Children supporting)	
	Livestock Development Project	<ul style="list-style-type: none"> • Department of Agriculture (DA) (devolved to LGUs) • LGUs 		Parents (Youth and Children supporting)
	Integrated Pest Management Project <ul style="list-style-type: none"> • Rice Production • Vegetable Production 	<ul style="list-style-type: none"> • Department of Agriculture (devolved to LGUs) • LGUs 		Parents (Youth and Children supporting)

Program Response (with related faces and causes)	Projects	Key Implementation Partner	Implementing Federation
	Market Development Project <ul style="list-style-type: none"> ● Establishment of Trading Post ● Integrated footbridge and pathways ● Transport of goods to the market outlet 	<ul style="list-style-type: none"> ● Department of Agriculture (devolved to LGUs) ● LGUs 	Parents (Youth and Children supporting)
	Horticulture Project <ul style="list-style-type: none"> ● Fruit production 	<ul style="list-style-type: none"> ● Department of Agriculture (devolved to LGUs) ● LGUs 	Parents (Youth and Children supporting)
Sustainable Health & Nutrition Program <ul style="list-style-type: none"> ● Related Faces: Malnourished, Haggard ● Related Root Cause: Lack of access to health services 	Upgrading Knowledge, Attitudes, Values, And Skills Of Health Care Providers Project	<ul style="list-style-type: none"> ● Rural Health Unit (RHU) (devolved to LGUs) ● Provincial Health Office (devolved to LGUs) ● Department of Health (DOH) ● LGUs 	Youth (Parents and Children supporting)
	Parenting Technique Innovation Project	<ul style="list-style-type: none"> ● Municipal Social Welfare Development Officer (MSWDO) (devolved to LGUs) ● Church-based Organizations ● LGUs 	Youth (Parents and Children supporting)

Program Response (with related faces and causes)	Projects	Key Implementation Partner	Implementing Federation
	Teen Reproductive Health Project	<ul style="list-style-type: none"> DOH Population Commission (PopCom) 	Youth (Parents and Children supporting)
	Early Childhood Development Project	<ul style="list-style-type: none"> MSWDO (devolved to LGUs) CordNet 	Parents (Youth and Children supporting)
	Construction of Barangay Health Center Project	<ul style="list-style-type: none"> LGUs 	Parents (Youth and Children supporting)
Improved Quality & Access to Education Program <ul style="list-style-type: none"> Related Face: Not going to school Related Root Causes: Lack of school facilities, low quality education 	Training of Public School Teachers Project <ul style="list-style-type: none"> On CRC On Teacher / Student Relations 	<ul style="list-style-type: none"> Department of Education (Dep. Ed.) 	Children (Youth and Parents supporting)
	Educational Advocacy Project <ul style="list-style-type: none"> For adequate school facilities For construction & improvement of school buildings For free elementary and high school education 	<ul style="list-style-type: none"> Dep. Ed. 	Children (Youth and Parents supporting)

Reflections on the “Preparation” Day:

- The day was a very useful opportunity to reconsider output from Stage 2 in a less formal and public setting.

- The value of involving external actors was demonstrated again on this day: one such “actor”¹⁷ was able to share some details of the “Integrated Pest Management” program, developed in the Philippines but (ironically) less known here than in some other Asian countries.
- It was clear during the discussion of the Education Program that extensive informal school fees are currently being paid from “subsidy”, in clear violation of Ministry guidelines. This generated a long discussion that touched upon the “advocacy” role of the Federation and, given the potential for reprisals, on how sensitive working on these issues can be.
 - In the end, the Federation agreed to eliminate subsidized payment of school fees, and to replace this with part of the “Educational Advocacy” project (for free elementary and high school education).
 - But **this issue should be followed up carefully during the transition**, to ensure that the change is smooth.
 - It might be necessary for CCF to provide some targeted fees for elementary and high school education during the transition period.
- A long discussion took place on the need to continue support for tuition fees for college. In the end, most members of the Parents’ Federation (14 out of 15 officers) supported ending this support, so it was not included.
- CCF/Philippines will need information on the general budget available for the pilot Areas very soon.

The time we spent in consolidating Stage 1 with the Parents’ Federation was very useful: implications became clearer, and some crucial decisions were made (on, for example the elimination of school fees and college tuition payment). While perhaps 100% agreement was not reached, great progress was made in internalizing the changes necessary for APP implementation.

Stage 3 Field Work in Bantay Village

Over two days and one night, using the materials produced in the preparation meeting, we worked through a “live” experience of Steps 3a and 3b in Sulumabadu Community. We met in the remote, lovely village of Bantay, in the Bantay Elementary School. Thirteen children attended, along with 9 youth and 10 parents.

Firstly a member of the Parents’ Federation quickly summarized the “faces” and root causes that had been agreed – though perhaps too quickly for villagers to gain a clear understanding¹⁸. Then the president of the Parents’ Federation went slowly, carefully through the programs and projects that had been designed.

¹⁷ Me.

¹⁸ The ASP Guidelines emphasize not opening these findings up for discussion during Stage 3, so the facilitator was simply following this advice. But, as mentioned below, perhaps moving too quickly through these findings inhibits understanding by the villagers, particularly those that had not participated in Stage 1.

We split into three groups, for most of the rest of the two days – parents’, youth and children – facilitated by members of the Parents’ Federation. I mainly attended the children’s group work.

All three groups began by reviewing the program and project list, seeking to fill out the table shown in Step 3a of the ASP Guidelines. The children’s group quickly grew bored and restless, and so we changed methods – from a lecture style to having the children draw each project. As there were 17 projects in the five programs, with only 13 children attending, we invited a few more children to complete the group.

After the children drew the projects, we asked them to present their drawings to the full group of children. Then we had them go outside and use “silent participatory ranking” in the playground to prioritize and select the most important projects for their community. This worked very well – children were engaged and active, and worked together harmoniously.

The children’s prioritization is shown here, along with some examples of their reasoning:

Projects Prioritized By The Children	Their Justification <i>(As Much As Possible, Using The Words Of The Children)</i>
Barangay Road & Irrigation Improvement Project	<i>“The rough and narrow road is prone to accident.”</i>
Footbridge & Pathways Construction Project	<i>“To avoid accidents, especially amongst school-age children during the rainy season (paths wash out and cause drowning.)”</i>
Early Childhood Development Project	<i>“To know whether children are malnourished.”</i>
Watershed Management Project	<i>“To prevent water shortages.”</i>
Horticulture Project	<i>“To produce fruits which give vitamins.”</i>
Parenting Technique Innovation Project	<i>“So the parents learn how to care and handle the children, especially the teenagers.”</i>
	<i>“Children might imitate the wrong doings of the parents (modeling). For example, imitating the father that is a drunkard.”</i>

I found these prioritized projects and, especially, the justifications provided by children, to be very compelling. In addition, the children added one project to the list that had emerged from Stage 2: biogas production.

While the drawing and silent ranking tools worked well, it was nevertheless a challenge for children to draw some of the more complex projects: for example, they struggled to draw the “parenting technique innovation project” (even though, in the end this project was prioritized!)

Meanwhile, the youth group struggled at first, mainly because the facilitation technique used was too directive and intrusive. The parents’ group worked well – with good participation and energy.

The projects from the three groups in Bantay community are shown here:

Children	Youth	Parents
Barangay Road & Irrigation Improvement Project	Barangay Health Center (with more volunteers)	Construction of Health Center
Footbridge & Pathways Construction Project	Barangay Road Improvement	Improvement and Construction of Drainage System
Early Childhood Development Project	Livestock Development	Machine Waste Grinder
Watershed Management Project	Potable Water System	
Horticulture Project	Food Processing & Preservation	
Parenting Technique Innovation Project	Advocacy For School Bus Schedule Change (new)	

We carried out Step 3b – community visioning – on the second day in Bantay Community. We had reflected the evening before on the first day’s experience, noting that the youth had been somewhat overshadowed by the adult facilitation – on the second day the facilitators gave the youth group more space, with corresponding better results.

Some results are shown here:

After leaving Bantay Community, the Parents’ Federation, staff, National Office staff and myself reflected upon our experience with Steps 3a and 3b in Bantay Community:

- We got very good results from our two days in Bantay. The Parents’ Federation worked diligently and participants seemed very committed to the process. I felt lucky to have participated.
 - Though participants were happy with the process and with the results, those who had not participated in Stage 1 must have been bewildered much of the time.
 - Some rapid orientation for those who had not participated in Stage 1 might have helped.
- Carrying out this level of Stage 3 consultation across the 77 barangays in CAR will take too much time. So we decided to “cluster” the consultations.
- More frequent use of “energizers” would have been welcome. And, in general, more flexible and responsive facilitation is called for, instead of forcing groups to follow ASP Guidelines.
 - However, given that we are committed to having Federations lead the ASP process, it is unlikely that they will gain the necessary skills to be more flexible and responsive facilitators in short order. So it may be necessary to provide more specific facilitation options in the Guidelines.

- On several occasions, documentation had not been organized in advance, and as a result the flow of group presentations was disrupted. For the children, these disruptions greatly reduced the quality of presentations, as the children’s energy and focus were disrupted, and it is hard for children to re-focus.
 - Documentation must be organized ahead of time, particularly to avoid distracting children.
- The presentation of “faces” and root causes was very quick, following the ASP Guidelines, but was perhaps too rapid for comprehension, as many participants had not participated in Stage 1.
- Clear flipcharts or transparencies of the material being reviewed, or at least photocopies for all participants, are needed.
- Tools suitable for adults and youth are often not useful for children. Child-specific tools need to be developed for each step of the ASP process¹⁹.
- Also, it is a challenge to ensure that adults give the children and youth the space they need. Adults seem to have a compulsion to intervene and guide (or manipulate) children and youth. When adults intervene too much, children get bored and distracted; youth, on the other hand, become silent and withdrawn.
- Steps 3a and 3b seem to belong together, while Steps 3c and 3d are perhaps closer in nature to Stage 4. It might be best to re-group these Steps.
- In Bantay community, local authorities were able to participate positively and constructively without dominating. It may be necessary in other places to organize separate consultations with local authorities to gain their insight without unduly constraining or biasing community discussions.

Planning to Complete Stage 3 and Stage 4

The next day, we met to review our work, and to plan Steps 3c, 3d, and Stage 4. I gave a detailed orientation on Steps 3c and 3d, and Stage 4²⁰, during which some suggestions for possibly refining the ASP method emerged:

- Add “activities” as an additional column in the “Project Abstract” form in Step 3c.
- Why can’t the “Project Abstract” form be completed in Step 4a? Or at least after Step 3d so that projects not prioritized do not have to be researched to this level of detail.

¹⁹ This observation is repeated several times in this document, because the development of child-friendly tools is becoming increasingly urgent. Without such tools, one of the basic goals of the APP approach – building the agency of children – will not be met.

²⁰ I included a brief explanation of the logical model (input, activity, output, outcome, impact) which, although complex and somewhat theoretical, might have been useful as an introduction to Step 4a.

- Add another column for the table of Step 4a, for “indicators.”
- Our work in Steps 3a and 3b produced a table of programs and projects much like that included in Step 4a. This could be formalized in the Guidelines, making it easier to connect the Steps – building the table over a series of Steps.
- Technical support will be required for Steps 3c, 4a and 4b. The draft programs identified in Stage 2 can be used to define the support required, so that scheduling can begin now.
- Some possible changes to the ASP outline are suggested:
 - Summary
 - Community Reflections (faces, root causes, resources, and visions)
 - Program Approach (including Programs, Projects, main partners, indicators)
 - Capacity Building for Federations
 - Resources Required (budget, structure, facilities and equipment, etc.)
 - Attachments (including map)

Some issues emerged for further discussion:

1. Children and Youth Federations have not been involved so far. How to involve them now, to catch up?

- 1.1. First, CCF will carry out an assessment of the need for additional training for children and youth.
- 1.2. Training for children and youth will take place as required on PLA and ASP.
- 1.3. Children and youth will be part of the validation, conducted by facilitators on Saturdays and Sundays over Christmas break.
- 1.4. Training for Child and Youth Federation Officers will be arranged, and CCF will try to continue to build our skills in facilitating children and youth.

