

Dr Kornelia Rassmann
Sonnenstrasse 4
82457 Eurasburg
Germany
Tel: +49 (0) 8171 3864342
Email: k.rassmann@rf-projektagentur.de
Web: www.rf-projektagentur.de

Dr John Mauremootoo
25A Southside
Congresbury
Bristol
United Kingdom
Tel: +44 1934 876565
Email: jmauremootoo@gmail.com

Dr Richard Smith
53 Lock Road
Richmond
TW10 7LQ
United Kingdom
Tel: +44 7815 107973
Email: rdsmith27@yahoo.co.uk

Evaluation Report

Outcomes evaluation of the global Child Protection in Crisis (CPC) Network 2008 - 2011

Kornelia Rassmann, Richard Smith, John Mauremootoo

April 2012

An evaluation using the Outcome Harvesting method

This evaluation was commissioned by the Oak Foundation and undertaken by the core evaluator team Kornelia Rassmann, Richard Smith and John Mauremootoo with support of Nelly Badaru, an independent consultant from Uganda. The views expressed in this report are those of the evaluators and do not necessarily reflect the views of Oak Foundation. The evaluation uses an Outcome Mapping inspired method: Outcome Harvesting, a participatory evaluation approach where a major role of the evaluator(s) is to facilitate an iterative consultative process during which the organization / network provides and contributes to the verification of evidence used in the evaluation.

How to use this report

Outcome Harvesting is a relatively new approach to evaluation. We therefore include a detailed 'Methods' chapter (Section 4). Users of this report who are less interested in the methodology may want to skip this chapter and go right to Section 5, where we present general findings from the outcomes data. Findings concerning the three evaluation questions are addressed in chapters 6, 7 and 8 respectively. In the final chapter 9, findings are synthesized and conclusions and recommended points for discussion are presented.

Acknowledgements and roles of evaluators and evaluation supporters

The core evaluation team, Kornelia Rassmann, Richard Smith and John Mauremootoo, were responsible for developing the evaluation concept and design in an iterative, consultative process with Oak Foundation (Jane Warburton) and the CPC Secretariat (Neil Boothby). They undertook the initial ‘harvesting’ of outcomes from written material and guided the CPC focal points in how to review these and draft additional outcomes from their memory. The three core evaluators are solely responsible for the synthesis, analysis and interpretation of the data collected during this evaluation and for the development of this report. Their collective role was to ensure this evaluation was a systematic, data-based inquiry resulting in a report that answers the evaluation questions and is as useful as possible for its primary intended users. They were very effectively supported in their work by Nelly Badaru, an independent consultant, who coordinated the drafting and revision of Ugandan short and full blown outcomes and facilitated compilation of the Ugandan outcome substantiation results. Her contribution for the evaluation was indispensable and we are very grateful for her support.

Also indispensable was the cooperation we received from eight CPC focal points and Oak Foundation. Although we did not have the opportunity to meet network or funder representatives in person, the discussions and sometimes intense iterative development of evidence with these key contacts were essential for us to derive the evidence for this evaluation and develop our understanding of CPC and its environment. The time contributed by the CPC Secretariat, Task Force (TF) and Programme Learning Group (PLG) contacts was considerable, particularly for the Secretariat as it needed to manage CPC's role in the evaluation, provide documents and contacts, and engage other network members and stakeholders. The Secretariat, TF leads and PLG focal points provided and reviewed short outcome statements. Oak Foundation, the CPC Secretariat and the PLG Uganda focal points were involved in selecting outcomes for substantiation and several CPC focal points committed further time as they were mentored by the evaluators to expand short outcomes into so-called ‘full blown’ outcomes. Oak Foundation, the CPC Secretariat and the PLG Uganda then suggested a set of substantiators who we interviewed. Finally, a first draft of the report was submitted to CPC Secretariat and Oak Foundation who provided comments that were considered before submission of this final version.

We are very grateful to the 27 substantiators and the chair of the CPC Steering Committee who took time to review evidence or respond to our queries. For their contributions to the development of the methodology used in this evaluation, we are especially grateful to Simon Hearn from the Overseas Development Institute, London, for discussions on our development and use of the Network Functions Approach for evaluation, and to both Simon Hearn and Ricardo Wilson-Grau, an expert in network evaluation who has led the development of the Outcome Harvesting methodology, for comments on the evaluation design. Lastly, we benefited greatly from the review of sections of this report by Bea Sanz Corella, an independent evaluation consultant.

Abbreviations

BAPPENAS	Indonesian Ministry of Planning
CHAIN	Community Health and Information Network
CP	Child protection
CPC	The Child Protection in Crisis Network
CPRA	Child protection rapid assessment
CPWG	Child Protection Working Group
CSO	Civil Society Organization
CU	Columbia University
DCOF	Displaced Children and Orphans Fund
DEPSOS	Indonesian Ministry of Social Welfare
DPKO	UN Department of Peacekeeping Operations
ECCD	Early Child Care and Development
ECHO	European Commission Humanitarian Aid Department
IFRC	International Federation of Red Cross and Red Crescent Societies
IGO	Intergovernmental organization
IICRD	International Institute for Child Rights and Development
M&E	Monitoring and evaluation
MERG	Child Protection Monitoring and Evaluation Resource Group
MHPSS	Mental Health & Psychosocial Network
MoGLSD	Ministry of Gender, Labour & Social Development
NFA	Network Functions Approach
NGO	Non-governmental organization
OC	Outcome
OCHA	UN Office for the Coordination of Humanitarian Affairs
OH	Outcome Harvesting
OM	Outcome Mapping
OVC	Orphans and other Vulnerable Children
PLG	Program Learning Group (of CPC)
PRM	Participatory Ranking Methodology
REPSII	Regional Psychosocial Support Initiative
SC	Steering Committee (of CPC)
SIDA	Swedish International Development Agency
TF	Task Force (of CPC)
TPO	Transcultural Psychosocial Organization
TWG	Technical Working Group (of CPC)
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	The Office of the United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WRC	Women's Refugee Commission

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1. Executive summary

The Child Protection in Crisis (CPC) Network was established in 2008 to strengthen and systematize child care and protection in crisis-settings. It aims to bring together academic partners, humanitarian agencies, local institutions and policy makers, thus linking research, learning and action to build the evidence base for affecting change in child protection (CP) policy and practice. This evaluation was commissioned by Oak Foundation, a major donor of CPC, to examine the achievements of the network's first phase, specifically from January 2008 to October 2011. The **purpose of the evaluation** was twofold:

A. Assess the results of the CPC Network in relation to three themes:

- (1) the extent to which structural and process changes did or do facilitate learning,
- (2) CPC's influence on CP policy and practice, and
- (3) cast a spotlight on CPC's standing within the child protection landscape.

B. Contribute to organizational learning: participation of network focal points in the process of generating evidence as well as in using the findings was intended to provide new insights into the effectiveness of the network and the roles of CPC's supporting entities – the Global Secretariat, the global Task Forces (TFs), and the national Programme Learning Groups (PLGs).

The evidence: 137 outcomes and email interviews with 28 CP actors

In voluntary networks such as the CPC Network, **variables outside of a network may have as much influence on results as the network itself** which can at best influence but not control the social actors it works with. It is therefore often **difficult if not impossible to determine the direct impact of a network** in its key areas of work – here for example the impact the work of CPC has on practice/policy change in the child protection sector. But it is possible to generate evidence and assess the merit and worth of its **outcomes as defined by Outcome Mapping** i.e. observable changes in the behavior, relationships, activities and actions of individuals, groups, organizations or institutions that were influenced in a small or large way, directly or indirectly, intentionally or not by the network actors. This evaluation therefore considers results formulated as such outcomes.

An **impressive set of 137 valid outcome statements** were compiled from reports and through consultations with network informants. In addition we substantiated the outcomes and undertook **interviews with 28 key authorities** in the CP field. We then explored the **signals in the outcomes data** (who did CPC influence, how, and who of CPC contributed to the outcomes), examined the **functions the network provided to add value** to their members work (using the Network Functions Approach in an innovative way), and screened the interviews for evidence supporting our findings.

CPC's achievements 2008 – 2011: general findings

The observed outcomes present a substantial set of results balancing both (i) global / national level achievements and (ii) internal progress in strengthening the network and at the same time advancing CPC's purpose.

We assessed outcomes on two levels: at the national level by looking at outcomes that were mainly relevant to specific countries (focusing on Uganda and Indonesia); and at the global level including outcomes that were considered to be relevant for CPC and the CP community as a whole. As agreed with Oak Foundation and the CPC Secretariat, we included outcomes from any CPC component we detected in the written material provided, but focused our work on particular components by working only with network contacts from the CPC Secretariat, the PLG Uganda, the PLG Indonesia, and two CPC Task Forces, namely TF "Measurement and Evaluation" (TF Measurements) and TF "Liveli-

hoods and Economic Strengthening” (TF Livelihoods). Still, we believe the resulting data provide a representative picture of CPC's work over the last three years.

Our findings include that

- the network has achieved **many results at both the national and the global** level (80 and 57 outcomes respectively); on both levels we found outcomes relevant to the three evaluation questions;
- CPC has achieved a **substantial body of outcomes contributing to network processes and structures**, matched by **many results signifying progress in achieving the network’s objectives**.

The effectiveness of CPC as a network for ‘Research, Learning and Action’

CPC needs objectives, strategies and form (structures and processes) that enable innovation, sharing of learning, and translation of learning into practice and policy. We therefore examined general network effectiveness of CPC by looking at the potential influence of these factors on research, learning and action.

- The objectives agreed by CPC and Oak Foundation for the evaluation period comprise both network form and purpose objectives. The outcomes show that CPC’s work has largely followed the agreed objectives. We are **not aware of formalized, pre-defined strategies** (a network Theory of Change) that have guided the network. However, there has been an **impressive sharpening of the network’s overall strategies** since 2008, not least through important participatory strategy meetings such as those in Bellagio 2010 and New York City 2011.
- The majority of outcomes observed concern the network's promotion and sharing of learning by connecting people and organizations through meetings, workshops, training, and collaborations. There is much evidence of national and global actors being brought together by CPC and hence **many opportunities for local work to influence global level learning and vice versa**. The Network Functions Analysis, too, shows that one of CPC’s **major functions is ‘Community building’ and/or ‘Bridging’**, that is, establishing and fostering working relationships, both within and among different stakeholder groups, connecting researchers, CP practitioners and policy makers. We conclude that **the network excels at promoting new or identifying and developing existing relationships**, transforming them through expansion or formalization. In short, **CPC performs very effectively as a ‘fostering network’** both within and between the global and national levels.
- There is a high appreciation for the network (see evaluation question 3) and **CPC membership growth is seemingly rapid** with now over 250 agencies working in 32 countries. Yet the **membership concept is vague** and this is problematic for some. In some instances members hold various roles (with their institutional and one or more with CPC) and it is unclear in which capacity/ies they have contributed to network achievements. For the next phase CPC may want to consider more clearly defining the roles and functions of their (types of) members and/or participants, which may help to avoid barriers to knowledge exchange and enhance commitment from the CP community.
- How loose or formal the roles and relationships among the network supporting entities, individual and organizational members, or participants, need to be will depend on the degree of visibility the network pursues in order to promote its brand to external stakeholders including funders. The **degree of formality and visibility that will best progress the network’s purpose** should be addressed early during the next phase.

- The different CPC components are currently at different stages of development and functionality but, on the whole, within a remarkably short period of time the **network has been dynamic in building, reviewing and, where desired, redesigning its formal operational and government structures**. We conclude that the rapid growth and development of the CPC Network is a result of **strong leadership and facilitation through CPC's supporting entities**.
- CPC's development also clearly demonstrates **responsiveness of the decision making process to the needs of the network** and its members. **Yet, the respective roles of different network coordinating entities are often unclear**. There have been important steps to promote a more transparent and participatory decision making process, e.g. through the establishment of the CPC Steering Committee (SC) in 2011. However, the SC has not yet developed as intended. A failure to create a viable, participatory governance mechanism for the network at the global level would be a major threat to CPC's future.

In sum, within a strikingly short period of time the young network has succeeded to advance its strategic planning, build relationships, increase membership, design and where desired re-design its processes, structures and governance mechanisms – while at the same time progressing its purpose. To continue this successful performance in the next phase and make a significant and unique contribution to the CP field, it is now time for the network to build on the work and experience of the first three years, establish an efficient governance mechanism, and sharpen its profile by clearly describing and communicating the roles of CPC's constituencies, strategies, and niche within the CP community.

The effectiveness of the network at facilitating learning (evaluation question 1)

The outcomes assessed in this study provide **ample evidence of the network's effectiveness at facilitating learning**. CPC is particularly effective at

- identifying new CP learning priorities through thematic workshops and conferences, setting its own network learning priorities through planning meetings, and shaping the learning agendas of CP and humanitarian organizations and educators;
- promoting learning and sharing what has been learned both globally and nationally through the development of network relationships and collaborations;
- monitoring and evaluating learning through (a) contributions to the development of methods to measure child protection concerns and the effectiveness of the response to these concerns, (b) the evaluation of child protection interventions of others and (c) enhancing the capacity of individuals and organizations to monitor and evaluate learning.

With many structures already in place and a growing reputation, CPC is well positioned to expand its work in this field.

CPC influence on CP practice and policy (evaluation question 2)

This part of the evaluation addressed the question whether the knowledge, tools and services generated through, or promoted by the CPC network have been relevant to, and used by, policy makers and CP practitioners. The outcomes provide **many examples of the network shaping CP practice and policy**:

CP practice has been influenced by CPC through its work with intergovernmental agencies and networks, CSOs, and national governments. CPC worked with these actors in two ways: firstly, **CP practitioners endorsed and/or decided to use tools or methods** developed or promoted through the CPC Network; secondly, **CPC influenced social actors to request network services**, such as providing or filtering expert contributions to strategies and standards.

Policy influences have also had two dimensions: firstly, CPC's work guided social actors in **setting and implementing national policy** / plans / framework / strategy; secondly, the CPC had an influence on the **adoption of tools for monitoring and assessment of national policy**.

In an attempt to identify some of the strategies that the network uses in achieving these results we examined the network functions contributing to the relevant outcomes. The most evident CPC **network functions supporting CPC's influence on changes in CP policy and practice** were:

- **Bridging**: bringing together and facilitating cooperation between heterogeneous groups such as researchers, practitioners and policy bodies.
- **Governance and structure**: representatives of CPC's supporting entities working through CPC structures to facilitate cooperation and achieve network objectives, thereby facilitating the 'Bridging' function of the network.
- **Amplification**: extending the reach and influence of the network, notably to influence others to adapt their programs to include CP issues.

Thus, the **amalgam of CPC's global and national supportive structures seems to provide successful mechanisms** to advocate the network ('Amplification') to local organizations (including practitioners and governments) and seek their engagement in CPC work ('Bridging'). This is also evident in a case study from Uganda which we inferred from the outcomes. In addition the case demonstrates how **CPC uses different knowledge transfer models** to achieve a higher-level objective – change in national policy. We support the notion of the Network Director that CPC's strategies are evolving from a 'push and pull' knowledge transfer model to a more integrated approach.

CPC in the context of the wider child protection community (evaluation question 3)

A high level of appreciation for the work of the CPC Network is evident from the outcomes data, indicating that over the last three years the network has attracted much interest, support and commitment from the CP community. We found many instances where CPC's partners valued CPC by investing resources in the network and/or committing to work under the CPC umbrella.

A more direct – though not comprehensive – feedback from the CP community was received through an email survey of key CP authorities who were asked whether they believed that *“CPC fills a learning need and has shared agendas and priorities with other child protection organizations operating in crisis contexts.”* The **interview responses indicate that CPC's work is greatly valued**: all but one of 27 representatives from the CP sector who responded to our survey fully confirmed that CPC fills a learning need and shares agendas with other CP organizations (one agreed partially).

This **high level of support for the CPC Network is also reflected in the in-depth findings from Uganda** both in the outcomes data and the interviews.

The great interest CP actors take in CPC is further emphasized by the fact that many of the interviewees took time to give detailed feedback on positive aspects of the network but also on areas of improvement. Dale Buscher (Women's Refugee Commission) summarizes:

“I do believe it [CPC] fills a unique niche focused on a learning agenda around child protection. [...] CPC plays a needed and vital role but one that needs to be further strengthened to maximize its impact and benefits to the humanitarian community.”

Organizational learning

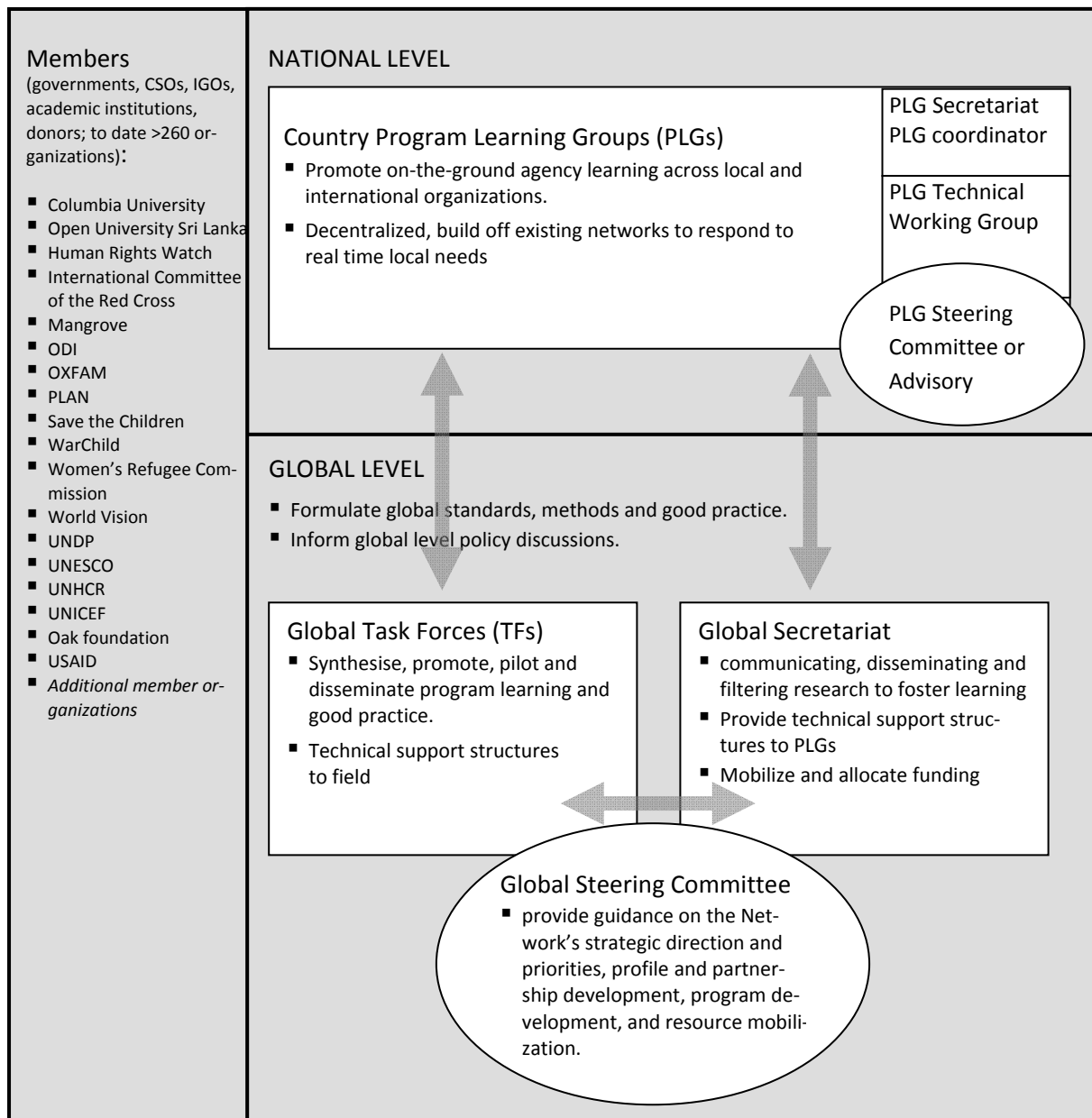
The evaluation followed a participatory approach involving an Oak Foundation representative, eight network focal points, the Chair and four other members of the CPC SC, and five PLG Uganda SC members, as well as several CP authorities who had no formal CPC roles. Our interactions suggest there may be the following lasting organizational learning benefits for the network:

- A clearer understanding of the type of sustainable changes the CPC Network facilitates in CP learning, practice and policy (“What does CPC achieve”);
- A clearer understanding of how the network contributes to results including who contributes and who they work with (“How does CPC achieve results, who contributes”);
- An ability to distinguish CPC outcomes from outputs, activities and stories of change;
- Greater awareness of network achievements within the network;
- Greater awareness of network achievements beyond the network.

Although CPC did not use an outcomes-based M&E system previously, this evaluation successfully built evidence based on outcomes that were extracted retrospectively from written or personal sources. Yet monitoring is much more effective when undertaken regularly as a basis for participatory reflection, learning and adaptation. **We conclude that use of a participatory M&E system would contribute significantly to greater network effectiveness** and use of **an outcomes-based approach would be optimal** as it would focus the network on who it can *influence* and how it can add value to its members.

Measuring the specific value added by a network is always difficult, but easier when based on a clear understanding of the strategies the network uses to leverage its various network advantages (i.e. based on a network Theory of Change). **We conclude that CPC will greatly benefit from further developing its Theory of Change**, which will provide the framework for ongoing monitoring, reflection, learning, adaptation and evaluation of the strategies used. For this the network may consider **our guiding questions at the end of Section 9.6** and can draw on the rich set of outcomes formulated by this evaluation. With the Three Year Plans for several CPC entities already published, and building on the collective learning over the last three years – including the results of the participatory strategy meetings and this evaluation – we believe that the CPC Network has gathered much of the knowledge it needs to successfully enter into its next phase.

Figure 1: The CPC Network*



* adapted from "NETWORK STATUS AND ACCOMPLISHMENTS REPORT 2010" and based on the CPC 3-Year-Plan 2011

2. The Child Protection in Crisis (CPC) Network

The CPC Network (www.cpcnetwork.org) is an evolving, collaborative network of partners engaged in research, learning and action that brings together academics, practitioners and policy makers sharing their knowledge to improve child care and protection policy and practice in crisis-settings. The emphasis is on learning, system change and multi-dimensional field building as a complement to the primary focus in the field on humanitarian response and services.