2. How to cluster communities for Steps 3a and 3b?

- 2.1. Clusters were agreed, based by similar livelihood activities in the community, proximity of barangays, etc.
 - 2.1.1. Saleng (4 clusters, 3 barangays per cluster)
 - 2.1.2. Sulu (6 clusters, 2 barangays per cluster)
 - 2.1.3. Pumata (6 clusters, 2 barangays each)
 - 2.1.4. Nadpi (3 clusters, 2 barangays each)
 - 2.1.5. Aphochan (3 clusters, 2 or 3 barangays each)

2.1.6. Kiphodan (7 clusters, 3 to 4 barangays each)

2.2. Participants:

2.2.1. No external actors to be invited for Steps 3a and 3b.

2.2.2. Looking to have around 15 of each of the primary groups (children, youth, parents.)

2.2.3. Consider excluded groups (HIV+, sex workers, disabled, etc.)

3. Scheduling.

3.1. Steps 3a and 3b will be completed, by cluster, by 27 Dec/03.

3.2. Results will be documented between 28 and 31 Dec/03.

3.3. Step 3c will take place during 1st week of Jan/04, in the Area Office. Participating will be Area Staff, Henry, Patrick, Cesaria, and technical experts.

3.4. Step 3d will take place during the 2nd week of Jan/04, in Baguio, with Federation Officers.

3.5. Step 4a will take place in the 3rd week of Jan/04, in the Area Office, with Henry, Cesaria, Area Staff, and technical experts.

3.6. Steps 4b and 4c will take place in the 4th week of Jan/04, in the Area Office, with Federation Officers.

3.7. *Submission for approval to the National Director (Step 4d) by 3 Feb/04!*

4. Children are not adults!

4.1. We learned a lot about how to facilitate children, keep these lessons learned in mind now.

5. Technical Support for Stages 3 & 4

5.1. Support will be sought for the 5 broad programs.

5.2. Clarify the TOR for recruitment, minimizing conflicts of interest.

6. How not to lose issues of exclusion, psycho-social, etc.

6.1. Keep these in mind, even though adults will tend to cover these up.

6.2. Children will often raise these issues, but we should be careful and sensitive, avoiding putting the children on the defensive.

7. Federation Formation

7.1. Scheduling of approval of by-laws, SEC registration, bank account establishment, etc., was done. By-laws were signed by Federation Officers during this visit.

Annex 3 – Detailed Results of the CAR Stage 2 Workshop

At this point, CCF/Philippines is slightly ahead of other pilot countries in implementing Area Strategic Planning. While summarized output from Stage 2 is contained in the main body of this Visit Report, more details of each session are contained here for those wanting a more deeper understanding of the lessons learned in ASP implementation in the Philippines.

We met before Day One of the Stage 2 Workshop to agree a methodology for synthesizing and prioritizing “faces,” causes and resources:

- For the parents and youth, we agreed to use an “affinity” method to synthesize the “faces” and a multi-vote technique to prioritize. Parents would work with the results from the parents’ groups of all six communities; youth would work with the results from the youth groups of all six communities. Then, for each synthesized and prioritized “face,” we would use an identical process to synthesize and prioritize related causes. Finally, all resources related to the prioritized causes would be listed.
- For the children, taking into account the comments outlined above about using child-friendly methods, we decided to work in a different way. After briefly reviewing the results of the children’s groups in all six communities, the five children present would draw their interpretations of what they have seen. Once their drawings were complete, they would discuss each drawing, identifying common aspects: these common aspects would represent the “faces” of poverty and adversity. Discussing the common aspects, facilitators would ask “why” to identify the causes. We decided not to attempt to have the children work on resources.

Results of Day One²¹:

Firstly, each group (parents, youth, children) worked to consolidate and prioritize the voluminous material (including “faces” and root causes) coming from each of the six “communities” in CAR. They worked separately, with staff participating at this stage:

Parents’ Group:

Prioritized Faces	Prioritized Causes
<ul style="list-style-type: none">• No permanent dwelling	<ul style="list-style-type: none">• No individual owned wood• No permanent job

²¹ Results shown in this document are tentative, as noted during the workshop. Final documentation can be obtained from TPO.

Prioritized Faces	Prioritized Causes
<ul style="list-style-type: none"> • Not going to school 	<ul style="list-style-type: none"> • Low income • Limited skills of parents • Poor road condition
<ul style="list-style-type: none"> • Haggard 	<ul style="list-style-type: none"> • Low education • Limited funds • No irrigation
<ul style="list-style-type: none"> • Working child 	<ul style="list-style-type: none"> • Tribal conflict • Big family • Limited skills
<ul style="list-style-type: none"> • Malnourished 	<ul style="list-style-type: none"> • No health center • Poor sanitation / unclean environment • Insufficient water supply

Youth Group:

Prioritized Faces	Prioritized Causes
<ul style="list-style-type: none"> • No permanent house 	<ul style="list-style-type: none"> • Low income • Low education • No inheritance land property
<ul style="list-style-type: none"> • Sickly 	<ul style="list-style-type: none"> • Low income • Big number of family

Prioritized Faces	Prioritized Causes
	<ul style="list-style-type: none"> • Not educated
<ul style="list-style-type: none"> • Working child 	<ul style="list-style-type: none"> • Inadequate job possibilities • No education • Big number of family
<ul style="list-style-type: none"> • Not going to school 	<ul style="list-style-type: none"> • Limited skills • Lack of school facilities • Far distance of school in the barangay
<ul style="list-style-type: none"> • Unattended child 	<ul style="list-style-type: none"> • Low education of parents • No permanent job • Big number of children family

Children's Group:

Prioritized Faces	Prioritized Causes
<ul style="list-style-type: none"> • Not going to school (not attending, studying) 	<ul style="list-style-type: none"> • Lack of money • Low income • Limited job opportunities • Low educational attainment
<ul style="list-style-type: none"> • Children wear torn, dirty, old cloths, thin sickly 	<ul style="list-style-type: none"> • Lack of nutritious food • No money to buy nutritious food • Low harvest

Prioritized Faces	Prioritized Causes
	<ul style="list-style-type: none"> No source of water
<ul style="list-style-type: none"> Child labor 	<ul style="list-style-type: none"> Lack of family planning No education
<ul style="list-style-type: none"> Children involved in stealing 	<ul style="list-style-type: none"> Not enough money to buy needs Low income of parents No permanent job Low educational attainment
<ul style="list-style-type: none"> Isolated, low self esteem 	<ul style="list-style-type: none"> Torn or dirty cloths Parents can't provide Low income of parents Low educational attainment of parents

Synthesis:

Only Federation members participated in synthesizing the “faces” from the three groups, and matching them with root causes, prioritizing these to three only. Staff observed. We ended up with six “faces”:

Synthesized / Prioritized Faces	Synthesized / Prioritized Causes
<ul style="list-style-type: none"> Children involve in stealing 	<ul style="list-style-type: none"> Big number of children in family Low income of parents No livelihood program in the community
<ul style="list-style-type: none"> No permanent house 	<ul style="list-style-type: none"> No permanent job

Synthesized / Prioritized Faces	Synthesized / Prioritized Causes
	<ul style="list-style-type: none"> • No individual owned wood • No inheritance land property
<ul style="list-style-type: none"> • Malnourished 	<ul style="list-style-type: none"> • No education • No health center • Insufficient water supply
<ul style="list-style-type: none"> • Haggard 	<ul style="list-style-type: none"> • Low educational attainment • Big family • No irrigation
<ul style="list-style-type: none"> • Working child 	<ul style="list-style-type: none"> • Low income • No education • Big family
<ul style="list-style-type: none"> • Not going to school 	<ul style="list-style-type: none"> • Limited skills of parents • Lack of school facilities • Far distance / Poor road condition

Then they synthesized the prioritized causes. It was not clear how many to keep, so I instructed them to simply eliminate duplication. Thus we ended up with nine synthesized causes:

Synthesized / Prioritized Causes
1. Limited skills of parents
2. Lack of school facilities
3. Far and poor road condition
4. Low education
5. No irrigation
6. Big family
7. Low income / no permanent job / no livelihood program in the community

Synthesized / Prioritized Causes
8. Insufficient water supply
9. No health center

Nine groups (comprising Federation members and staff) were formed, each taking one of the synthesized causes. They worked into the evening to match resources (from the community consultations) with each synthesized cause, combining and grouping the resources identified in each community reflection.

Some Reflections from Day One:

- We got through the material, though it took longer than expected. A number of practical ideas for refining the ASP Guidelines emerge from the experience documented above.
- The tools chosen (affinity, multi-vote) worked well.
- However, the method itself seemed clumsy for a situation with so many groups, and this happen in other Areas.
 - For example, working with three groups we ended up with five “faces” in each group, with around 3 causes related to each face, yielding 45 causes. So we had to use the affinity / multi-voting methods on several occasions to winnow the outputs to what is shown above. The danger here is that by using these mechanisms we run the risk of losing some of the essence of the material.
- The day was a bit heavy, with only one energizer. We should make tomorrow somewhat lighter if possible.
- The Children’s Federation did not participate in full due to attendance at school. How to bring them into the process now?
- We did not present a summary of AIMS data.
- Susan (Area Manager), Nina, Hubert (Program Officer), Loida, Edna, and I reflected on the day:

What Went Well	What Did Not Go So Well
The methodology used by the children (drawing) went well. They had used the meta cards in the communities, but liked the drawing better.	One child felt he did not know how to draw, so found it difficult to participate in the synthesis exercise.
Children were able to identify root causes based on their drawings, using “whys”. This also enabled	Children found that some “faces” were not easy to draw. For example: isolation, low self-esteem.

What Went Well	What Did Not Go So Well
them to synthesize at the same time as they were identifying the root causes. This made the process easier and quicker.	
All the children were able to participate in this drawing exercise, except for one who felt that his drawing skills were poor.	Children were not able to participate in the sessions after the drawing exercise, they were dominated by the adults and youth. Also the youth felt the same way in the bigger consolidation sessions.
The youth group worked very well (until they were put into the bigger group with the parents.)	Some youth were more active than others, as they have more experience. When they broke into smaller groups, all could (and did) participate.
The parents were very successful in synthesizing the faces down to 7, and then using multi-vote (after some confusion) to winnow down to 5.	Some staff felt that it was not easy to just observe the Federations members doing the work. Wanted to guide, participate, be a part of the process, and felt a bit frustrated.
<p>Labeling each root cause meta card with the related “face” was very important. Only by doing this was it possible to relate the root cause cards into the groups formed by grouping related “faces.”²²</p>	
<p>The finalized root causes (9) captured what has been heard in the 6 communities where Stage 1 took place. Very happy with this result.</p>	

We planned Day Two before adjourning for the evening.

Results of Day Two:

First, the nine groups (by synthesized root cause) presented related resources that they had identified the evening before. Generally speaking, they did a very good job, and the sharing of the resources helped attendees better understand opportunities available in the environment. During this discussion, a member of the Parents’ Federation expressed the need to influence,

²² We used the corresponding meta cards to synthesize the “faces”. Thus they (the “face” meta cards) were separated from their root cause meta cards. Once the “faces” were synthesized, we then needed to match the root causes from all the “faces” that were synthesized together. This would not have been possible if we had not labeled the root cause meta cards, as we would not have known which root cause meta cards belonged to which “face” meta cards.

and partner with, powerful members of the community (particularly politicians). The discussion was very good, touching on some deeper causes of poverty.

The nine root causes were grouped for group work in developing program responses:

- Low education with lack of school facilities. (To be analyzed by the Children's group.)
- No irrigation with far and poor road condition. (To be analyzed by one of the Parents' groups.)
- Low income with limited skills of parents and insufficient water supply. (To be analyzed by the other Parents' group.)
- No health center with big family. (To be analyzed by the Youth group.)

Program Responses:

The results of the group work are summarized here:

Children's Group:

Resources: teachers, barangay officials, DEP-ED, ESDA, CCF, PTCA, UNICEF, DOST, LGU.

Root Cause: low education / lack of school facilities.

Broad Program Response: improve the quality and access to basic education (elementary and high school).

Youth Group:

Resources: *a long list.*

Root Cause: lack of access to health services (replacing "no health center").

Broad Program Response: Sustainable health, nutrition, and sanitation program (*to augment existing health services of G.O.'s and other NGO's.*)

Adult Group #1:

Resources: *a long list.*

Root Cause: limited skills.

Broad Program Response: 1. Increase income of poorest community people through livelihood programs. 2. Increase capabilities and opportunities of parents through technical education and skills training program.

Resources: *a long list.*

Root Cause: insufficient water supply

Broad Program Response: 1. to develop sustainable existing domestic water supply. 2. maintain environmental health and sanitation program.

Adult Group #2:

Resources: a long list.

Root Cause: Lack of agricultural productivity & accessibility (replacing “no irrigation” and “poor road condition”)

Broad Program Response: integrated agricultural development program.

Extensive discussion of the group work took place, focused mainly on whether or not a “natural resources development” program was needed, whether it really addressed identified root causes or not. Relating these initial programs back to the root causes, and refining some of the initial root causes helped facilitate the final decision.

Program Response	Revised Root Causes To Address
Improved Quality and Access to Education	Lack of school facilities
	Low quality education
Sustainable Health & Nutrition	Lack of access to health services
Water & Sanitation	Insufficient water supply
Skills Development Livelihood Program	Low income / no permanent job / no livelihood program in the community
	Limited skills of parents
Integrated Agricultural Development Program	Lack of agricultural productivity & accessibility

Root cause refinements implied in the above table are shown here:

Original Root Cause	Revised Root Cause
Limited skills of parents	<i>No change</i>
Lack of school facilities	<i>No change</i>
Far and poor road condition	Included in “lack of agricultural productivity & accessibility”
Low education	<i>No change</i>
No irrigation	Included in “lack of agricultural productivity & accessibility”
Big family	Included in “lack of access to health services”
Low income / no permanent job / no livelihood program in the community	<i>No change</i>
Insufficient water supply	<i>No change</i>
No health center	Included in “lack of access to health services”

Project and Resource Identification:

Initially, groups of children, youth, and parents took several root causes and devised program responses.

Children's Group:

Resources: teachers, barangay officials, DEP-ED, ESDA, CCF, PTCA, UNICEF, DOST, LGU.

Root Cause: low education / lack of school facilities.

Broad Program Response: improve the quality and access to basic education (elementary and high school).

Youth Group:

Resources: *a long list.*

Root Cause: lack of access to health services (replacing "no health center").

Broad Program Response: Sustainable health, nutrition, and sanitation program (*to augment existing health services of G.O.'s and other NGO's.*)

Adult Group #1:

Resources: *a long list.*

Root Cause: limited skills.

Broad Program Response: 1. Increase income of poorest community people through livelihood programs. 2. Increase capabilities and opportunities of parents through technical education and skills training program.

Resources: *a long list.*

Root Cause: insufficient water supply

Broad Program Response: 1. to develop sustainable existing domestic water supply. 2. maintain environmental health and sanitation program.

Adult Group #2:

Resources: *a long list.*

Root Cause: Lack of agricultural productivity & accessibility (replacing "no irrigation" and "poor road condition")

Broad Program Response: integrated agricultural development program.

After extensive discussion, the following programs and projects were agreed²³:

Program #1: Improve Quality and Access to Education	
Projects	Resources
Training of public school teachers on CRC and teacher/student relations	DEP-ED
	UNICEF
Advocacy for adequate school facilities, laboratories and equipment and improvement and construction of school facilities, and no school fees.	UNICEF
	Council for the Welfare of Children
	Barangay Council for the Protection of Children
	National Anti-Poverty Commission (Children Sector)
	National Coalition of Children
	National Coalition of Children in the Philippines

Program #2: Sustainable Health and Nutrition Program	
Projects	Resources
Upgrading of knowledge, attitudes and skills of health care workers.	DOH
	DSWD
	RHU
	NCSDO
Parenting technique innovation project (responsible parenthood)	
Reproductive health project	BCYA
	DEP-ED
	POPCOM
Early childhood and development	Shuntoc
	CCF

- An interesting discussion of homosexuality took place during the presentation of this Program, in the context of the “parenting technique innovation project.” The Youth Federation advocated recognizing the need to deal with the “third sex” in a positive way, while some parents expressed disapproval, saying that “this is not our custom.” Courageously, the Youth representative held her ground for sometime, before giving way in a dignified manner. Still, the project was retained.

²³ Only partial results captured.

Program #3: Integrated Agricultural Development Program	
Projects	Resources
Various construction and rehabilitation, improvement of irrigation and roads	DPWH
	LGU
	CCF
	DA
Capability building research and development project	DA
	DTI
	DOST
	DAR
	BPI
Establishment of trading post	DTI
	DA
	PPI
	PIA

Program #4: Water and Sanitation	
Projects	Resources
Construction of deep well	
Provision of water-works materials	
Organizing and strengthening	
Reforestation	
Watershed management	
Zero waste management	

Program #5: Skills Development and Livelihood Program	
Projects	Resources
Watch repair training	
Training on food processing	
Group formation or strengthening of existing organizations	
Training on feasibility study and project proposal making	
Training on furniture making	
Training on livestock	
Develop resource and market linkages for food processing, handicraft, livestock raising, lending, small scale establishment	
<i>(Many others)</i>	

Some Reflections from Day Two:

- The day went well – program responses emerged smoothly after some initial difficulties.
 - It was important to emphasize that a number of root causes could be addressed by one program; alternatively, one root cause could be responded to by more than one program.
 - Generally, going back to root causes helped clarify and facilitate decision-making.
- Discussion was much more difficult when we tried to focus program responses. For example, when we discussed the validity of a proposed natural resource development program, or when we discussed including support for college.
 - Fairly direct interventions by staff helped overcome these difficulties in a positive way, though the discussion was not easy.
- Many too many projects were identified, as there is no mechanism to constrain this. The constraint can only come through budgetary limitations. How to handle this?
- Susan (Area Manager), Nina, Hubert (Program Officer), Loida, Edna, and I reflected on the day:

What Went Well	What Did Not Go So Well
The quick presentations of the 9 resource groups went well, the work was done well.	The parents had some difficulties, lacking basic technical information.
Better, more active participation of all groups today.	We need a definition of “project” that is more workable.
The Area Manager was happy with the root causes and program responses, even with the modifications that were introduced along the way.	Children found the definition of program responses to be challenging. We need some guiding questions for facilitators – during the Southern Tagalog Stage 2 workshop some suggestions will be designed. Here, meta cards were used to help brainstorm, and this worked OK.
The quality of the output is good, especially that of the children and youth .	Children found it difficult to identify “projects.”
We made quick work of this!	Need good child and youth facilitators.

Annex 4 – Production of the Management Baseline Report for the CCF/Philippines

The following table summarizes the schedule agreed for the production of the Management Baseline Report for the Philippines:

Management Baseline Report Section	Observations	Schedule
1 – Summary.	<ul style="list-style-type: none"> To be prepared by the Program Manager at the end of the process. 	<ul style="list-style-type: none"> To be prepared at the end of Mar/04.
2.1 - A summary of statements of cause and effect of poverty found in the existing Country Strategic Plan.	<ul style="list-style-type: none"> I will prepare this section. I have the CSP already. 	<ul style="list-style-type: none"> To be prepared by the end of Dec/03.
2.2 - A summary of statements of cause and effect of poverty found in existing "project" level documentation.	<ul style="list-style-type: none"> I will prepare this section, with documents provided by Fati. 	<ul style="list-style-type: none"> Background documents will be sent to me in New Hampshire via courier. To be completed by the end of Jan/04.
2.3 - A compilation of the results of the reapplication of the Poverty Study questionnaire, disaggregated at National Office, Area Staff, and "Project" staff levels.	<ul style="list-style-type: none"> The Program manager will prepare this section, using the existing Poverty Study questionnaire, surveying around 36 people at NO, Area, and "project" levels. 22 people at the NO. 6 Area staff. 8 people in the four "control projects." 	<ul style="list-style-type: none"> Survey to be sent out (or hand carried) to the 36 participants by 19 Dec/03. Results will be tabulated and analysis completed by the end of Jan/04. Analysis will be sent to Mark for comments at the end of Jan/04. I will respond with comments by the middle of Feb/04.
3.1 – An analysis of the functioning of the Parents' Associations. Frequency of meetings, participants, gender, and age of participants.	<ul style="list-style-type: none"> The Program Manager will prepare this section, using reports provided by the "projects." 	<ul style="list-style-type: none"> To be done by the end of Feb/04.
3.2 - An analysis of the findings of focus group discussions with randomly selected groups of parents, youth, and children to assess (in a disaggregated manner) their level of participation in program development, planning, implementation, monitoring, and evaluation.	<ul style="list-style-type: none"> 3.2 and 3.3 will be done together. The Program Manager will prepare this section. Focus groups of enrolled families (excluding officers and committee 	<ul style="list-style-type: none"> To be done by the end of Feb/04.

Management Baseline Report Section	Observations	Schedule
3.3 - <i>An analysis of the findings of focus group discussions with randomly selected groups of parents, youth, and children to assess (in a disaggregated manner) their level of perceived influence on how their community is developing. Findings regarding statements of cause and effect of poverty in the existing Country Strategic Plan.</i>	<p>officers and committee members) will be organized and discussions carried out by an external consultant.</p> <ul style="list-style-type: none"> Contracting guidelines (TOR) for potential consultants have been provided by Tracy Dolan. 	
4.1 - <i>An analysis of each program activity over the last three years, comparing the objective of each with the location of program implementation: child, family, community, Area, country.</i>	<ul style="list-style-type: none"> The two Area Managers will prepare this section together with the Community Mobilizers, with support from Ms. Fati. 	<ul style="list-style-type: none"> To be completed by the end of Feb/04.
5.1 - <i>An analysis of partner involvement in each program activity carried out over the last three years prior to APP pilot implementation in the “projects” that will be formed into APP Pilot Areas. (For Ecuador, four existing “projects” in locations similar to the new Areas should be chosen for this purpose.)</i>	<ul style="list-style-type: none"> Area Managers will prepare this section, which is to be combined with 4.1, using the same data collection table, etc. 	<ul style="list-style-type: none"> Same schedule as 4.1, above.
5.2 - <i>A compilation of CCF’s programmatic engagement, at national level, with other development agencies (including government, multi- and bi-laterals, other INGOs and NGOs, etc.)</i>	<ul style="list-style-type: none"> Nina will prepare this analysis – around 3 paragraphs. 	<ul style="list-style-type: none"> To be completed before Christmas.
6.1 - <i>An analysis of the use of AIMES in each the “projects” that will be formed into APP Pilot Areas, over the three years before the pilot, assessing the extent to which the building of sustainable community capacity was considered and addressed in program activities.</i>	<ul style="list-style-type: none"> These tasks will be done together by Hubert with support from Fati. To be assessed using the annual accomplishment reports, and if necessary contacting the control “projects.” 	<ul style="list-style-type: none"> To be completed by the end of Feb/04.
6.2 - <i>An analysis of each program activity carried out over the last three years prior to APP pilot implementation in the “projects” that will be formed into APP Pilot Areas, assessing the extent to which program activities evolved (changed) over the three years prior to the pilot, and why: were changes due to AIMES, due to other learning and reflection processes, external effects, etc.?</i>		
6.3 - <i>An analysis of the evolution in the capacity of the Parents’ Associations.</i>		