CPC seeks to operate more like an 'open adaptive system' than a formal project, program or organization. The network is currently not legally constituted but functions as an inter-agency entity bringing together and strengthening linkages among local organizations, international NGOs and UN inter-governmental agencies and academic institutions whose connections with each other are typically weak. It was established in 2008 with a Secretariat based with the 'Program on Forced Migration and Health' in the Mailman School of Public Health at Columbia University in New York and ten other initial 'founding members', namely five international NGOs ("Save the Children Sweden" on behalf of the International Save the Children Alliance; the International Rescue Committee; the Women's Refugee Commission; Child Fund International; UNICEF), and five local organizations (PULIH Center for Trauma Recovery and Psychosocial Intervention, Indonesia; Institute for Development Studies, Uganda; Touching Humanity In Need of Kindness, Uganda; Community Animation & Development Organization, Sierra Leone; the Mangrove: Psychosocial Support and Coordination Unit, Sri Lanka).

Today, the CPC Network includes about 260 agencies working in 30 countries to develop an evidence base for the child protection community. Its structure comprises five country-level '**Program Learning Groups**' (PLGs, comprising representatives of local organizations and international agencies working on child protection) with established knowledge transfer mechanisms active in Uganda, Indonesia, Liberia, Sri Lanka and Jordan (Middle East Initiative); new PLG initiatives are being explored in Columbia, DRC Congo and Rwanda. On the global level there is the **Global Secretariat** at Columbia University linking the country-level PLGs and five overarching '**Task Forces**' (TFs, previously called 'Global Technical Groups') with open membership policy and led by CPC member agencies. The TFs focus on specific child protection concerns and include the TF 'Measurement and Evaluation' (led by Columbia University), the TF 'Livelihood and Economic Strengthening' (Women's Refugee Commission – WRC), the TF 'Psychosocial Support' (Child Fund International), the TF 'Emergency Response Assessment' (Child Protection Working Group - CPWG), and the TF 'Engaging Universities' (Columbia University and the International Institute for Child Rights and Development - IICRD).

The open and adaptive style of the network has in the first years led to an informal, *ad hoc* decision making mechanism, driven by the Network Director (Neil Boothby) and the Secretariat team at Columbia University in consultation with PLG leaders and with guidance from an informal Advisory Group. This may reflect the more centralized dynamics of a network in its early stages. The network's operational experience since 2008 and a 2.5 day review and strategic planning session in May 2010 in Bellagio led to the decision to re-structure and move from an Advisory Board to establish a decision-making **Steering Committee**, that is actively engaged in supporting a more distributed dynamic throughout the network. Its purpose is to guide the strategic development of the CPC Network; review and endorse its work plans; and ensure these work plans are supported and implemented.

Between 2008 and 2011, CPC has mobilized eight million dollars to support its activities from funders including UNICEF, SIDA, Save the Children, USAID, ECHO, and the World Bank. A major donor has been the Oak Foundation (www.oakfnd.org), an international foundation with headquarters in Geneva, Switzerland, and offices in seven other countries, who granted about USD 1.9 million between 1 January 2008 and 30 October 2011.

The objectives of the CPC Network's work from 2008 to 2011 as agreed with the Oak Foundation are summarized in Annex A 11.3. The report of an external evaluation in 2009 and the Bellagio meeting report speak of achievements in relation to these objectives in both the work of the Secretariat and

the development of the Task Forces: apart from establishing CPC Network structures and building its membership, there are globally relevant accomplishments of a technical nature such as the development of new means of data collection to inform child protection research and programs (e.g. the 'Neighborhood Method' and 'Participatory Ranking Methodology'). On the national level, the PLGs have progressed their efforts to affect change through developing an improved knowledge transfer model and serving increasingly as 'hubs of learning' in their respective countries through expanded membership, active communication and innovative learning initiatives. In Indonesia, for example, UNICEF, Save the Children, the government and several universities collaborate actively in the network, and the Center of Child Protection was established at the University of Indonesia as hub for PLG sub-network activities.

The Bellagio report 2010 also highlighted several noteworthy concerns at the global level that needed improvement and/or further clarification:

- 1) It was recommended that the overall vision and mission of the Network is clarified in order to better position CPC at both the global and country levels regarding their relationship to other initiatives, particularly the global UN child protection cluster system that involves many of the same people and agencies as CPC.
- 2) A governance and structural reform was suggested, i) shifting from an Advisory Group to a decision-making Steering Committee to de-centralize governance; ii) restructuring the Global Technical Groups to Task Forces based on identified areas of strength available within the network; and iii) promoting an engaged and responsive Secretariat that plays a strategic role in communicating, disseminating and filtering research to foster learning on the global and national level.
- 3) Emphasis was also placed on the need for a greater commitment to effective and regular communications. A more intensive set of intra-Network communication and interaction processes should be put in place to facilitate Network-wide learning by i) keeping in-country PLG stakeholders informed and engaged; ii) facilitating networking between PLGs; iii) securing effective multi-stakeholder engagement within the Task Forces; iv) enabling sharing of innovation and learning across the Network; v) enabling a broader advocacy and policy influence; vi) and ensuring clear and effective communication from the Secretariat.

At the end of the current funding period in October 2011, Oak Foundation together with its grantee (Columbia University) has now commissioned this summative evaluation of the Network to review the progress and learning that has taken place between 2008 and 2011.

3. Objectives and scope of the evaluation

3.1. Evaluation purpose, users and uses

Evaluation purpose. Learning as a distinct performance component of development networks has often been overlooked. In recent years, however, donors and NGOs have taken an increasing interest in learning networks as a way of connecting people and sharing knowledge and learning. CPC is often referred to as such a learning network. A review for USAID on the performance criteria for learning networks (Bloom *et al.* 2007) defines them as networks "*whose strategic intent is anchored entirely in the creation and dissemination of knowledge.*" They contrast these to so-called 'worknets', networks of "*suborganizations or informal groups whose collective knowledge accomplishes a specific task.*" In our view, the 'CPC Network for Research, Learning and Action' is what Bloom *et al.* define as a 'Network for Learning', a combination of the two above with a focus on learning and knowledge sharing as well as on promoting use of what has been learned. This evaluation thus addresses both aspects of learning: (1) the identification, prioritization and sharing of learning, and (2) the transfer of learning into policy and practice.

Oak Foundation, the grantee (Columbia University), the Network Secretariat, the newly formed Network Steering Committee and the various member organizations wish to understand more about what the CPC Network has contributed to the child protection field, how this has occurred, and the ongoing challenges in this work. They are curious to learn how far a network can add value in terms of learning and improved practice/policy, and were specifically interested in understanding how learning has been or could be facilitated/encouraged, how it translates to practice/policy change within and across organizations, and within countries, regionally and across regions.

Hence, the purpose of this evaluation as agreed with Oak Foundation and CPC Secretariat in the Evaluation Design (Annex B 12.3) is to

- i) Assess the results of the CPC network January 2008 to October 2011 to understand how its internal changes have or could facilitate learning, identify evidence of its influence over policy and practice and, lastly, cast a spotlight on CPC's standing within the child protection landscape;
- ii) contribute to organizational learning: not only the findings but also the evaluation itself will serve as a learning experience, where the *process* of generating answers to the evaluation will provide network members and the Secretariat with new understanding of the effectiveness of the network and the Secretariat's leadership role.

Evaluation users and uses. The primary intended users and uses of the evaluation's findings are:

1. Oak Foundation, and other funders of CPC: it is anticipated that the evaluation will contribute to decision making about further financial support for learning efforts in the sector.
2. The CPC Secretariat at Columbia University: the findings will inform the CPC strategy development and potentially help develop relationships with funders and promote the network and its goals in various stakeholder groups.
3. The newly formed Steering Committee: the evaluation results will contribute to the decision-making process on the network's future work.
4. The coordinators and leaders of the global Task Forces and country-level PLGs: the findings will guide the thematic or country-level work of the network;

Further users of the evaluation include the various member agencies of the country-level PLGs and the global Task Forces, and other CPC Network members, as well as external stakeholders of the CPC Network active in the child protection sector.

3.2. Scope of the evaluation and evaluation questions

The challenge of assessing capacity building and learning in networks. International, voluntary networks are dynamic, evolving systems, with complex organizational forms, reflecting their open, often loose and non-hierarchical membership structures, their diverse institutional mandates, their fluctuating authorities and responsibilities flowing from and around autonomous members, and the diffuse accountability for what has been achieved by whom (Wilson-Grau and Nuñez 2007). In such settings, variables outside of the network may have as much influence on outcomes and impacts as the network itself which, at best, can influence but not control the social actors it works with (Innovations for Scaling Impact 2010a). This poses challenges for planning and implementation, as well as monitoring and evaluation. Rick Davies (2010) affirms that *"It is notoriously difficult to measure the impact of capacity building, let alone a learning network."* Yet, referring to Wenger (2002), he also asserts that one can measure and manage the knowledge system through which learning flows and creates value.

Harvesting of CPC's outcomes 2008 - 2011. This evaluation therefore applies the principles of the 'Outcome Mapping' (OM) methodology (Earl *et al.* 2001; see also www.outcomemapping.org) that specifically acknowledges the fact that it is often difficult if not impossible to determine the direct impact of a network in its key areas of work – here for example the *impact* the work of CPC had on practice/policy change in the child protection sector – but it is possible to generate evidence and

assess the merit and worth of its *outcomes*: i.e. observable changes in the behavior, relationships, activities and actions of individuals, groups, organizations or institutions that were influenced in a small or large way, directly or indirectly, intentionally or not by the network actors. The CPC Network had not used OM for monitoring or evaluation before, so the evaluation could not draw on an OM framework or outcomes compiled during the evaluation period. Hence, the evaluation used the OM inspired 'Outcome Harvesting' (OH) approach which can be employed whether or not the project or program was planned using OM. Here, outcomes are gathered retrospectively from written material or through interviews with the organization/network's staff (see Section 4.1 for more information on OH).

The evaluation 'harvested' the network's outcomes during the past funding period by Oak from 2008 to 2011, that were within the network's sphere of influence, but downstream from the activities and outputs which it controls, while upstream from impact. As agreed with Oak Foundation and CPC Secretariat in the Evaluation Design, the intention was to look at both internal and external outcomes of the network. That is, it was attempted to assess changes in the behavior, relationships and activities of actors internal to the network (representatives of CPC supporting entities such as the Secretariat, the PLGs and TFs, or of CPC member organizations), as well as changes in external actors (individuals, groups, organizations or institutions from the child protection sector who are not members of CPC but have been influenced by it). These outcomes – in so far as they were reported in the written documents or contributed by network staff – served to address the evaluation questions.