Management Baseline Report Section	Observations	Schedule
7.1 - <i>An analysis of the amount of time spent by CCF staff in communities in the pilot Areas over the three years before the pilot, and of the activities undertaken during these visits. (For Ecuador, four existing "projects" in locations similar to the new Areas should be chosen for this purpose.)</i>	<ul style="list-style-type: none"> To be prepared from existing records of monitoring and technical visits, on hand in TPO, by Fati with support from Vilma. 	<ul style="list-style-type: none"> To be done by the end of Feb/04.
7.2 - <i>An analysis of the range of participatory tools used in planning, monitoring, and evaluation of program activities. (For Ecuador, four existing "projects" in locations similar to the new Areas should be chosen for this purpose.)</i>	<ul style="list-style-type: none"> Area Offices will assess the various tools being used over the last three years. 	<ul style="list-style-type: none"> Process will start this week. To be done by the end of Feb/04
8.1 - <i>A summary of the monthly cash flow into existing "projects" over the three years before the pilot. (For Ecuador, four existing "projects" in locations similar to the new Areas should be chosen for this purpose.)</i>	<ul style="list-style-type: none"> Vilma will handle this section. 	<ul style="list-style-type: none"> To be completed next week.
9.1 - <i>A summary of fund allocations (budgets) for National Offices and for the "projects" that will be formed into APP Pilot Areas, over the three years prior to APP pilot implementation, according to three categories: salary and salary related, operations, and program activities. (For Ecuador, four existing "projects" in locations similar to the new Areas should be chosen for this purpose.) Budget-execution trends for the same categories</i>	<ul style="list-style-type: none"> Vilma will handle this section. 	<ul style="list-style-type: none"> To be completed next week.
9.2 - <i>Summary (by year) of the number of employees for National Offices and for the "projects" that will be formed into APP Pilot Areas, over the three years prior to APP pilot implementation. (For Ecuador, four existing "projects" in locations similar to the new Areas should be chosen for this purpose.)</i>	<ul style="list-style-type: none"> Vilma will handle this section. 	<ul style="list-style-type: none"> To be completed next week.
9.3 - <i>A summary of sponsorship performance, in the "projects" that will be formed into APP Pilot Areas, over the three years prior to APP pilot implementation. (For Ecuador, four existing "projects" in locations similar to the new Areas should be chosen for this purpose.)</i>	<ul style="list-style-type: none"> Loida will handle this section. We agreed to use percentages for most of the indicators. 	<ul style="list-style-type: none"> To be completed by the end of Feb/04.

Attachment 9 – Visit Report: CCF Ecuador Area Strategic Planning Workshop (Jon Kurtz)

Dates: December 6 - 15, 2003

Visitors: Jon Kurtz and Daniel Wordsworth
(Victoria Adams and Jason Schwartzman also joined for Dec 12 - 15)

Visited: Tungurahua Pilot Area and Quito Office

Reasons: Support Area Strategic Planning process

Report by: Jon Kurtz

Date: December 29, 2003

I. Introduction

Our visit centered on the Area Strategic Planning (ASP) process now underway in Ecuador. The bulk of the time was spent leading staff and Area Association²⁴ members of the Tungurahua pilot Area through the intermediate stages of ASP. We also had ample time to work with the National Office and Area staff to clarify key points and outstanding issues regarding ASP and APP in general.

The schedule of the visit was:

Sunday, Dec 7: Meeting with National Office and Area staff to prepare for the workshop

Monday, Dec 8: Began workshop; oriented participants to Area Strategic Planning process and reviewed outputs of Stage 1 (PRA findings)

Tuesday, Dec 9: Stage 2 of ASP (steps 2a and 2b) with Tungurahua Area Association members and representatives from local government

Wednesday, Dec 10: Stage 2 of ASP (steps 2c and 2d)

Thursday, Dec 11: Preparation of proposed Area programs and projects for presenting to communities and partial validation of them in 2 communities

Friday, Dec 12: Wrap-up meeting with staff on ASP process and workshop

Saturday, Dec 13: Action planning for ASP in pilot Areas

Monday, Dec 14: Discussions regarding SR plans for pilot Areas.

²⁴ Since the pilot Areas in Ecuador are new, community-level associations have not yet been established. Therefore, the Area-level organizations of parents, youth and children have been designated as 'Area Associations', as opposed to 'Area Federations', as in the other pilot countries.

II. ASP Activities in Ecuador to Date

The first stage of ASP involves undertaking in-depth reflections with communities on child poverty and adversity. These reflections have employed a set of participatory methods (PRA) that enable shared learning on the manifestations, or 'faces', and the causes of child poverty, as well as on the existing resources available to address them.

During October and November, 6 Area staff and 25 community members²⁵ received training in PRA²⁶. Following these workshops, the trained staff and community members facilitated actual PRAs in 36 of the communities in the two pilot Areas. Over 1750 men, women, youth and children from the communities were involved in these activities.

As part of stage 1, PRA findings were combined for 'clusters' of communities that share a common geographic and/or ethnic identity. This step is necessary to make the synthesis process in Stage 2 of ASP manageable.

III. Tungurahua ASP Workshop

The ASP workshop aimed to train staff and Area Association members on the ASP method while also working to produce an actual draft ASP for the Tungurahua pilot Area. The main participants were the Area Association members from Tungurahua, including 8 adults, 4 youth and 3 children.

Also participating in the workshop were staff from the other Areas and the National Office, as well as a group of 7 Area Association members (parents, youth and children) from the Los Bancos pilot Area. Many of these participants will be leading the ASP process in their own Areas, and benefited from being involved in the workshop.

During the week, we worked through stage 2 and initial steps of stage 3 of ASP. This involved:

- Synthesizing and prioritizing the faces and root causes of child poverty in the Area that came out of the PRAs (steps 2a and 2b)
- Taking stock of the existing resources in the Area that could be used to address the prioritized causes (step 2c)
- Developing a draft set of Area programs and project activities which build on the existing resources (step 2d)
- Validating the draft ASP with the represented communities (step 3a)

IV. Workshop Outcomes

Through a process of consolidating results from different communities and discussing priorities, the Tungurahua Area Association members decided on the following faces and causes of child poverty to address in their 3-year ASP:

²⁵ Most of whom were later selected as Area Association members.

²⁶ A full report of the PRA training is available from Carlos Montúfar (cmontufar@ccfecuador.org.ec).

Prioritized Faces	Prioritized Root Causes
<ul style="list-style-type: none"> ● Sick ● 	<ul style="list-style-type: none"> - Poor education about hygiene and nutrition - Lack of water infrastructure provided by government - Lack of organization of the community to request water from the government, etc. - The health services of the government (e.g. hospitals) mistreat people (especially indigenous)
<ul style="list-style-type: none"> ● Children are alone ● 	<ul style="list-style-type: none"> - Lack of 'preparation' of the parents, e.g. knowing how to plan and care for their family. - Do not have land, or the plots are too small - Parents have to seek work out of their community
<ul style="list-style-type: none"> ● Do not attend school ● 	<ul style="list-style-type: none"> - Economic problems of the parents due to the number of children - Parents do not appreciate the value of the education - Mistreated by teachers (physically and mentally abused)
<ul style="list-style-type: none"> ● Careless and rebellious 	<ul style="list-style-type: none"> - Lack of affection (by parents) - Parents lack education - Social problems, including mistreatment in school, language and identity (especially for indigenous children)
<ul style="list-style-type: none"> ● Children work 	<ul style="list-style-type: none"> - Parents lack education / skills - Bad attitudes of the parents (alcoholism and adultery, leading to disintegration of the family) - Lack of job opportunities

The Area Association members, with input from representatives from local government and other local organizations, came up with the following initial plans for programs and projects. Each program is designed to combat a set of the prioritized causes of child poverty. Each project is also envisioned to work together with and/or build on existing resources, as reflected in the table below:

Program Response (with related causes)	Projects	Key Partners / Resources
<ul style="list-style-type: none"> ● Growing Strong and Healthy Children ● <p><u>Root causes addressed:</u></p> <ul style="list-style-type: none"> - Poor education about hygiene and nutrition - Lack of water infrastructure provided by government - The health services of the government (e.g. hospitals) mistreat people (especially indigenous) ● ● 	<p>Nutrition activities, including:</p> <ul style="list-style-type: none"> ● Training on safe water consumption, ● Development of orchards and gardens <p>Renewal of the vital water sources, including:</p> <ul style="list-style-type: none"> ● Infrastructure / machinery ● Conservation of the hillsides <p>Improvement of health services, including:</p> <ul style="list-style-type: none"> ● Training health workers on appropriate attitudes and treatment of clients 	<ul style="list-style-type: none"> ● NCH, ● INNFA, ● Bilingual Education Dept <ul style="list-style-type: none"> ● EMAPA, ● Provincial Counsel, ● IEDECA, ● <ul style="list-style-type: none"> ● Ministry of Health, ● Communal banks (micro credit), ● City halls
<ul style="list-style-type: none"> ● Education of Parents for Creating Work Opportunities ● <p><u>Root causes addressed:</u></p> <ul style="list-style-type: none"> - Parents must seek work out of the community. 	<ul style="list-style-type: none"> ● IG skills training courses, e.g: ● Animal breeding ● Carpentry ● Baking 	<ul style="list-style-type: none"> ● SECAP ● IEDECA ●

Program Response (with related causes)	Projects	Key Partners / Resources
<ul style="list-style-type: none"> - Parents lack education / skills - Cannot produce enough food because the lands are not productive - Work as a labors • 	<p>Training for conservation of the environment, including:</p> <ul style="list-style-type: none"> • Reforestation • Conservation of water sources • Organic agriculture • Family orchards • 	<ul style="list-style-type: none"> • Ministry of Agriculture • Ministry of Social Welfare • Community organizations (base for carrying out this program)
<ul style="list-style-type: none"> • School that Treat Children with Respect and Equity • • Root causes addressed: <ul style="list-style-type: none"> - Mistreated by teachers - Parents do not appreciate the value of the education - Lack of 'preparation' of the parents, i.e. knowing how to plan and care for their family. 	<ul style="list-style-type: none"> • Projects for children: • Sociological support • Formation of student counsels • Recreational activities, e.g. music, sports, and crafts • Advocate in / with the school leadership 	<ul style="list-style-type: none"> • Ministry of Education • INNFA • SECAP
	<ul style="list-style-type: none"> • Projects for teachers: • Improve teaching qualifications • Improving teaching methods, behaviors and communication with children 	<ul style="list-style-type: none"> • Min. Education. • CCF (in a coordination role)

Program Response (with related causes)	Projects	Key Partners / Resources
	<ul style="list-style-type: none"> ● Project for parents: ● Training parents on community organization, ● Training on rights of the children 	<ul style="list-style-type: none"> ● Ministry of social welfare ● Municipality ● INNFA
	<ul style="list-style-type: none"> ● Project for the schools: ● Improved food / diet plans in schools ● More recreational play and appropriate materials / furniture 	<ul style="list-style-type: none"> ● Provincial Counsel ● Ministry of Education
<ul style="list-style-type: none"> ● Promotion of the Family ● ● Root causes addressed: <ul style="list-style-type: none"> - Lack of 'preparation' of the parents, e.g. knowing how to plan and care for their family. - Disintegration of the family by alcoholism - Parents do not appreciate the value of the education. - 	Family planning	<ul style="list-style-type: none"> ● Ministry of Health
	Adult literacy	<ul style="list-style-type: none"> ● Ministry of Education
	Alcoholism concealing / treatment	<ul style="list-style-type: none"> ● Diocese ● Community organizations

V. Reflections on ASP in Ecuador

- Both the pilot Areas in Ecuador are making good progress in the ASP process. However, being new CCF Areas has, and continues to require special efforts. Specifically:

- Many Area Association members have been selected, but not all of them appear to be fully oriented to their responsibilities. Women's participation in the Tungurahua Area Association was limited. Also, the children members are not yet formally selected²⁷.
- The pilot Areas have not yet developed community-level associations. This should be a priority, as it will be difficult to move forward with activities like validation and project planning in individual communities without a structure to interface with at this level.
- Despite the shortcomings of the training provided by IIRR, the PRAs conducted in the pilot Areas seemed to be of good quality²⁸.
 - In some cases the required outputs (faces, causes and resources) were not gathered in the appropriate form. The Area Managers and I discussed how to handle how to handle this information and move forward with the process.
 - However, this points up a larger issue with the ASP method: How can the various findings of the PRA activities be better integrated into the planning? More guidance on the links between PRA and ASP will be provided in a revised version of the ASP guidelines to address this issue.
- The work done with children during the ASP process produced excellent results. Through drawing, collages, group analysis, and other methods the children were able to contribute their unique perspectives and priorities.
 - The methods used with children should be documented, incorporated into the ASP guidelines, and shared with other pilot countries²⁹.
 - Since the products of children and adults tend to take very different forms (e.g. drawings versus written statements), more guidance is needed on how they can be combined to come up with an integrated set of priorities (inclusive of adults, youth and children).
- The methods used for incorporating existing resources into the design of programs have helped Area staff and community members identify concrete opportunities for working in partnership with existing efforts to address child poverty -- a fundamental principle of APP.³⁰ Still, several improvements appear to be needed:
 - Deeper analysis of the relative importance of existing resources to people (including their quality, accessibility, and types of services / benefits provided) should be done during stage 1, documented and carried over into stage 2.

²⁷ The children participating in the ASP workshop came mainly from one community / set of communities, and did not represent the entire Area.

²⁸ A full report on the PRA training is available; contact Carlos Montúfar (cmontufar@ccfecuador.org.ec).

²⁹ Luis Alfredo Cevallos led much of the work with children and has agreed to put together an outline of the methods, and to lead a short training for CCF Ecuador staff on them. Additional technical assistance is also likely to be needed in this area.

³⁰ See the draft ASP table for the Tungurahua Area above. Also see the visit report by Mark McPeak for details on the draft ASP for the Cordillera Administrative Region pilot Area in The Philippines.

- Non-institutional resources, such as indigenous knowledge, human capacities, and local social support systems, have not found their way into the design of programs often enough. More consideration of how to incorporate these is required.
- A major, positive change coming out of the ASP process is the involvement of additional groups -- beyond parents -- in the planning process. Specifically children and youth, both enrolled and non-enrolled, have been consulted and given greater decision-making roles. In addition, space has been created to allow representatives from other organizations to give input. However, CCF staff have expressed a need to clearly define the roles of these various groups, including themselves, in the process.
 - An introductory section will be added to the ASP guidelines to outline these new roles. More work will be needed though, to define the specific relationships between, and responsibilities of the parents, youth and children members of the Area Associations.
 - Area staff have an important role to play in assisting Area Association members to assume leadership roles. During the work in Tungurahua, the Area staff (both existing and newly hired) demonstrated a strong grasp of participatory facilitation, and are placed to build the capacities of the Area Association members in such methods.

More detailed reflections on the ASP workshop and method can be found in Annex 2.

VI. Next Steps

Following the workshop, we reviewed the remaining steps in the ASP process. We then worked with the two pilot Areas to come up with an action plan for completing the ASP:

- Los Bancos pilot Area will undertake stage 2 of ASP during the week of Jan 12-16, 2004.
- Both Areas will complete the community validation (step 3a) by Jan 30, 2004.
- Refinement of project designs, including discussions with partners and getting technical input (step 3b) will take place during Feb 2 - 13, 2004.
- Working with communities to develop dreams, or locally -defined indicators (step 3b), will be done during Feb 16 - 20, 2004³¹.
- Stage 4 of ASP will be done during Feb 23 - 27, 2004.
- The Area Strategic Plans and the Sponsor Relationship Plans for both Areas will be submitted for approval to the National Director by Feb 29, 2004.
- Training on logical framework development will be conducted during March 8 - 13, 2004. This workshop will be led by Luis Alfredo Cevallos, as is expected to produce the actual logical frameworks for the projects to be implemented in each Area during the first year.
- The week of March 15 - 19, 2004, will be used for Country Strategic Planning.

³¹ We agreed that it makes more sense to do this step after having a clearer idea of project designs.

VII. Thanks

We greatly appreciate warm reception and excellent arrangements made by Carlos Montúfar, Nila Guevara, and all the other Ecuadorian staff during our visit. Their participation, hard work, and input allowed us to accomplish and learn a great deal during the week. Also, thanks to the communities of Santa Rosa and Unamucho, which hosted our visits.

Annex 1: Selected Images from the Workshop



Children portraying the faces of child poverty in their Area



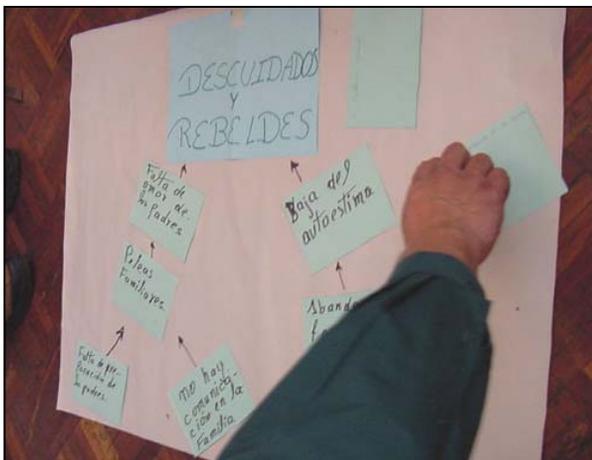
Children analyzing child poverty through drawing



Prioritized 'faces' of child poverty



Analyzing root causes of child poverty



Tool for causal analysis



Child participant presenting their analysis of the causes of child poverty



Discussing / negotiating priorities



Participatory ranking of the root causes of child poverty to address



Discussing how to do validation



Preparing presentations for use during the community validation



Area Association member leading the validation activity



Validating the proposed programs with a group of women

Annex 2: Detailed Reflections on ASP

The methods used during the Stage 2 work in Ecuador differed in some respects from those used during the ASP workshops in The Philippines and Uganda. Changes were made mainly because we were developing an actual draft ASP, as opposed to only going through the methods as a training exercise.

The following set of notes highlight the major changes made, the strong and weak parts of the process, and recommendations for improvement. I have also added in some lessons that have come out of the experiences with ASP in other pilot countries. The intended audience for these notes are those pilot country staff significantly involved in the ASP process. Much of this information will be incorporated into the ASP guidelines.

Stage 1

- In Ecuador, an attempt was made to combine parts of the training for Stage 1 of ASP with the PRA training. Specifically, the PRA trainees were meant to be given guidance on how to focus the PRA process on the outputs needed for ASP. As mentioned above, in some cases the PRA activities did not produce the required set of faces, causes and resources. Also, the PRA findings were not kept separate for children, youth and adults. These both posed challenges during Stage 2.

Recommendations:

- While combining the PRA training with Stage 1 of ASP seems logical, I would advise against it unless someone sufficiently familiar with ASP can be present to co-facilitate.
- It will be more appropriate to find 'generic' PRA training through local institutions. Such training should build participants skills in a variety of PRA tools, and build awareness of the attitudes and behaviors required to be effective facilitators of participatory processes.
- A separate ASP training can then be organized to focus these new skills on the needs of the ASP process. PRA training should not include a planning component, as is normally the case, since CCF's has it's own method for Area Strategic Planning.
- Due to the large number of communities in Areas, an intermediate level of synthesis of PRA findings for a group of communities will often be needed before beginning Stage 2.

Recommendations:

- Keep the findings for children, youth and adults separate, as these do not need to be synthesized into a unified set of Area priorities until Stage 2. Combining these at earlier stages risks losing the voices of the youth and children, who more often bring out the social and psychological dimensions of child poverty³².
- Whatever form of 'clustering' is used for the intermediate synthesis of PRA findings should be maintained and used again during validation and subsequent activities where

³² For example, in Ecuador, children brought up the issues of discrimination and maltreatment faced by indigenous people in government health and education services.

it is impractical to go back to every community. The 'cluster' structures must ensure the participation of adults, youth and children from all the represented communities.

Stage 2:

- A distinct process for working with children is needed to bring out their ideas and concerns. Also, careful consideration must be given to how children's input is combined with the contributions of parents and youth.

Recommendations:

- Children can work separately to distill the key faces of child poverty that came out of the Stage 1 reflections. For example, they might be asked to draw one or more of the most important faces they heard, which can then be prioritized. This more subjective approach should work fine as long as the children taking part in Stage 2 are the same ones who were involved in facilitating the Stage 1 reflections in communities. Similar methods can be used to get children to analyze the root causes of the priority faces they identified.
- The faces of child poverty identified by children should be combined with those of parents and youth to come up with a set of overall priority faces for the Area. The following method is recommended, as it has the potential to allow equal participation of children and youth alongside adults:
 1. Each main face identified by the adults, youth and children should be written or drawn on a large meta-card.
 2. Without any talking, have one participant start by placing one of their 'face cards' on the ground.
 3. One by one the other participants then put the 'face cards' they feel are related next to that card.
 4. This process continues, silently, with the adults, youth and children grouping the 'face cards' that they feel belong together. The cards can be moved until there seems to be a general agreement on their placement.
 5. Through discussions, each group of 'face cards' should be given a name which encompasses the concepts contained in all the cards in that group (not just that describes the group). See table below for an example.
 6. If there are too many groups of cards, some form of ranking activity should be used to narrow the list to 4 or 5 priority faces.

Prioritized Faces (group heading)	Faces within the group
Sick	- Cannot play because they are sick - Are sick
Children Are Alone	- Alone or abandoned
Do Not Attend School	- Work with their parents - Do not study - Can not study

Careless and Rebellious	- Are not taken care of by parents - Lack of love of the parents - Are not tidy
Children Must Work	<i>(This was the only face in the group)</i>

- A similar process as above can be used for prioritizing root causes.

Recommendations:

- Each cause meta-card should identify the face that it is related to. For example, this can be written on the back or in the corner. This is important, as only the causes related to the prioritized faces should be included in the grouping and ranking activity.
- Staff and external actors may have an important role to play in ensuring that the causes prioritized actually reflect the roots of the faces. This may take be done by adding specific causes based on their knowledge, or simply challenging the Area participants to think more deeply. For example, in Tunguharua the causes that came out of the community reflections were too shallow. So we had participants do some additional analysis using a problem tree tool before moving. See table below for details.
- It is common to have 2 or 3 root causes for each face. To narrow these down to a manageable number, have the group look for similar causes to combine.