Evaluation questions. The three evaluation questions below were developed following consideration of the draft Terms of Reference provided by the Oak Foundation (Jane Warburton) and subsequent discussions with Jane Warburton and Neil Boothby of the CPC Secretariat:

1. *"Do the outcomes indicate any changes to the processes and structures of the network and, if so, what is their likely significance for the effectiveness of the network at facilitating learning in terms of (i) identifying and prioritizing what to learn, (ii) promoting learning and sharing what has been learned, and (iii) monitoring and evaluating learning?"*
2. *"To what extent do the outcomes indicate that the learning fostered by the network has translated into child protection practice and policy development through network members and others individually, across organizations and across regions?"*
3. *"To what extent do the outcomes indicate that other child protection organizations operating in crisis contexts consider that CPC fills a learning need and has shared agendas and priorities?"*

Geographic range. The evaluation questions are addressed on two levels: at the national level by looking at the country-specific outcomes achieved particularly by two PLGs, and at the global level considering the work of the CPC Secretariat, as well as the results of two global Task Forces. The selected PLGs were

PLG Indonesia (www.cpcnetwork.org/indonesia.php), convened by the University of Indonesia in 2009 with members including e.g. UNICEF, the Indonesian Ministry of Planning (BAPPENAS) and the Ministry of Social Welfare (DEPSOS); and

PLG Uganda (www.cpcnetwork.org/partners-uganda.php), convened by Save the Children Sweden and Uganda in 2008, with members including Child Fund International, Transcultural Psychosocial Organization Uganda (TPO), International Committee of the Red Cross, UNICEF, and the Ugandan Ministry of Gender and Social Welfare.

These PLGs were selected because Oak Foundation has a particular interest in Uganda and, while the main funder of the Indonesia PLG is USAID, it has similar interests and objectives to the PLGs supported by Oak. Also, in terms of representation of the global Network it seems appropriate to balance findings in an African developing country with those from a middle-income country from Asia.

At the global level the evaluation considered the work of the CPC Secretariat, as well as the results of two global Task Forces (www.cpcnetwork.org/task-forces.php), namely

TF 'Measurement and Evaluation' (TF Measurements) led by Columbia University, which seeks to promote innovation, rigor, efficiency, capacity and utility in measurement and evaluation in contexts of child protection in crisis. TF Measurements developed after the Bellagio strategy meeting 2010 from the earlier 'Global Technical Group' on Frameworks, Systems and Assessments. It has raised additional funds and has been active in both leading initiatives as well as providing technical support to other CPC members' initiatives.

TF 'Livelihoods and Economic Strengthening' (TF Livelihoods) led by the Women's Refugee Commission is the first NGO led Task Force to develop and take shape. Its mission is to make child protection and well-being explicit goals of livelihood and economic strengthening strategies and activities, through building the evidence base, member agency engagement and advocacy.

The 'Measurements' and 'Livelihoods' Task Forces were chosen by the CPC Secretariat for the evaluation because Oak funds have supported them in part and because they are contrasting, for example in terms of their leads (a University and an operational agency), and hence expected to provide diverse illustrations of the results and development of the network.

CPC's objectives agreed with Oak Foundation. To ensure that the evaluation is based on results of CPC work specifically supported by Oak and is of optimal use to its primary intended users, particularly the CPC Secretariat and the Oak Foundation, the evaluation questions are answered using (a) evidence of results contributing to the achievement of the pre-defined objectives agreed between CPC and Oak for the evaluation period (Annex A 11.3), and (b) any results achieved with Oak support that did not contribute to pre-defined objectives but are relevant to the evaluation questions. Outcomes resulting from activities supported by other funders / institutions are also considered when these are pertinent to the objectives Oak and CPC agreed for the period.

Limitations. Even without budget and time constraints, an evaluation of a diverse, multi-level initiative such as the CPC Network cannot be exhaustive of all outcomes and achievements. The intention here is therefore to use the OM methodology to throw a spotlight on the achievements and the contributions of the network and address the evaluation questions specified below in a meaningful way.

4. Methods, methodology and challenges

In this section we describe the methodology used in this evaluation, 'Outcome Harvesting' (OH, Majot *et al.* 2010) which is inspired by the definition of "outcome" in Outcome Mapping (OM). OH is a participatory process depending heavily on support from the organization/network's focal points and stakeholders. The process needs to be adaptive, responding to circumstances and needs, and encouraging flexibility.

4.1. The use of OM in the CPC evaluation – Outcome Harvesting

We used OM principles in this network evaluation for several reasons.

- Firstly, in OM outcomes are defined as changes in behavior, relationships, activities or actions of the people, groups and organizations with which a programme works.
- Thus, instead of trying to assess achievements in areas that cannot be influenced, OM draws our attention to the so-called 'sphere of influence' of the organization/network, focusing on the people, the 'boundary partners' or 'social actors' the organization/network can realistically influence.
- OM further acknowledges that multiple actors and factors are essential to achieving sustainable, large-scale improvements in human and ecological well-being i.e. impacts. Therefore instead of focusing on cause and effect attribution OM focuses on the contribution of an intervention towards developmental results (outcomes as defined above). OM assumes that

interventions, as external agents, can only influence and contribute to outcomes and eventually impact; they do not control whether an outcome occurs or impact is realized. In line with OM's focus on people, particular attention is given to identify the actors who contributed to the interventions (the so-called 'contributors').

- Finally, in a complex and dynamic initiative like CPC it is difficult to define or predict change as a linear process. In a network such changes are more likely to be a non-linear, collaborative process involving a range of stakeholders. OM acknowledges this and encourages the development of a Theory of Change suggesting underlying strategies for action ("why do we think what we're doing will have the results we're hoping for?").

Two types of outcome statements were required:

1. **Short statements:** consisting of a one or two sentence description of a positive or negative CPC outcome achieved in 2008-2011 (who has changed in what way, when and where) and a one or two sentence description of CPC's contribution to this change.
2. **Full-blown statements:** for a small, selected number of outcomes, more extensive descriptions were required describing in about one paragraph each (i) who has changed in what way, when and where, (ii) what was the significance of the change in relation to the evaluation questions and (iii) who in CPC did what when and where to influence this outcome and in what CPC capacity.

To qualify as an outcome, the change had to have been influenced in a small or large way, directly or indirectly, intentionally or not by global or national level activities or outputs of CPC Network actors, i.e. the Secretariat, the Advisory Group / Steering Committee, the Task Forces, or the PLGs.

As standard we required that for all the outcomes the changes in the social actors and the contribution of the CPC actors would be verifiable and plausible (see Sections 4.3 and 5.1). In addition, for the full blown outcome statements, the explanation of their significance had to be logical. The description of the contribution of CPC to a given outcome is the essence of all three evaluation questions. However, we need to stress again that we did not seek direct cause and effect attribution between CPC's activities and outputs and the changes in the social actors. Rather it suffices that the cause and effect relationship is one where CPC's global and national level activities or outputs plausibly contributed in a small or large way, directly or indirectly and intentionally or not to those changes.

In addition to the evidence compiled through the short and full blown outcomes, we gathered further insights through the substantiation process, where substantiators were invited to comment on specific outcomes and also to contribute their views on evaluation question 3 (see Section 4.5).

4.2. Harvesting of short outcome statements on CPC's results

In general, data collection using OH was an iterative process of harvesting and verification. First, the evaluators extracted a set of short outcome statements from the written material mutually agreed with Oak Foundation and the CPC Secretariat (see Annex A 11.2). The outcomes were compiled in an Excel worksheet and categorized according to their global / national nature and their relevance to the evaluation questions. The Excel master sheet was sent to the CPC Secretariat for verification and Neil Boothby was requested to add further outcomes that might not have been published in the material used. The evaluators mentored the outcomes harvesting and verification process through a presentation and written instructions (Annex B 12.4 and 12.5) and discussions with Neil Boothby from the Secretariat.

The evaluators then reviewed the outcomes verified and amended by the Secretariat, re-ordered and re-classified these, and sent respective sections to the TF Livelihoods, TF Measurements, PLG Indonesia and PLG Uganda focal points of the evaluation, and mentored these in reviewing the data and adding any missing outcomes achieved during the last three years. In Uganda, outcome harvesting was supported by the Ugandan consultant, Nelly Badaru, who was also mentored by the core evalua-

tors and worked with the Uganda PLG coordinator Timothy Opobo and the chair of the Ugandan Steering Committee, Simba Machingaidze to review the existing and develop further outcome statements. The other network focal points worked directly with the core evaluator team to review and complete the list of CPC outcomes 2008 to 2011.

The evaluators then harmonized the data gathered from the diverse network focal points and sent it to Neil Boothby and Lindsay Stark (representing CPC Secretariat and PLG Indonesia) for a final review and verification from the network's side, and to Jane Warburton for information. After this, the evaluators prepared the final Excel master file with short outcomes and subjected it to a final review to verify and classify all CPC outcomes (Annex B 12.6).

The network staff was also invited to indicate in the Excel master sheet for each outcome a) the importance of the contribution to the achievement of the outcome, and b) the significance of the outcome in relation to the three evaluation questions. However, because of the volume of outcomes, this was not feasible to do for each outcome. Still, the network staff provided very helpful significance statements for about half of the outcomes.

Table 4.2: Network focal points who supported the evaluation directly

Name, affiliation	CPC role	Evaluation support
Neil Boothby, CU	CPC Network Director	CPC focal point coordinating the evaluation internally; input to outcome harvesting, review and verification of the complete short outcomes data; review of report sections.
Lucy Anderson, CU	CPC Secretariat	input to outcome harvesting, review and verification of the complete short outcomes data
Lindsay Stark, CU	CPC Network Director by proxy, PLG Indonesia member	Review of and input to PLG Indonesia outcomes
Alistair Ager, CU	TF Measurements co-lead	Review of and input to TF Measurements outcomes
Josh Chaffin, WRC	TF Livelihoods lead	Review of and input to TF Livelihoods outcomes
Timothy Opobo, Child Fund Uganda	PLG Uganda coordinator	Review of and input to PLG Uganda outcomes
Simba Machingaidze, ChildFund Uganda	PLG Uganda SC chair	Review of and input to PLG Uganda outcomes
Santi Kusumaningrum, Center on Child Protection, University of Indonesia	PLG Indonesia coordinator	Review of and input to PLG Indonesia outcomes
Anne Scott, Children's Investment Fund Foundation, UK	CPC Steering Committee Chair	Interview on CPC governance (Steering Committee)

4.3. Verification of short outcome statements

From the process described above it is evident that the sources for most of the data that informed this evaluation were internal to CPC. The large number of iterations and extensive reciprocal reviewing of the data by the evaluators and the various network actors indicated above were a measure to ensure that the information was still valid and credible, and thus acceptable for use by the primary intended users of this evaluation. During this process, the outcome statements were scrutinized for a plausible rationale between what was reported as achieved and the reported contribution of CPC (verification). For this, each outcome was examined to ensure that:

- a) it describes an observable change in the behavior, relationships, activities and actions of social actors.
- b) the description of CPC's influence is sufficiently concrete and specific to be verifiable.
- c) there is a plausible rationale between the substance and coherence of what is reported as achieved as an outcome and the reported contribution of the CPC Network actors.

4.4. Selection of 'full blown' outcomes and substantiation

To enhance the credibility of the outcomes, the evaluators undertook independent verification of a sample of outcomes through written interviews with internal or external sources, to see whether there were any contradictions and the outcomes could be considered valid as formulated. For this reason, the evaluators selected six global and six national outcomes relevant to the evaluation questions (two for each of the three questions, i.e. in total 12 outcomes) and asked their informants to expand these to 'full blown' outcome statements (see Annex B 12.7). The outcomes were picked from the list of short outcomes because the evaluators

- felt it would be helpful to have a fuller understanding of them,
- thought they would be especially relevant for the three evaluation questions,
- wanted other sources ('substantiators', familiar with CPC's work but as independent as possible from CPC) to indicate to what extent they agreed with them.