Prioritized Faces	Causes	Root Causes
Sick	- Lack of care by parents - Lack of hygiene - Lack of money - Water contaminated - Poor diets / malnutrition - Lack of doctors	- Poor education about hygiene and nutrition - Lack of water infrastructure provided by government - Lack of organization of the community to request water from the government, etc. - The health services of the government (e.g. hospitals) do not treat well the persons (especially indigenous people)
Children Are Alone	- Parents do not want the children. - Because the parents are sick / have died.	- Lack of 'preparation' of the parents, e.g. knowing how to plan and care for their family. - Cannot produce enough, because the lands are not productive / do not have land - Because the parents have to seek work out of its community.
Do Not Attend	- Lack of work for their	- Economic problems of the

School	<p>parents / the parents do not have money</p> <ul style="list-style-type: none"> - The children work with their parents, - The parents have not attended school when they were children - Cannot study because they are sick 	<p>parents due to the number of children they have.</p> <ul style="list-style-type: none"> - Parents do not appreciate the value of the education. - Do not want to go to the school because are mistreated
Care Rebe	<ul style="list-style-type: none"> - Lack of affection (by parents) - Parents lack education - Social problems, including mistreatment in school, language and identity (especially for indigenous children) 	<ul style="list-style-type: none"> - Lack of affection (by parents) - Parents lack education - Social problems, including mistreatment in school, language and identity (especially for indigenous children) <p><i>(These did not require further analysis)</i></p>
Children Must Work	<ul style="list-style-type: none"> - Are obliged to work - Few work opportunities for parents to earn money 	<ul style="list-style-type: none"> - Parents lack education / skills - Bad attitudes of the parents (alcoholism and adultery, leading to disintegration of the family). - Lack of job opportunities

- We had an extended discussion on how to handle the resources component. Several participants felt that matching each root cause with possible related resources was confusing and difficult to do in abstract. Also, as discussed above, having only a list of the names of the resources was not enough information.

Recommendations:

- When listing resources, have people put the relevant services they provide on the same card. This will make it easier for people to identify how those resources can be built upon.
- Making connections between root causes and resources does not need to be a separate activity. Rather, it can be done when developing programs and projects. The following process for bringing in the existing resources during step 2d is recommended:
 1. Group the root causes that are related to each other. We are not looking at their relation to the faces at this point. Rather, look for those that might be addressed by a common program.
 2. Decide on a goal for a program that can address the group of root causes.
 3. Develop projects by looking at what resources are already engaged in related efforts, and / or can help achieve the program goal. What projects should we do within the program, and together with who?

- Make sure there is an opportunity to bring in additional resources at this point, as not all relevant resources will have been identified during the PRAs.
- Stage 2 involves synthesizing large amount so information. While the aim is to prioritize certain faces, causes, resources and programs, we do not want to lose the valuable findings and analysis that have gone into the process.

Recommendations:

- Document and hold on to any information or analysis of faces, causes, resources and programs that does not get included in the final prioritization. This also applies to the community-level analysis, which could be useful during the detailed project planning.

Stage 3

- For validating the draft ASP with the represented communities, we followed the procedures outlined in the ASP guidelines. Our experiences were constrained by limited time and the large numbers of community members who participated. Still, some lessons were clear.

Recommendations:

- Make sure to provide sufficient time for the Area Federation members to discuss and agree on how they want to present the draft ASP. It is important that they lead the validation sessions in their own communities. In Tunguharua, the Area Association members were very involved in preparing the presentation for validation. But most of the actual facilitation ended up being done by Area staff members.
- The validation step must provide an opportunity for community members to point out weaknesses of, and possible improvements to the draft ASP. However, it should not allow for major redesign of the programs and projects. The Area Federation should come out of the process with a clearer understanding of the specific projects prioritized by different groups.
- Validation should be done separately for small groups (not more than 20 people) of men, women, youth, and children.
- See Mark McPeak's report from the CAR pilot Area in The Philippines for documentation of Step 3b - developing community visions / indicators.
- Step 3c involves refining the design of programs and projects. Though no pilot Areas have gone through this step practically yet, some suggestions have emerged.

Recommendations:

- Area programs need to be based on best practices in the field and CCF's sectoral guidelines. Thus, in addition to discussing with partners, Area staff will need to seek out technical support from within CCF and from other experts in the field.
- Initially, Area staff will play the lead role in crafting the ideas generated by communities and Area Federations into sound projects. However, Area Federation members should be included in as many of the discussions with partners and technical experts as

possible, in order to build their capacities to take on more project design responsibilities in the future.

- During Step 3c, only put effort into refining / designing the projects that the Area has agreed to implement. This will save time, and make Step 3d -- review and selection of projects -- unnecessary³³.

Stage 4

Recommendations:

- Step 4a should produce a 'summary document', as opposed to a 'logical model' for the ASP. An indication of the scheduling of projects over the 3 years should be included.
- Logical frameworks for projects will be included as attachments to the ASP. These do not need to be developed before submitting the ASP for approval.
- Do not do step 4c -- developing capacity building goals for Area Federations. The method for this is still being developed, and may be included as a separate, more extensive process of organizational capacity assessment.

³³ Some reorganization of Stage 3 is being done and will be reflected in the revised ASP guidelines.

Attachment 10 – Update from CCF/Ecuador

OCTOBER-DECEMBER 2003

All staff was involved in training on Project Rural Appraisal (PRA) the methodology that CCF is incorporating for community diagnoses. In October, the introductory training on Participatory Rural Appraisal workshop took place addressed by International Institute of Rural Reconstruction (IIRR), for the CCF Ecuador Staff. PRA workshops were carried out with two communities of San Miguel de los Bancos and Tungurahua areas and the corresponding CCF staff.

These workshops were replicated by volunteer promoters in the other area communities, during November and December, in order to identify poverty faces, before to the planning process. Also, Program Officers for Imbabura, Pichincha, Cotopaxi and Carchi provinces areas led similar workshops for the projects' staff; based on the IIRR documents and their own knowledge and management of the methodology. They began a transition process clustering neighbor "projects" and forming three or four zones in each province, in order to plan and manage these in an integrated manner, as a previous strategy for areas configuration. However, this process will be formalized during the first quarter of the next year 2004, for the Sponsor Relations Department of Headquarters office.

We choose "Alegre Futuro" and "Superación" projects for the baseline study, for the next annual comparison with "Los Bancos" Area functioning, as well as "Buscando un Amigo" and "Camino a la Esperanza" projects for similar comparison with "Tungurahua" Area functioning. We re-apply the poverty survey to National Office and projects' staff and Parent Committees. People identified in a similar manner the effects of poverty such as: malnutrition, alcoholism, low self-esteem, disabilities, conformism, problems and attitudes that make people incompetent to go out of poverty. Race, age and rural life were identified as factors that increase the tendency to poverty, which is highlighted by social behaviours as racism and discrimination that limit education and job access and opportunities to poor people.

Special consequences of the poverty are the main migratory movement of Ecuadorians to some developed countries and children work in order to support family survival and they also are the principal poor people strategies to go out the poverty. The Government incompetence and corruption are mentioned by all surveyed people, but also, they recognise that the State services of education and health are accessible to poor population, although to low quality.

Focus groups of parents, youngsters and children were formed in the same projects in order to know their perceptions on CCF support, implemented programs and their impact in changes of poverty situation. They have a strong image of CCF and its support and consider that it helps to improve children situation and to build some parents capacities, but youngsters felt that they are not assisted in any way, as well as some parents from Committees consider that they do not have enough knowledge and decision in plan implementation. Other relevant findings are the empowerment of accountants through the budget information that is not understood by all Committees, as well as the poor integration and relevance of Correspondence assistants activities (Project Sponsor relations staff) within the organizations life.

At the middle of December, Jon Kurtz, CCF consultant; guided the Strategic Planning workshop in Ambato, with participation of women, man, children and youngsters from San Miguel de los Bancos and Tungurahua areas, CCF senior and areas staff, and international staff: Daniel

Wordsworth and Victoria Adams. The workshop results were the poverty faces identification and their causes. Five faces were presented: uncared and rebels children, sick children, children without school, working children, children alone.

Attachment 11 – Update from CCF/Philippines

October 2003

- Stage 1 (Community Reflections on Child Adversity) trainings for the Southern Tagalog and Cordillera Areas were completed. Jon Kurtz and Victoria Adams conducted the training for the So. Tagalog Area on Sept. 29-Oct. 4. Area Office Manager and parent and youth federation mobilizers from the CAR Area also attended the training in Batangas. Selected NO staff also attended. CAR Area ASP training was held from Oct. 25-30. This was conducted by the CAR Area Manager, Parent and Youth Federation mobilizers with assistance from NO staff. So. Tagalog started implementing Stage 1 on Oct. 20.

November 2003

- Actual conduct of ASP in both areas was completed this month. A total of 5,875 participants (2,030 children, 1,285 youth and 2,560 parents) from the six communities of So. Tagalog were involved from the 102 villages covered by the So. Tagalog Area. Figures from CAR are still being consolidated.

December 2003

- Stage 2 training was conducted by Mark McPeak for the CAR Federation officers (parents, youth and children) as well as So. Tagalog representatives last Dec. 3-5. Prior to this, Mark observed and provided technical inputs on Stage 1d in the Kiphodan community in Lagawe, Ifugao on Dec. 1.
- Stage 3a and 3b were demonstrated in a selected, mountainous village in the CAR Area on Dec. 7-8. Community mobilizers from CAR as well as representatives from So. Tagalog also joined this activity.
- Stage 3c, 3d and 4a, 4b and 4c were explained by Mark to the CAR Parent Federation officers and selected staff and parent leaders from So. Tagalog Area on Dec. 9.
- Based on actual monitoring visits conducted by NO staff in the CAR Area and reports from the So. Tagalog Area manager, Stages 3a and 3b were completed in both areas as of the date of this report (Dec. 26).
- An "inventory" of all CCF sponsored and enrolled children was conducted by the community mobilizers for SR in both areas. Data facilitated the identification of the "poorest of the poor" among CCF sponsored and enrolled children as well as the assessment of who among them will be needing continued assistance for January-March, 2004. Maps of all the villages involved in Stage 1 facilitated identification of who among these are CCF as well as non-CCF sponsored children.
- Thanksgiving and recognition ceremonies for the outgoing staff were organized by the Parent Associations in all 12 communities. The occasion provided opportunity to increase

awareness of the community about the rationale for the program roll-out. The activity provided a "smooth turn-over" of responsibilities by the outgoing staff as well as opportunity to recognize accomplishments for the last 13 or more years of CCF assistance. The atmosphere was more "joyful" than sad and promoted acceptance of the change by the community, the staff and the local government officials who attended the "assemblies".

- The NO staff and the Area Office Manager of So. Tagalog also assessed preparations for SR. All communities have existing structures involving parents as SR Committees. In the CAR Area, 5 out of 6 communities were assessed as capable of undertaking SR tasks, given the new structure. One Project will re-appoint their SR Coordinator for one month. All 12 Parent Associations will re-appoint their bookkeepers and cashiers to ensure DFC distribution and disbursements of the December subsidy which arrived after the 20th of December will be done efficiently. Requests for release of January 2004 subsidies for the 12 "pilot projects" were sent to RO. An LOA for one month (January 2004) was entered between CCF Philippines and the 12 Parent Associations.
- The registration of the CAR Parent Federation with the Securities and Exchange Commission (SEC) was approved last Dec. 22. This was after several "misunderstandings" and "miscommunications" regarding requirements for registration and the amount for membership fee for each Parent Association took place. That the six Parent Associations need to learn how to work together as a Federation and the absence of specific guidelines related to Financial Management were highlighted by this activity. Close and timely interventions were undertaken by the NO to ensure that the lack of an effective communication system among the six Parent Associations was more or less minimized. The Area Office Manager and the respective staff for the Federation are quite involved in their respective tasks for the ASP to really provide the needed coordination and communication system for the Federation. TPO staff have provided "extra" time to clarify some of the issues.
- The SEC registration papers for So. Tagalog will be submitted by first week of January 2004.

Attachment 12 – Update from CCF/Uganda

We are pleased to share with you our progress on the above subject for the Oct–Dec period.

ACTIVITY	DATE AC-COMPLISHED	MAJOR OUTPUTS	COMMENTS
PRA training	13 to 25 October 2003.	Basic facilitation and PRA skills were imparted to the staff of the National, Area and Community offices.	The STIPA consultants from Kenya, a very experienced firm in training on participatory community development processes, conducted the training.
Area Strategic planning (ASP) training	27 Oct. to 1 Nov. 2003	Basic understanding of the process and steps in ASP were generated	The training was facilitated by the 2 Consultants- Mr. Jon Kutz and Mr. Mark McPeak. It involved staff from the National, Area and Community Offices and also representatives of community members in each of the 19 APP communities.
Staff orientation	17–19 November 2003	An understanding of the CCF mission/ vision and working principles and values /strategic directions were generated.	This was a good workshop especially for the area staff who are joining CCF for the first time and also the Community mobilizers who are now assuming new responsibilities in new communities for some.
Inauguration of the Parents and Children/ Youth boards	Jinja- 4 November 2003 Mbale - 6 November 2003	Parents federations were commissioned	These were the 1 st functions to bring together these bodies and introduce them the basics of their tasks and responsibilities formally. Office bearers were elected and sworn in.
Training of the Parents and children / youth federation members on PRA/ASP	23 Nov. to 11 December 2003	Skills in PRA and ASP process and steps were imparted to the federation members	These trainings were conducted separately for the children and parents federation members
Community reflections	15 th to 19 th December 2003	Faces and root causes of child poverty and existing resources in the various communities identified.	The parents and children/youth federation members have conducted this separately. Synthesis and draft planning take place in January 2003
Next steps	Jan, Feb and March	Complete the area strategic planning.	By the end of march the process of area strategic planning should be complete with clear area level activities, projects and programs in place.

Attachment 13 – Update from Finance / Richmond

Quarterly Summary – October-December, 2003

October

13-17 FIT Implementation Team conducted training in TPO.
(Dave Brown, Olga Marchan, Marlyn Zabala, Charles Kariuki)

November

10-14 FIT Implementation Team conducted training in Uganda
(Dave Brown, Charles Kariuki)

December

11-19 FIT Implementation Team conducted workshop in Richmond.
Overview of FIT and application demo conducted for staff.
APP Budget Package deliverable produced and delivered.
Funding Request Procedures deliverable produced and delivered.
APP Pilot sight support scheduling for CY 2004 completed.

Attachment 14 – Update from Communications / Richmond

JANUARY, 2004

Great strides have been made in the Communications arena since the last meeting.

- Following the International Conference on Children in DC, November 16-21, Sr. Management met with Regional Reps, where ICF-VP Cheri Dahl presented Communications information/concerns regarding the External Communications for Sponsorship under the pilot phase for APP. The PPT met in Richmond the following week including Pilot Countries and Regional Reps.
- At the meeting Pilot Countries presented their concerns/issues and working groups were assigned to address those areas of major concern. One of the working groups assigned was on Sponsorship to discuss what needed to be addressed in this arena.
- The Sponsorship Working group presented back to PPT critical areas that needed work. The key points that came from this group included:
 - Importance for keeping the CCF-Accreditation process in mind as we planned communications strategies for new pilot areas.
 - Need to continue using the MLAF and PDF (with revisions for pilots)
 - One child per family in pilot areas.
 - Need to maintain the Family Card for monitoring and accountability for pilot countries with necessary modifications.
 - Maintaining Home Visits in some form (i.e. using youth federations) in pilot countries.
 - Importance of defining the SR staff responsibilities as different from before (keeping necessary staff for transitions period in pilot countries).
 - Communities will work through the areas and not direct to the National Office in pilot areas.
 - Need for identification of 'safety net' for enrolled children prior to pilot implementation (decided at management level).
- Following this meeting the working group (minus country and Regional Reps) met with Cheri Dahl and Daniel Wordsworth to further discussions of the External Communications efforts needed. In attendance with the PPT-Communications sub-group were Mike Raikovicz, Mary Arnold, Brian Gale, Reade Johnson, and Toni Radler.

Following an overview from Ellie on the November meeting, Cheri provided feedback to the group from the Management meeting in DC. Daniel talked more about the area program process (APP) in the pilot countries. After significant discussion, the group met again to detail sponsorship perceptions as they exist under the current CCF system. This information was charted with a column on Current Sponsorship Expectations and a second column for Pilot Sponsorship. We looked at things that would not change in terms of expectations and then asked Daniel to respond on those that would be different in the pilot phase of this effort.

Also the group detailed additional issues that still need to be addressed. Those included:

- Who would define the 'safety net' for the enrolled children?
- Who will develop the description of exactly what will be included in the pilot family cards?
- A timeframe for developing the new PDFs for the pilot areas.
- How the benefits tracking will occur, who will be responsible for it and what it will 'look' like.

Once the responses have come back for the information requested the group will look at the next steps and who will be handling the specific pieces of the process as noted.

ICF has also taken every piece of the assignment package information and detailed what it is currently said and a potential response under the APP pilot program. This included TV advertising standard language and can be further discussed after the group meets again.

Communications will meet with Mark McPeak, Victoria Adams, and Jon Kurtz on January 16th for an update and brainstorming.

Communications sub-group – Ellie Whinnery, Cassandra Anderson and Laura Thornton – 1/04

Attachment 15 – Update from Human Resources / Richmond

January 6, 2004

Good progress has been made in the 3 Pilot countries from an HR standpoint during the 4th quarter of 2003. With one exception, all of the area personnel positions have been filled and the training process has been started and completed in most cases for PRA and ASP sessions. The HR Process Manual has gotten behind due to a drop in support from the Uganda HR consultant and will be picked up and completed hopefully in the next two months. Country notes are below.

Uganda:

There were not many HR activities for the pilot project during the quarter. On top of the hiring of the area personnel, selection of the community staff/releasing of others and the outplacement workshop Bekko did for the displaced staff, two more HR related activities that were done were:

- Orientation workshop for the new area staff and the community staff who now assume new responsibilities and in new communities for some was conducted between 17th to 20th November 2003. This was a good workshop to introduce the staff to the CCF working philosophy and new strategic directions.
- Federations - both parents and Children/Youth were inaugurated and formally commissioned to start work and have since started with the process of Area Strategic Planning (ASP) with some training on PRA and ASP given to them.

Ecuador:

Since October 1st new staff for the areas has been hired. Three persons for each area were hired. In the Tungurahua Area two persons (Finance Officer and S/R Officer) are from the Area and the Area Manager is from Quito but he moved to live in Ambato which is the capital city of Tungurahua's Province.

In Los Bancos Area just one person (S/R Officer) is from the Area and the other two persons (Area Manager and Finance Officer) are from Quito. Unfortunately, the Finances Officer resigned in the middle of December due to personal reasons so we are now looking for another person to work in Los Bancos. AMS is helping us to do the recruitment process and we hope to have the new person in two weeks.

During the last quarter, we also had some meetings between our staff and the AMS consultant in order to do a self evaluation of each person of our staff and they will present us an evaluation tool in order to use it in the future.

Philippines:

As previously reported, TPO had hired their area personnel. They are in the process of working with CORD to hire a new Program Manager for the CO as a replacement for the person who moved to an area position. The new Program Manager should be hired in early 2004.

The ASP and PRA processes were completed in the Areas that were reported on by Mark. As part of this process, Vilma will be providing a summary report by year of the number of employees for National Offices and for the “projects” that will be formed into APP pilot implementation over the next three years.

CORD has presented a TOR and plan for organizational development and change management during the pilot testing year. CORD has assured me that they will develop a training process that can be replicated in other countries. We have been very pleased with the support provided by CORD.

Attachment 16 – Update from Program Development / Richmond

Program Development Division

January 15, 2003

Activity	Due Date	Accomplishments	Comments
STRATEGIC PLANNING			
Recruit PME	June 2003	Position was posted and initial phone interviews took place in June/July. Additional interviews were completed in Dec.	This task was severely delayed as Director was on furlough for 3 months and other Program priorities took precedence. Hiring should take place in the first quarter of CY 2004.
Country Strategic Plan Outline and Guidelines	August 2003	Consultant has prepared a draft outline of Country Strategic Plan including baseline and measurement matrix. .	The CSP has been postponed in order to allow the Pilot Countries to focus full energies on preparing for and implementing the Pilot Program.
Program Baseline Study Outline & Guidelines	August 2003	Draft prepared and disseminated to all Pilot countries that have started to gather their baseline information.	Baseline matrix completed and agreed upon with exception of finance matrix. Finance will review this quarter and approve their matrix.
Area Strategic Plan	August 2003	All three Pilot Countries have completed their PRA and ASP training and are in the final 2 stages of developing their plan.	TPO est. plan submission Feb. 15 th . Ecuador est. plan submission March 1. Uganda est. plan submission March 20 th .
Recruit Community Participation Officer	June 2003	Position was initially posted. Hiring of this position is on hold.	

- Program staff coordinated several meetings with the Finance working group this quarter in order to help advance the finance and funding procedures for the Pilot countries. Please see Finance report for full details of deliverables.
- Meetings were coordinated with a small working group to review MOU requirements for Pilot Countries and a final document was provided to JFS for approval. Once we were provided the go-ahead, the MOU was then sent to Pilot Countries. Please see MOU framework for further details

- Following the International Program Conference in November, Program staff facilitated a two-day Pilot Country meeting in November. In attendance were Pilot Country directors and program managers, as well as staff from Richmond task group. Country office staff presented their concerns about the process and highlighted their accomplishments. Small working groups were assigned to address outstanding issues on operational/structure, sponsorship and communications, and finance. Please see report from meeting for further details.
- In support of the sponsorship concerns and issues that have been raised by the Area Piloting process, Program requested the new Sponsorship Quality Officer attend the ASP training held in Ecuador in December. Part of the training was set aside to address sponsorship questions and concerns. See sponsorship report for full details.
- Program staff co-facilitated all 3 ASP sessions held in Pilot countries, including the Director of Program who assisted with facilitation of the ASP training in Ecuador in December.
- Program staff is providing ongoing support in the Area of Pilot budgeting. A review of budgets and expenditures is showing that resources need to be reallocated to cover the costs of ASP. The ASP is intensive and must allow for full participation by many community members.
- Program Staff continue to meet with Communications group and small group meetings with executive staff members to update and provide more detailed information on impact of Area Programming.

Attachment 17 – Guidelines for MOUs Between Area Federations and CCF

MEMORANDUM OF UNDERSTANDING

Christian Children's Fund, Inc. will provide a framework for Memorandums of Understanding between CCF Country Offices and its partner Federations. This framework will provide a list of 'absolutes' that must be incorporated into the MOU's. Each Country Office is responsible for developing its country specific MOU in compliance with country specific laws and guidelines.

Each MOU should have the following in its PREAMBLE:

- CCF and the Area Federation will enter into an agreement with the purpose of implementing development programs in the defined geographic Area with the objective of improving the lives of poor children [enrolled children?] in the Area.
- There is no other relationship between CCF and the Area except this MOU.
- CCF and the Area are independent of each other.
- Neither party can enter in any other agreement on behalf of the other party.
- This MOU is valid when signed by:
 - President of the Area Federation Board, and
 - CCF Country Director, and
 - A Member of CCF's Senior Management team
- CCF is committed to supporting the Area for a substantial period beginning on (date). This agreement may be the initial or a renewal during that period. The agreement is renewed every three years by mutual agreement.
- CCF is not the employer of the Federation, its officers, or its employees.