The selection of 'full blown' outcomes and their conceived significance to the evaluation questions was confirmed with the CPC Secretariat and Oak Foundation. The evaluators mentored the development process (in Uganda with the help of Nelly Badaru), indicating that the narrative could also include related short outcomes as long as the social actor(s) remained the same. The full blown outcomes describe (1) who changed (social actor) in what way when and where, (2) in how far this was significant to the particular evaluation question, and (3) who in the CPC Network has done what when and where and in what CPC role to influence the behavioral change in the social actor.

The CPC Secretariat, the TF leads, the PLG Uganda focal points and Jane Warburton from Oak Foundation together suggested three potential substantiators for each of the selected 'full blown' outcomes. The substantiators had to be familiar with the outcome but as far as possible independent from the CPC Network. The final list of substantiators for the global outcomes was confirmed by CPC Secretariat and Oak Foundation and the substantiators for the PLG Uganda outcomes by the PLG Uganda focal points.

The evaluators contacted the substantiators of the full blown outcomes via email (and in Uganda via phone / Skype), sending the outcome narrative and a questionnaire as well as a one page summary of the evaluation background and questions (Annex B 12.7, 12.8, 12.9). Where needed they followed up or asked the CPC Secretariat / PLG Uganda focal point to encourage the substantiators to respond to the queries. The substantiators were asked to respond to three multiple choice questions indicating for the three parts of the outcome – the outcome statement itself, the significance statement and the contribution – to what extent they agreed; they could also qualify their response if they wished to do so (Questionnaire Annex B 12.9). All substantiators were informed that their response would formally go on public record as a part of this report, a measure which was intended to increase transparency in the evaluation process and enhance the credibility of the outcomes further, giving the evaluation findings more weight. The names of the substantiators and their responses are given in Annex A 11.5 and 11.6.

4.5. Interviews with the substantiators and the chair of the CPC SC

Interviews of CPC stakeholders were integrated in the substantiation process of the 'full blown' outcomes. The substantiators were invited to make additional comments on the three parts of the outcome statements, and were also asked for their qualitative response to evaluation question 3:

"Do you believe that CPC fills a learning need and has shared agendas and priorities with other child protection organizations operating in crisis contexts?"

These interviews were done by email with the global level substantiators and by telephone / Skype with the Ugandan substantiators. They were the major sources of evidence and insight into evaluation question 3.

In addition, a telephone interview was conducted with Anne Scott from the Children's Investment Fund Foundation, UK, currently serving as chair of the CPC Steering Committee (SC) and formerly a member of the CPC Advisory Group before it was dissolved, to learn more about developments and changes in CPC's governance mechanism over the past three years.

4.6. Data analysis and interpretation

Short outcomes. The short outcomes were compiled in an Excel database (Annex B 12.6), ordered chronologically and thematically and classified according to

- global / national relevance.
- Social actor(s) who were influenced by CPC members, i.e. CSOs (local and international NGOs such as Save the Children, Plan International etc.); Intergovernmental Organizations (IGOs: UNDP, UNHCR, etc.); Educators & Researchers (universities, colleges); Regulatory & Law enforcement (e.g. police authorities); Governments (ministries, governmental agencies); Donors (Oak Foundation, USAID, World Bank, etc.); Media (press, journals, etc.); Networks (CPWG, Child Protection Monitoring and Evaluation Resource Group (MERG), etc.).
- Contributor(s) to the outcome, i.e. CPC Secretariat/CU; TF Measurements, TF Livelihoods or other TFs (technical lead or members); and PLG-Uganda, PLG Indonesia or other PLGs (supporting entities or members). We did not distinguish between contributions from CPC Secretariat (Neil Boothby) and other CU researchers as it was simply impossible for us to determine their respective role in many of the outcomes.
- Functions of the CPC Network that supported the network's achievements of the outcomes; for this we adapted the Network Functions Approach (NFA) developed by Mendizabal (2006a and b) and Ramalingam *et al.* (2008) and modified by Hearn and Mendizabal in 2011 to fit the CPC learning network characteristics (Section 5.2.6 and Annex A 11.7. and 11.8).
- Relevance to the evaluation questions. For evaluation question 1 we distinguished among those outcomes that indicated changes to the process and structures of the network likely to affect the effectiveness of the network at facilitating learning, and those that did so particularly in terms of (i) identifying and prioritizing what to learn, (ii) promoting learning and sharing what has been learned, and (iii) monitoring and evaluating learning.
- Finally, the short outcomes were grouped and summarized into 7 umbrella outcomes according to the different types of changes observed, namely changes in business practices; partnerships, cooperation and networking; resources available; knowledge; awareness and visibility of CPC issues or network; application of CPC products, tools and services; and political will and policies (Section 5.2.3).

Full blown outcomes, substantiation results and interviews. The full blown outcomes were compiled in one document (Annex B 12.7) and scrutinized for evidence for the respective evaluation questions. The lessons learned from the full blown outcomes and the comments some of the substantiators made on these are discussed in Sections 6 to 8 in the context of the three evaluation questions.

The substantiation results were also compiled in tabular form (Annex A 11.5 and 11.6) and the degree to which the substantiators agreed on average with the outcomes was calculated (Section 5.1). The substantiators' comments to the outcome, significance and contribution statements were compiled in one document (Annex B 12.10); as well as the responses of the substantiators to evaluation question 3 (Annex B 12.11) which are discussed in Section 8.

Interpretation and use of the data to address the evaluation questions. The evaluation thus used three principal sources of information: (i) the list of short outcomes, (ii) the full blown outcomes with comments on their respective outcome, significance and contribution statements by the substantiators, and (iii) the information provided through the responses of the substantiators to evaluation question 3, and through the interview conducted with Steering Committee chair Anne Scott. These sources were used in different ways and degrees to address the three evaluation questions. For evaluation question 1 and 2, most information was taken from the short and full blown outcomes and the substantiators' comments. Conversely, for evaluation question 3, the main source of information were the responses of the interviewees to this question during the substantiation process and their comments. Together the short and full outcomes data and the comments and responses of the substantiators contributed to the final synthesis and conclusions as to the effectiveness of CPC as a Network for Learning during the 2008-2011 period and the recommended points of discussion.

4.7. Challenges and limitations of the evaluation design and data

In conducting this evaluation, we were guided by the four, rigorous standards of evaluation of the American Evaluation Association:

- Propriety: ensure that the evaluation is conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results.
- Utility: ensure that the evaluation serves the information needs of intended users.
- Feasibility: ensure that the evaluation is realistic, prudent, diplomatic, and frugal.
- Accuracy: ensure that the evaluation reveals and conveys technically adequate information about the features that determine worth or merit of the program being evaluated.

We believe we successfully followed these standards, however, the following limitations and challenges should be noted:

- Evaluation in general, and identifying and formulating outcomes, does have a strong element of subjectivity and the important question is if the evidence collected is not only valid but also credible. The sources of data for the outcomes compiled in this evaluation were internal to CPC. To ensure that the information is sufficiently valid and credible for the primary intended users of this evaluation, the evaluation design was agreed with the CPC Secretariat and Oak Foundation.
- The lack of Secretariat program staff during the evaluation, and the move of the Network Director mid-evaluation, were major challenges to outcome harvesting. The harvesting process is demanding and we appreciate the Network Director and other network focal points did all that was possible in the circumstances.
- Although much time was invested to verify and substantiate the outcomes, we cannot exclude the possibility that ambiguities and uncertainties remain in the data.
- The classification of outcomes was originally planned to take place as part of the outcome harvesting process together with network staff, as this is sometimes helpful and stimulates creative thinking on the achievements with respect to the evaluation questions or objectives. However, with the large number of network focal points involved in the evaluation, this proved to be too time consuming and thus was done mostly during the final analysis of the data by the evaluator team. This increases the possibility of misclassifications in the data.
- The outcomes compiled for this evaluation are unlikely to represent a complete set of the outcomes achieved during the evaluation period because: (1) this is the first time the CPC Network has attempted to define results in terms of 'outcomes' as defined by OM; with more time, more outcomes may have been identified; (2) outcomes were identified by the CP evaluation focal points representing the Secretariat, two TFs and two PLGs; it is likely that if further CP focal points from other CPC components had been involved, this would have resulted in additional outcomes.

Still, we believe that, despite these limitations and challenges, the outcomes harvested for this evaluation provide a representative picture of CPC's work from 2008-2011 on the global and national level and give very interesting insights into CPC's achievements, the actors the network has influenced, how CPC has influenced them and how these actors changed.

5. Overall findings – outcome harvesting, verification and substantiation

In this section we first present findings from the verification process of the short outcomes data and the substantiation of the 12 full blown outcomes. In Section 5.2 we summarize the short outcomes data analyzing them for potential 'signals' in the data providing insights into CPC's work and achievements over the past three years.

5.1. Findings from the harvesting, verification and substantiation processes

Harvesting and verification of short outcomes. Nearly all outcomes were obtained from the initial harvesting by the evaluators from written materials, only a few new outcomes (<10%) were added by the CPC contacts. However, the data were reviewed and edited in an intensive mentoring process by evaluators and CPC staff, including rephrasing, splitting, merging, re-ordering and deleting of outcomes (see Excel data base of 137 short outcomes in Annex B 12.6). We found that representatives even within a particular CPC component (a PLG or a TF) were not necessarily familiar with all outcomes from this component. The staff of the CPC Secretariat referred us to contacts of the respective CPC TF or PLG for details on specific outcomes. This reflects the decentralised and autonomous status of CPC's various components. However, it also raises the question: to what extent activities and achievements in one part of the network are communicated to other components, i.e. how knowledgeable are CPC actors about the achievements in other CPC parts?

We therefore needed to adapt the verification process slightly. All outcomes harvested from written material by the evaluators on the global or national level were reviewed and verified by the Global Secretariat (Neil Boothby and Lucy Anderson) as planned (see Section 4.3). Those specific for the TF Livelihoods, TF Measurements, PLG Uganda and PLG Indonesia were then also reviewed and verified by the respective CPC contacts and the complete data sets merged and again checked for plausibility by the evaluators. However, while the CPC Secretariat has seen the final data from all CPC components, the TF and PLG contacts were not asked to review other outcomes except their own. This was originally planned to further verify the data, and would also have served to enhance information exchange among different network components, but was now discarded because CPC focal points were not always familiar with the work of other CPC components and the process would have been too time intensive within the scope of this evaluation. Considering the many iterations of rigorous reviewing outcomes between the evaluators on the one hand and Secretariat, TFs and PLGs on the other, we believe that the short outcomes data are sufficiently plausible and valid for the purpose of this evaluation.

Substantiation of the selected full blown outcomes. The 12 outcomes that were developed into 'full blown outcomes' were sent to three evaluators, in total 36 experts who were as independent from CPC as possible but at the same time to some extent familiar with the outcome. 27 of the 36 substantiators responded with an average of 2.25 people per outcome (2.17 for the global and 2.33 for the Ugandan outcomes). The extent to which these substantiators agreed with the descriptions of the outcome, significance and contribution statements – fully, partially, or not at all - or considered themselves not qualified to respond is summarized in Annex A 11.5 and 11.6; substantiators' comments on partially or fully substantiated outcomes are given in Annex B 12.10.

One substantiator considered herself not qualified to respond. None of the remaining respondents disagreed completely with any of the outcomes. 10 substantiators agreed partially with one or more components of the outcome they reviewed (outcome, significance, or contribution statement); however, in two of these cases, the substantiators agreed partially, not because they disagreed with the description but because they saw further achievements of the network (marked with asterisks and in blue in Annex A 11.5); we consider these cases as fully substantiated. In sum, almost all outcomes were largely substantiated, except for outcomes G-13 and PLG-U-24¹, which we discuss in the following.

The comment of the substantiator Bill Bell (Head of Child Protection, Save the Children UK) on outcome G-13 touches on an issue that we as evaluators also struggled with at several points during the evaluation: the question of CPC's membership. He believes that "*CPC's definition of 'membership' and therefore active engagement may be drawn too widely*". Conversely, commenting on the same outcome, Philip Cook (IICRD) states that "*unintended outcomes of the influence of the CPC network is the connectivity with other child protection (CP) networks such as those linked to our own network at IICRD, as well as others through UNICEF and Save the Children*". From these comments we do not conclude that the information content of the outcome is wrong, but that the concept of 'membership' is interpreted differently by each substantiator. We therefore consider the description of the outcome as substantiated. The issue of membership is discussed in more detail below (Section 6.1.3).

Outcome PLG-U-24 on the establishment of Technical Working Groups in Uganda in July 2011 was also only partially substantiated by two respondents. One commented that the Technical Working Groups (TWGs) were not fully functioning. Unfortunately, the second substantiator did not explain their partial substantiation of the outcome. It has to be kept in mind that this change in structure occurred only in July 2011, right at the end of the evaluation period, and there may not have been sufficient time to implement action. Still, while we see the outcome as such – that the PLG Secretariat responded to a need and established a new structure facilitating learning - as substantiated, the functionality of the TWGs remains unclear.

Conclusions on the validity of the data. While we cannot exclude that there remain a few ambiguities in the outcomes data, based on the verification and substantiation results we consider the outcomes to be sufficiently valid as formulated to serve as the main basis for this evaluation – particularly considering that all authors (of short or full blown outcomes) were informed that they would go on public record as the evaluation would be widely disseminated within the CP community.

5.2. Signals in CPC's short outcomes 2008-11

In this section we analyze the short outcomes data with respect to the 'signals' they convey on geographic relevance, relevance for the evaluation questions, types of changes observed, on CPC's possible choice of partners (social actors of the network), the CPC actors who contributed to the outcomes, and the functions the network provided that may have facilitated its achievements. We call these 'signals' because the outcomes were not collected in a statistically robust way. It also needs to be noted that the outcomes are not necessarily equal with respect to their significance to the evaluation questions and the significance of the CPC contribution in each outcome. However, we believe that the 'signals' give very useful insights into CPC's results over the last three years.

5.2.1. Global / national relevance of CPC's outcomes

The Outcome Harvesting process resulted in 137 outcomes, 57 relevant to the global level and 80 to the national level (Table 5.2.1). Although this evaluation focused only on two of the five established PLGs (Uganda and Indonesia) and on two of the five Task Forces (TF Measurements and TF Livelihoods), we understand that these CPC results provide a representative picture of how the network works at the global and national levels. The majority of outcomes revealed positive changes; only 6

¹ Throughout this report short outcomes are referred to by their number in the Excel file, see Annex B 12.6

were negative outcomes, i.e. outcomes that might detract from, undermine or obstruct a desirable result. However, it is highly likely that negative outcomes will be underrepresented since they are normally underreported in written sources, the main basis of information for this evaluation.

Table 5.2.1: Global / national relevance of the short outcomes

Geographic relevance (main CPC contributor)	No. of outcomes (global level)	No. of outcomes (national level)
Global (CPC Secretariat and others)	25	
Global (TF Livelihoods)	15	
Global (TF Measurements)	13	
Global (TF Psychosocial)	2	
Global (other TFs)	2	
National - Uganda (PLG Uganda)		26
National – Indonesia (PLG Indonesia)		27
National – Sri Lanka (PLG Sri Lanka)		16
National – Middle East (PLG Middle East)		4
National – other countries (various CPC entities)		7
Total (137 outcomes)	57	80

5.2.2. Relevance of outcomes for the three evaluation questions

To assess the information content of the outcomes, we reviewed and mapped each outcome to one or more of the evaluation questions. The findings of this mapping exercise are shown in Table 5.2.2.

We considered outcomes relevant for evaluation question 1 – addressing changes to CPC’s processes and structures and their likely significance for the effectiveness of the network at facilitating learning – where we observed changes in social actors that affected network processes and structures and were likely to influence the network's effectiveness in facilitating learning. Firstly, we included decisions or agreements affecting network resources, coordination, governance, and strategic planning, for example:

- donors agreeing to fund network coordination or governance structures [e.g. G-1]
- network coordinating members and stakeholders agreeing to invest human and financial resources to develop the network's future strategy [e.g. G-12; PLG-U-8]
- network coordinating members deciding to formally launch new CPC network processes or structures (e.g. Task Forces, PLGs, TWGs) [e.g. TF-L-3; TF-x-2; PLG-U-24];
- network individual or institutional members agreeing to take on CPC responsibilities, e.g. as host organization or coordinator [e.g. G-9; TF-L-6];
- new members agreeing to participate in the network [e.g. G-13; TF-M-1; TF-P-1; PLG-U-10].

Further, each outcome was also reviewed and if relevant classified specifically according to changes in social actors affecting

a) identification and prioritization what to learn, for example

- network coordinating staff engaging in thematic planning meetings to prioritize work and develop an agenda (e.g. develop work plans) [TF-L-4];
- the CP community attending conferences organized by CPC to input and assist in defining priorities for their future work (e.g. at the Child Protection Action Summit in Stockholm in 2008 [G-14]);

- CP organizations taking up and prioritizing CPC learning results in their own work (e.g. a CP inter-agency group endorsing the 'Inter-Agency Guide to the Evaluation of Psychosocial Programming in Humanitarian Emergencies' [TF-M-11];
 - educators defining their curricula based on CPC priorities (e.g. Open University [G-18]);
- b) promoting learning and sharing what has been learned, for example
- network members or non-members agreeing to participate in CPC meetings and engage in discussions, share learning, develop opportunities for collaboration [TF-L-5];
 - network members or non-members agreeing to collaborate with CPC on projects [G-16; TF-L-11; TF-M-4; PLG-U-14; PLG-I-10];
 - members of the CP community setting up thematic task forces or networks with the help of CPC to share information and collaborate on specific themes [PLG-I-18; PLG-SL-6].
 - CP community increasingly accessing information provided by the CPC, e.g. via listserves or downloads from CPC member websites [G-19, TF-L-12];
- c) monitoring and evaluating learning, for example
- CPC members and/or stakeholders agreeing to meet or organizing fora with the help of CPC to share and reflect on lessons learned concerning thematic or network issues [G-11, G-12, PLG-SL-10];
 - CPC members deciding on and engaging in evaluations or mapping studies of their own work [PLG-SL-13];
 - CP agencies or governments requesting an evaluation or assessment of their CP programming from CPC [PLG-I-16].

Relevant for evaluation question 2 – whether the outcomes indicate that the learning fostered by the network has translated into child protection practice – were outcomes that indicated that the learning fostered by CPC had translated into CP practice and policy, for example

- CP community members using tools or methods developed and promoted through the CPC Network, e.g. the Participative Ranking Methodology [TF-M-5], the 'Neighborhood Method' [G-17], the field-testing draft manual on psychosocial program evaluation [G-19], or the Child Protection Rapid Assessment [PLG-I-25];
- CP community members using services facilitated or promoted by CPC, e.g. UNHCR for the first time choosing to use the TF Measurements (then "Frameworks, systems, assessments") as a technical reference group [TF-M-2], or members of the CPWG inviting TF Livelihood to contribute to Minimum Standards for Child Protection and Livelihoods [TF-L-9].
- Humanitarian agencies changing their processes or policies influenced by results disseminated or promoted through CPC, such as the non-child focused UN Office for the Coordination of Humanitarian Affairs (OCHA) and the UN Department of Peacekeeping Operations (DPKO) employing specialized child protection staff to advise and mainstream child protection concerns [G-22];
- governments implementing new programmes and schemes based on findings developed or shared through CPC [PLG-U-16, PLG-I-18, PLG-O-3];
- governments including learning and recommendations of the CPC in their policies [PLG-x-2].

For evaluation question 2 it is particularly relevant to evaluate CPC's contribution to these outcomes, that is, to explore in how far working as or through a network helped to facilitate the uptake of methodology, tools or services. This will be explored below when discussing CPC's contribution to outcomes (Section 5.2.5) and the functions of the network (Section 5.2.6), and in Sections 6 and 7.

For outcomes relevant for evaluation question 3 – whether the wider CP community considers that CPC fills a need and has shared agendas and priorities - we could have mapped any outcomes where social actors agreed to collaborate with CPC. However, this would have duplicated in large parts the classification of 1b above. To get an additional and more meaningful 'signal' for this question, we mapped only outcomes where

- donors supported CPC agendas and priorities by funding CPC projects;
- partner organizations committed to financial or in-kind support of project and network work;
- new members agreed to partner with CPC.

The findings of this mapping exercise (Table 5.2.2) indicate that there are CPC outcomes relevant to all three questions at both the global and national levels. More outcomes are found to be relevant to evaluation question 1 (1, 1a, 1b and 1c) - structural and process changes of the network – than to the other evaluation questions. The greatest number of outcomes concern the network's promotion of learning and sharing through collaboration and information sharing (1b).

Table 5.2.2: Mapping of outcomes by relevance to the three evaluation questions

Changes indicated by the outcome concerning...	Total	Global level (No. of ocs)	National level (No. of ocs)
Evaluation question 1:			
1. network processes and structures that are likely to affect its effectiveness at facilitating learning generally	39	20	19
1.a. – and in terms of identifying and prioritizing what to learn	38	19	19
1.b. – in terms of promoting learning and sharing what has been learned	93	42	51
1.c. – in terms of monitoring and evaluating learning	31	17	14
Evaluation question 2			
2. Learning fostered by CPC has translated into child protection practice and policy development.	38	15	23
Evaluation question 3			
3. CP actors consider that CPC fills a learning need and has shared agendas and priorities.	45	18	27

5.2.3. Observed changes – 'umbrella outcomes'

To summarize the changes observed in the short outcomes data, we grouped related outcomes. We found that all outcomes could be mapped onto seven 'umbrella outcomes' according to the theme of the behavior change they describe in social actor(s), namely changes in

1. CPC’s business practices (formal structure, governance);
2. network relationships, partnerships, cooperation, networking (incl. membership);
3. resource availability for network fostering or objectives;
4. CP knowledge in CPC members or non-members;
5. awareness and visibility of CPC issues or network;
6. application of products, tools and services facilitated by CPC;
7. political will and policies.