Each MOU shall have a section – AREA AGREES:

- To perform an annual audit per CCF audit program and with CCF prior approval/selection of the auditing firm. The expense of the Area Audit is to be borne out of the Federation funds provided by CCF.
- To develop, through a participatory process and with the technical assistance of CCF, an Area Strategic Plan every three years during the life of the CCF/Area relationship.
- To develop, with the participation of stakeholders and the technical assistance of CCF, and annual plan of activities and budget based on the Area Strategic Plan:

- CCF will estimate the approximate amount of funds to be available to the Area for each fiscal year.
 - Funding by CCF is not automatic, but instead based on appropriate spending and execution of the budget.
 - CCF's commitment is for actual expenditures; the Area has no claim to CCF budgeted amounts not expended at the end of the fiscal year; however, it may reapply for unspent funds.
 - Funds must be expended according to the budget; CCF must approve any change to the budget or variance of greater than \$5000 or 15%.
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- To maintain compliance with CCF's financial reporting systems and/or policies.
 - To maintain systems of staffing structure for accurate, reliable and punctual maintenance of all sponsorship related activities.
 - To perform and comply with all legal and statutory requirements of local and national government.
 - To refrain from using the name, abbreviation of the name, or trademark of Christian Children's Fund in the name of the Area, in Area publicity, and/or fund raising, except to state that the Area's affiliation is with Christian Children's Fund.
 - To provide the CCF National Office, within one month after cancellation of the agreement ... (1) all records pertaining to sponsorship (2) audited financial statements of current records by an independent accountant or joint review by the Area and national office staff (3) return whatever else, i.e. equipment, property, etc.
 - The area cannot be affiliated with another sponsorship organization for the purpose of developing a related sponsorship program.
 - To avoid conflicts of interest such as financial relations with family members of members of the Area Federation or its employees, nepotism in the hiring of staff, etc.
 - To maintain appropriate insurance.
 - That CCF owns the sponsor addresses, correspondence and other sources of communications, and will not use them independent of CCF.
 - Cannot have an agreement with any other sponsorship agency in the same geographic location as the CCF agreement.
 - Protect CCF, its management staff, by all lawful means, from all claims arising from the Federation's Grant Funded projects.

Each MOU shall have a section – CCF AGREES:

- To provide long-term financial and technical support to the Area, with the understanding that the Area will assist individual communities within the Area through sponsorship for a substantial period.
- To provide annual funding to the Area based on the approved Area budget:
 - Since CCF's funding commitment is dependent on the generosity of its donors, CCF reserves the right to amend its funding commitment to the Area accordingly.
 - CCF will notify the Area if changes in funding possibilities occur.
- To provide ongoing technical support and training to the Area in the sectors of: programmatic planning and implementation; financial planning; budgeting and reporting; and sponsorship processes and procedures.

Each MOU shall have a section – AREA AND CCF MUTUALLY AGREE THAT:

- Disclaimer: CCF's intent is to support the development of the Area and cannot be held accountable or responsible for the nondevelopment of the Area or other factors beyond its control.

Each MOU shall have a section dealing with – TERMINATION CLAUSES:

- Both parties acknowledge that the only purpose of the agreement is to improve the lives of poor children. Use of resources for any other purpose will be grounds for the immediate termination of the agreement.
- Either party through advance written notification of ninety days may voluntarily cancel this MOU, for any reason.
- In, in the opinion of CCF, the Area has contravened the intent of this MOU, the Area will allow CCF to develop and implement a proposal to reestablish compliant operation of the Area.
- In the event of cancellation of the MOU, the Area will permit and support CCF to find, contact and contract with another organization to continue its program in the Area.
- Misadministration and/or embezzlement of funds with or without legal action or conviction are sufficient reason to terminate this agreement. The Area Federation is responsible for ensuring proper use of funds.
- CCF reserves the right to intervene in the operations of the Area Federation when necessary. This can include, but is not limited to, removal of Officers of the Federation and nomination of replacement Officers.

Attachment 18 – Update on AIMES Development

Progress Report, October - December 2003

AIMES Enhancement, Jon Kurtz

Main Activities	Dates	Accomplishments	Comments
<i>Training of all pilot countries in Area Strategic Planning method</i>			
ASP workshop in The Philippines, Southern Tagalog pilot Area	Early Oct 2003	Trained 50+ NO and Area staff, and Area Federation parents, youth and children.	Also discussed other PME components and issues, and developed draft timeline for completion of ASP
ASP workshop in Uganda, Mbale pilot Area	Late Oct / early Nov 2003	Trained 60+ NO and Area staff, and Area Federation (mainly adults)	
ASP workshop in Ecuador, Tungurahua pilot Area	Early Dec 2003	Trained 50+ NO and Area staff, and Area Federation parents, youth and children. Workshop produced a draft ASP for Tungurahua pilot Area	
Follow-up to each workshop	Oct - Dec 2003	Included: <ul style="list-style-type: none"> - visit reports, - recommendations for ASP method and workshop design - revisions to ASP guidelines 	
Short workshop and Q&A session on stages 3 and 4 of ASP for pilot country NDs and Program Managers (in Richmond)	Mid Nov 2003	Basic training on validation, community-defined indicators and the logical framework model.	
<i>Refining indicators and procedures for the Global Impact Assessment component</i>			
Developing the optional global indicators	Oct / Nov 2003	HIV/AIDS, malaria, MEDI, immunization, watsan	Technical officers asked to fill in gaps in indicators and collection methods.
Refinement of sampling methodology	Dec 2003	Adapting KPC survey method for AIMES sampling.	
<i>Communications on Enhanced AIMES</i>			
Presentation on impact assessment at International Program Conference (WDC)	Nov 2003	Shared latest thinking on revised AIMES and participatory Area planning methods with 250+ CCF staff / attendees.	

Attachment 19 – Update from Child Sponsorship / Richmond

From Jason Schwartzman

Child Sponsorship has traditionally focused on the mechanical aspects of linking children and sponsors, most notably such issues as the reduction of sponsor cancellation rates and ensuring the smooth operation of LINCS (the global information technology used to manage sponsorship). Two years ago, a Working Group was formed to explore what was then called the Sponsorship Quality Initiative to move beyond mechanics and see sponsorship from the child's point of view. While the initial goal was limited to figuring out how to promote quality correspondence from the child to the sponsor, it was immediately clear that when you put yourself in the shoes of the child, much more needed to be considered. Just as one example, children often feel pressured to write letters because of deadlines that we impose so that sponsors will receive responses to their queries in a timely manner. This has sometimes resulted in program practices that take the fun out of what might otherwise be a creative, enjoyable, and expressive activity. As the Sponsorship Quality Initiative evolved, the question became how to make the child's experience of sponsorship welcoming, engaging, popular, and authentic—an experience that is better aligned with our overall goals of promoting the holistic development of young people.

To advance these ideas and facilitate their development, Jason Schwartzman was hired in November as a Senior Program Specialist. Jason previously worked at CCF in International Programs, and since leaving, from time to time consulted with CCF, including working with the Sponsorship Quality Working Group. The scope of work of this position is two-fold: 1) Develop programs, policies and procedures so that child sponsorship is child- and youth-friendly, developmentally appropriate, and developmentally beneficial; and 2) Using the ideas and priorities that young people identify, involve them as leaders and decision makers in program design, implementation and evaluation. Both responsibilities rest on the notion that children and youth benefit from opportunities to reflect on and think critically about what is going on around them, to express their thoughts and feelings in a variety of different ways (letters, drawing, photos, theater, etc.), and through their initiative and collaboration, take action to address issues they care about. In doing so, they will develop their own competencies and be better prepared for the future as adults, as parents, as community members, and as citizens.

This scope of work is focusing on five issues, and in no particular order, these are:

1. *Child and Youth Friendly Policies:* As we move from seeing young people as recipients of services to partners and decision makers, what is the policy environment that we want to create that will facilitate programs and practices that are aligned with these goals?
2. *Models of Child and Youth Participation:* To expand opportunities for young people to take on leadership roles within their communities, to take initiative and participate in decision making, we will need to identify a variety of models and best practices so that National Offices and projects have a better sense of what their options are.
3. *Re-Imagining Sponsorship From the Young Person's Point of View:* Since the family's responsibilities within sponsorship programs have often flowed from our desire to keep sponsors informed, we need to review how this is done to make sure our practices consistently promote child and youth development, are developmentally appropriate, and inspire the spirit of partnership between CCF and communities.

4. *Broadening Opportunities for Young People to Communicate:* When well designed and run, there are multiple benefits to having a sponsor with whom young people may communicate, and we would like to become more conscious and systematic about how we organize activities so that all enrolled children have the opportunity to participate and benefit, whether or not they have a sponsor.
5. *Enhancing Materials for Sponsors:* The newly developed community assessment and planning process brings parents, young people, and other community representatives together to reflect on the challenges they face and the assets they can draw upon. The information that is generated is rich and can be integrated into the materials that sponsors receive so that they have a deeper understanding of what life is like within the project that they support.

Specific activities since November have included the following:

1. *Outreach and Review:* The issue of “youth participation” has been one way that UNICEF and international NGOs have focused attention on the program models and developmental benefits of working with young people as decision makers (as opposed to simply as beneficiaries of program services). Outreach has been conducted to better understand what are the different program models and methodologies that have been developed that CCF might learn from. In addition, we have begun to seek out collaborative initiatives and inter-agency committees that may be good networking opportunities for CCF to stay on top of new ideas and best practices. Lastly, internal outreach has begun to assess how CCF affiliated projects and National Offices have designed programs that incorporate child and youth participatory methodologies. One goal of this process is to develop a concept paper that outlines CCF’s approach to this type of programming, provides a rationale for why its important, and captures examples of the different ways that CCF does this.
2. *Area Pilots:* The enriched planning process and programming methods that are being piloted in Ecuador, Uganda and the Philippines are being used as an opportunity to integrate our new thinking about child sponsorship and participation. During a team visit to Ecuador in December, the ideas that were explored included:
 - Using CCF Ecuador’s “Reading and Writing” program, a regularly scheduled series of literacy-rich and fun activities that are open to all enrolled children, as a “magnet” to recruit, attract and involve young people. This program is designed to allow for sponsor communications, but also gives unsponsored children opportunities to develop literacy skills, and communicate with other groups of children from other communities in Ecuador.
 - CCF Ecuador has a number of staff who have expertise in hands-on methodologies that elicit ideas from children about the needs and assets of their community, and what actions might be taken to strengthen developmental supports within the community. While these methods can be adapted for sponsor communication purposes, these methods may also be adapted to galvanize the energy of children and youth to implement programs that, in their own way, further support child and youth development while deepening the overall impact that CCF has.
 - CCF Ecuador’s two Area Programs have governance structures that not only have parents, but also have youth representatives. One of the challenges is how to prepare young people to be comfortable working with adults on a leadership committee, and vice versa. Secondly, how do we ensure that youth leaders remain connected to and effectively represent the larger population of youth in the Area.
3. *Sponsorship Materials:* As illustrated in Ecuador, Uganda, and the Philippines, assessment and planning methods can be adapted to make it easier and more enjoyable for children and youth to formulate their thoughts and feelings about what is happening in their communities,

and what they'd like to see happen as a result of CCF's presence. We are interested in adapting these techniques in two ways. First, how can we use the techniques to translate children's ideas into the existing and newly created materials sponsors receive so that they have a richer appreciation, especially from the perspective of children, of what is going on in the community that they support? Second, how do we better enable children to express their ideas in communications with sponsors?

We're looking forward to exploring these ideas in the context of the programs in Uganda, Ecuador, the Philippines, and additional National Offices in the months ahead. This will invariably mean examining the skills and capacities we'd like children and youth to acquire, the programs we implement to build those skills, the training that's needed to make it happen, and the policies we need to articulate to facilitate the process. On one hand, how do we remain true to CCF's rich history of engaging children in literacy activities for the purpose of sponsor communication while further evolving and diversifying the ways in which this is done so that all enrolled children benefit, the activities are more fun and engaging, and the developmental benefits are deeper? On the other hand, how do we marry these processes and methods for engaging young people's thinking, creativity, and expressive abilities to our goal of developing program interventions that result in youth who are critical thinkers, have the skills and confidence to take initiative, and who are community leaders? CCF National Offices and other organizations around the world have developed interesting ways of doing this, and we're looking forward to developing them further.