As evident from Table 5.2.3, most changes occurred in the area of partnership, cooperation and networking, followed by changes in CPC's business practices and financial or human resources available for CPC activities. But there were also a considerable number of outcomes dealing with changes in application of CPC products, tools and services (mainly relevant on the global level) and in political will and policies of social actors (especially on the national level). The nature of the outcomes in these latter two categories – ‘changes in application of CPC products, tools and services’ and ‘changes in political will and policies’ will be examined in more detail in Section 7.

Table 5.2.3: Outcomes mapped onto umbrella outcomes summarizing behavior change themes

Umbrella outcome summarizing changes in...	Total	Global	National	TF Livelihoods	TF Measurements	Uganda	Indonesia
Total	137	57	80	15	13	26	27
... CPC business practices	21	10	11	2	0	7	2
... partnerships, cooperation, networking	49	15	34	7	3	9	10
... resources available	29	13	16	2	1	6	6
... knowledge	3	3	0	2	0	0	0
... awareness and visibility of CPC issues or network	5	5	0	1	2	0	0
... application of CPC products, tools and services	16	10	6	1	6	0	4
... political will and policies	14	1	13	0	1	4	5

5.2.4. Social actors – who has CPC influenced?

Different approaches were explored to evaluate who the CPC network had worked with and influenced over the past 3 years - in which groups of social actors we could observe changes. We attempted to compare changes in network members versus non-members, or network coordinating staff versus other network members – but decided against this when we realized that a) a majority of the social actors found in the short outcomes were among the 269 member organizations defined in the list of members provided by the CPC Secretariat, b) in some cases CPC (individual or institutional) membership was not clear to us and it was therefore difficult to discern internal and external partners, and c) the specific CPC role of social actors (and contributors to outcomes) was not always clear.

Instead we defined 8 categories of organizations that CPC had worked with and mapped all outcomes onto these (except one where the CPC Secretariat itself was a social actor, responding to a funding request of the PLG Indonesia [PLG-SL-2] (Table 5.2.4). We found that civil society organizations were involved in the greatest number of outcomes (47), followed by government ministries and agencies, and IGOs such as UNDP and UNHCR. In almost half of the outcomes (63 cases) CPC actors had worked with more than one type of organization, suggesting a potentially important role of the network in facilitating connections between different types of partners and providing a bridge among these for collaboration and learning.

Table 5.2.4: Occurrence of different types of social actors in the short outcomes data

Type of social actor	One type of social actor per outcome (73 outcomes)	Several types of social actors per oc (63 outcomes)	Total (137 outcomes)
Total	73	106	179
Civil society organizations	18	29	47
Governments	17	22	39
Intergovernmental organizations	4	27	31
Donors	16	9	25
Educators & researchers	9	13	22
Networks	7	2	9
Regulatory & law enforcement	0	3	3
Media	2	0	2
<i>CPC Secretariat/CU</i>	<i>1</i>	<i>0</i>	<i>1</i>

5.2.5. CPC contributors – who facilitated the outcomes achieved?

We defined “CPC contributors” as the supporting entities such as the CPC Global Secretariat, the PLG coordinating nodes or the TF technical leads. In some outcomes, misclassifications may have occurred because we were not sure whether organizations were global CPC members or belonged to a TF or a PLG. In other outcomes, we faced a particular difficulty in determining whether CU staff had acted in their capacity as a CPC Secretariat member or representing the host organization of the Secretariat or simply as researchers from CU (a CPC member organization). We therefore lumped the classification of CPC Secretariat and CU staff.

The data clearly show that in more than half the cases (75 outcomes, see Table 5.2.5b) multiple CPC components contributed to an outcome. Frequently we observed global CPC actors from the Secretariat and TFs working together with national actors from the PLGs. These findings indicate that the CPC Network achieved many outcomes through collaboration of actors with different network roles and succeeded in linking global and national level actors, positive indications of CPC's connectedness and 'network-ness'.

In 87% (65 / 75) of the outcomes with multiple contributors and in 62% (85 / 137) of all outcomes we found the CPC Secretariat or CU in a contributing role. As a single actor, too, the Secretariat/CU influenced twice as many outcomes as any other CPC component considered in this study. This suggests that the Secretariat/CU had a very important supportive role the last three years in building this young network. However, it should be noted that contribution statements of some outcomes include actions that occurred earlier than the outcome itself. Hence, the data will indicate a Secretariat/CU contribution even when it had only an initial influence on an outcome. The number of outcomes in which the Secretariat/CU is a contributor may therefore over-state its role in outcomes to some extent. It is notable, therefore, that about 30% of the outcomes relating to Indonesia and Uganda and 50% of the Sri Lankan outcomes were achieved by the PLGs alone.

Table 5.2.5a: Number of outcomes where CPC contributed through a single CPC entity

CPC contributors	No. of outcomes		
	Total (137 outcomes)	Global level (57 outcomes)	National level (80 outcomes)
Total	62	31	31
CPC Secretariat or CU (CPC Director, CPC Sec or CU staff)	20	15	5
TF Measurements (technical leads, individual and institutional members)	9	8	1
TF Livelihoods (technical leads, individual and institutional members)	6	6	0
TF Psychosocial (technical leads, individual and institutional members)*	2	2	
PLG Uganda	8		8
PLG Indonesia	8		8
PLG Sri Lanka*	8		8
PLG Liberia*	1		1

* TFs and PLGs that were not in the focus of this evaluation.

Table 5.2.5b: Number of outcomes where CPC contributed through multiple CPC entities

CPC contributors	No. of outcomes		
	Total (137 outcomes)	Global level (57 outcomes)	National level (80 outcomes)
Total	75	26	49
CPC Secretariat or CU	65	23	42
TF	29	15	14
PLG	46	4	42
CPC member	21	8	13
CPC donor	2	1	1

5.2.6. NFA analysis - what does CPC do to achieve outcomes?

To understand how CPC operates as a network, that is, to identify the network functions that contributed to CPC's outcomes 2008 – 2011 we used principles from the Network Functions Approach (NFA, Mendizabal 2006a and b, Ramalingam 2008, Hearn and Medizabal 2011²).

We first looked at CPC's functions as conveyed particularly by the contribution statements of the short outcomes. We mapped them to the function categories described in Hearn and Mendizabal (2011) for research policy networks, which we adapted slightly to match with our interpretation of the functions for a learning network such as CPC (Annex A 11.8). We also adapted some of the function names, e.g. preferring the name 'Bridging' to 'Convening'. In total, there are five PURPOSE-defining network functions.

² NFA was conceived as a way of analyzing and understanding networks and has been used in the research of policy networks. NFA describes networks in respect to their purpose (the objectives justifying its existence), role (the way the members and supporting entities interact), functions (what the network actually does to achieve its purpose), and form (the structural and organizational characteristics of the network). NFA is helpful for planning and focusing the work of networks; we use NFA here in an innovative way for this evaluation to assess a network.

While mapping the short outcome data onto the NFA network functions we found that some outcomes - or rather their contribution statements - could not be classified as they referred mostly to functions of the supporting entities (Secretariat, PLG and TF coordinating nodes) fostering the network. These form-defining network functions are to some extent described in Hearn and Mendizabal (2011) and in greater detail in Mendizabal (2006a), but until now have never been used as categories in an analysis exploring what the different network entities actually do to achieve change. For this study, we defined six FORM-'functions', mostly but not exclusively carried out by the network supporting entities, and dealing with 'internal' activities aimed at building the network, maintaining it and making it sustainable. We followed the same format as for the five NFA categories in Hearn and Mendizabal 2011 and described the purpose of the function, as well as the respective contributions of the network members and the supporting bodies (Annex A 11.7).

Table 5.2.6 shows the results of this exercise in which each outcome was mapped onto the network function(s) that we considered best described the CPC contribution to the outcome. For the analysis we combined the 'Community building' category (connecting homogeneous actors interested in similar themes or working in similar ways) and the 'Bridging' category (linking heterogeneous actors) since in the case of the CPC outcomes it was often not possible for us to distinguish between both with certainty. In the future, this may be a fruitful analysis for CPC staff to undertake.

Table 5.2.6: NFA analysis: outcomes mapped onto observed network functions

Network function FORM	Total	124
1. Network strategy and planning		30
2. Network reporting, network data and financial management, administration		1
3. Network governance and structure		25
4. Network membership, outreach, communication		39
5. Network advocacy		5
6. Resource mobilization for network fostering*		24
Network function PURPOSE	Total	169
1. Knowledge management		4
2. Amplification and advocacy of goals and results of the network, its members and constituents		20
3. Community building to promote learning and action and build consensus and coherence /		100
4. Bridging across network stakeholder groups to promote learning and action and build consensus and coherence		
5. Resource mobilization for network goals*		45

* In cases where we could not distinguish between resource mobilization for purpose or form, outcomes were classified as both.

We found a good balance in FORM and PURPOSE functions, that is, efforts to build, maintain and foster the network compared to efforts to achieve the actual networks objectives. The most frequent FORM functions concerned 'Strategy and planning' and 'Membership, outreach, communication', followed by 'Governance and Structure' and 'Resource mobilization', all four important areas of work for building and developing a more formal type of network. 'Network advocacy' (promoting the image, brand and benefits of the network as such) and particularly 'Network reporting, financial management, administration' were underrepresented. The latter category would comprise e.g. reporting that lead to changes in management decisions; monitoring and evaluation results leading to strategy changes; or administrative functions affecting the network performance. However, a) such changes are likely to be underreported in the data we collected as understandably the focus of written reports (the basis for our outcome harvesting) lies on outcomes concerning the purpose of the network, not its structure and performance as a network; b) the CPC informants may not have recog-

nized the role reporting and M&E may have played for the achievement of the outcomes and thus it was not captured in the contribution statements.

Looking at the network's PURPOSE functions it is evident that the most prominent function of the network has been 'Community building' and 'Bridging', that is, connecting people and organizations through meetings, workshops, training, collaborations in order to promote and facilitate sharing of learning, as already indicated in Sections 5.3.3 and 5.4.4. 'Resource mobilization' and lobbying ('Amplification') for the network's objectives also seem to have been important for achieving outcomes, while 'Knowledge management' apparently played a lesser role. 'Knowledge management' includes the filtering, packaging and sharing of thematic (not network) information among network members (e.g. through the website, newsletters, mailings, email communication, listserves, etc). Again, we suspect that the latter category has been underreported because a) it may not have been monitored and b) it is often difficult to identify when such routine but indispensable efforts contribute to specific outcomes.

In sum, when considered together the frequent occurrence of outcomes fitting with the FORM function 'Membership, Outreach' and the PURPOSE function 'Community building / Bridging' suggest that the CPC network performs as a 'fostering network' – "*identify[ing] existing or potential relationships and enhanc[ing], add[ing] value to, expand[ing], formaliz[ing] or otherwise transform[ing] them*" (Hearn and Mendizabal 2011).

6. Findings relating to CPC structures and processes influencing learning (Question 1)

In this and the following two sections we answer the three evaluation questions in the light of the findings from the short outcomes analyses above, as well as through the information we gathered from the CPC documents, the full blown outcomes, and the results of the interviews. This section answers evaluation question 1:

"Do the outcomes indicate any changes to the processes and structures of the network and, if so, what is their likely significance for the effectiveness of the network at facilitating learning in terms of (i) identifying and prioritizing what to learn, (ii) promoting learning and sharing what has been learned, and (iii) monitoring and evaluating learning?"

Assessment of network effectiveness. The International Institute for Sustainable Development working paper "Knowledge Networks: Guidelines for Assessment" (Creech and Ramji 2004) suggests five principal areas of investigation: effectiveness; structure and governance; efficiency; resources and sustainability; network life-cycle. Within the scope of this evaluation we agreed to focus on effectiveness, and will integrate structural and governance changes as factors influencing network effectiveness. Hence, Section 6.1, examines the following aspects of effectiveness (adapted from Creech & Ramji 2004):

1. Are the network's goals and objectives clear (with respect to learning), are strategies formulated, and do we observe (anticipated or emergent) changes that indicate progress towards the objectives?
2. Do changes indicate that network members are effectively realizing the advantages of working together by establishing stable relationships with key actors? Is there an added value of network-ness?
3. Do changes in structure or governance influence the effectiveness of the network in reaching its goals (how is the network organized and how is it taking decisions on its work)?

In Section 6.2 we focus specifically on findings that relate to the effectiveness of the network at facilitating learning. A further question concerning effectiveness in 'Networks for Learning' - whether the knowledge being produced is relevant to the needs of decision-makers and put into practice – is examined in Section 7.

6.1. The effectiveness of the CPC Network - structures and processes

6.1.1. CPC's objectives and strategies (Theory of Change)

This section first looks briefly at the objectives agreed with Oak Foundation for the evaluation period (Annex A 11.3) to assess how clearly they were formulated, in how far CPC strove to achieve these, and which, if any, predefined strategies the network followed to accomplish their objectives.

CPC's objectives 2008 – 2011. CPC's objectives comprised both, network form and purpose objectives, i.e. aiming at developing the networks structures and processes, governance mechanism and resources as well as progressing the network's mission to enhance learning in order to affect change in child protection policy and practice. Some of the agreed objectives were very clear and discrete, e.g. to develop a Three Year Plan for the network or to strengthen essential CPC governance and support structures. However, some of the objectives concerning the purpose of the network, e.g. *'Develop and build consensus on definitions, child protection framework, ..., to formulate global best practices'*, were on a higher level and more long term.

To understand if CPC followed the objectives agreed with Oak, we explored in how far the results grouped as 'umbrella outcomes' (Section 5.2.3) corresponded with the objectives agreed with Oak for 2008 – 2011. We found that the changes observed matched well with these, for example, 'Changes in business practices' would encompass to *"develop a Three Year Strategic Plan for the CPC Network"* and *"develop and Strengthen Essential CPC Governance and Support Structures"* (OUSA-11-002, Obj. 1 & 2). 'Changes in Partnership, cooperation and networking' addresses the objective to *"build an active cadre of member organizations capable of consistently employing assessment methodologies and of identifying, quantifying, and understanding causes and consequences of key child care and protection concerns in emergencies, with particular attention to sexual abuse and exploitation"* (OUSA-07-122, Obj. 2). 'Changes in 'Resources available' corresponds to the objective *"Mobilize significant public and private financial resources for the work of the Learning Network"* (OUSA-07-122, Obj. 3); and the three further CPC/Oak objectives (OUSA-07-122, Obj. 1; OUSA-07-122, Obj. 4; OUSA-11-002, Obj. 3) are aimed at increasing changes in 'knowledge, awareness and visibility of CPC issues or network', 'application of CPC products, tools and services', and 'political will and policies'. Thus, we find that CPC's work has largely followed the agreed objectives over the past three years and the outcome data provide many examples of important results enhancing both network form (building, maintaining and fostering the network including through strategy and planning) and purpose (achieving actual network objectives).

CPC's potential Theory of Change³. However, particularly for the higher level objectives involving multiple actors not under the direct management control of CPC Secretariat/CU, such as *"Develop and build consensus on definitions, child protection framework, assessment methods and standards in protection programming,..."* (Grant 07-122 Obj. 4), it is problematic to monitor or evaluate progress through conventional logframe based approaches using predominantly quantitative indicators, such as those described in the grant proposals, which assume a linear change model in which inputs, activities, outputs and outcomes are controlled by CPC Secretariat/CU. Also, we are not aware of predefined strategies guiding the network to achieve their objectives that include the definition of prior-

³ We define Theory of Change as specified on the website of the 'Theory of Change' community (describing *" the types of interventions [...] that bring about the outcomes depicted in the pathway of a change map. Each outcome in the pathway of change is tied to an intervention, revealing the often complex web of activity that is required to bring about change."* www.theoryofchange.org/about/what-is-theory-of-change).

ity target groups they wanted to focus on, or of the changes they expected to see in these, and how they wanted to monitor progress towards these changes. Yet, it can be argued that one of the key elements in the early ("catalyzing") life cycle stage of a network is to develop an initial and basic Theory of Change that includes these factors (Innovations for Scaling Impact 2010b).

Still, we observe that much effort has been put into the participatory definition of the network's overall strategy and consensus finding, for example

- Key international and national experts in the field of livelihoods / economic strengthening and child protection gathered at the 2008 Kampala meeting organized by CPC members and developed an ongoing learning agenda that participants, together with the CPC Network, became committed to pursuing. The meeting also resulted in the establishment of the new CPC TF Livelihoods and Economic Strengthening.
- The strategy meeting in Bellagio, Italy, in May 2010 gathered 20 CPC members for the first time to build a better understanding of their roles and plan the next phase. The meeting participants made several recommendations that influenced the network's vision, mission, governance, structural reform, and communication.
- In August 2011, 31 network members demonstrated their commitment to reviewing and planning the network's future by convening for the CPC Network Strategic Planning workshop in New York City, resulting in recommendations and agreed next steps for the network.

The Bellagio meeting in particular was seen by one participant and substantiator as an important step towards shaping CPC's form, function and role:

"The meeting helped to articulate what is and should be CPC's particular and unique contributions to child protection in emergencies, and how CPC should engage with the other key networks active in the field. That is pretty significant!" (Chris Talbot, formerly CEO Education Above All and Education Officer UNESCO)

Based on the above and many more planning efforts evident from the outcomes, the network has further developed its strategy and has achieved its objective to develop a Three Year Plan for the network. In fact, to date it has published 7 strategic plans, one global, two for the TFs Livelihoods and Measurements, and four for PLGs (Uganda, Indonesia, Sri Lanka and Liberia). These plans are presented in an accessible way and hence we expect they will be useful for communicating CPC's strategy internally and externally. They represent a significant advance over the 2008 – 2011 period for which we are not aware of any pre-defined overall strategies guiding the network to achieve their objectives. One paper prepared for the New York meeting in 2011 by the TF Livelihoods lead suggested a Theory of Change for this task force. The next step will now be to formally develop such future Theory of Change and Theories of Action models for CPC as a whole and its single components. Looking back at how CPC has worked to date will be helpful to draw conclusions on how CPC achieves its outcomes and may illustrate what strategies CPC could use. In Section 7 this is explored further and we show how such strategies can be derived to some extent from the outcomes data we gathered.

6.1.2. Network relationships

A network is the people and the relationships and interactions between them, it cannot be created, but it can be developed or fostered (Hearn and Mendizabal 2011). The better the relationships among a network's participants and between these and the supporting entities of the network 'work', the more effectively can the network deliver its objectives. In networks with well developed and good relationships one will find a) a high level of linkage among members and awareness of who's who and their respective roles, and b) a sense of community, trust and ownership leading to a high commitment to work with each other.

Based on our findings we believe that the development of relationships is where the CPC Network shines. CPC excels at establishing and fostering working relationships among and between different

stakeholder groups. The data provide a multitude of examples of collaborations on projects, workshops and conferences. The network has been successful bringing people together and connecting researchers, CP practitioners and policy makers nationally and globally through CPC structures such as the PLGs and TFs. Evidence from substantiators suggests this has been an important contribution of CPC to the CP field:

"[CPC] linked up many existing players, many of whom were not part of the CP network. This includes a number of critical actors from related technical fields, such as the Livelihoods / Economic Strengthening sector, whose participation has been very important." (Lloyd Feinberg, former Administrator, Displaced Children and Orphans Fund (DCOF), USAID)

"Another significant influence of the CPC is the bridging of the CP in crisis contexts and the CP contexts focusing on violence, abuse, exploitation etc.. This is a much needed contribution to the CP field." (Philip Cook, Director IICRD, University of Victoria, Canada)

In Section 5.2.2 we show that a majority of the short outcomes indicate collaboration, and in Section 5.2.6 we argue that community building and bridging between different social actors is one of the main functions of the network at its current stage of development. For this, the different components of CPC (the Secretariat, PLGs and TFs) seem to have worked together highly effectively, strengthening our notion that different CPC supporting entities are well connected and work well together (see Section 5.2.5).

These findings are reinforced by a substantiator's comment suggesting that the network is appreciated and seen as adding value to the work of its participants:

"The good reputation of CPC gives it the influence it needs to bring a variety of child protection organizations together, and its solid position in the network of such child protection organizations ensures that it is well-informed of the issues currently affecting the field." (Rebecca Horn, Research Fellow, Queen Margaret University)

However, like many networks that started as an informal aggregation of individuals or organizations, the nature of the relationships among CPC partners as well as their roles are not always clear. Kate Barnett sees a

"...lack of clarity on who plays what role within the CPC and CU: e.g. an individual may complete work as an expert contracted to UNICEF, as the lead of a PLG, as a representative of the overall CPC, or as a member of CU." (Katy Barnett, Coordinator of the Global Protection Cluster/CPWG)

This is a common problem in networks where not only the attribution of impact, but also the respective contribution of the different actors is often difficult if not impossible to determine. The methodology used in this evaluation does address this problem to some extent: the network actors were invited to untangle who exactly contributed in what CPC role (or roles) to a particular outcome. But the success of this method depends on the extent to which the actors are aware of and take ownership of their CPC roles. These issues are discussed further in the next Section (6.1.3).

6.1.3. Formal structures and governance

CPC structures. Today, the network facilitates learning in more than 30 countries and its members are involved in a wide range of CP related themes. We found that CPC has made important progress during the last 3 years in focusing its endeavors and shaping its thematic and organizational appearance. Within a strikingly short period of time it has succeeded in building formal operational and government structures including

- PLGs in 5 focus countries or territories (Uganda, Indonesia, Sri Lanka, Liberia, Middle East);
- 5 Task Forces;
- a Global Secretariat hosted and supported by staff from Columbia University (CU, Program on Forced Migration and Health);
- a global Steering Committee established in 2011.

The various CPC components are at different stages of development and functionality. The Uganda and Indonesia PLGs are the most advanced national structures with working PLG Secretariats and a Steering Committee (Uganda) or Advisory Board (Indonesia), coordinators, and well developed relationships among member organizations of different types. We harvested a substantial number of outcomes for these PLGs and, interestingly, also for the PLG Sri Lanka, although it was not one of our focal groups.

Functionality of the global supporting entities is examined through the contributor analysis (Section 5.2.5), with the Secretariat involved in 62% (85 / 137) of all outcomes and one or more TFs contributing to 34% (46 / 137) of the outcomes (Table 5.2.5). The contribution of TF Livelihoods is such that it is seen as

“currently the most active and significant network for information exchange and development related to economic strengthening to benefit vulnerable children.” (Lloyd Feinberg, Former Administrator, DCOF, USAID)

From the short outcomes and information in the documents provided we get the impression that this process of defining and setting up the network’s form involved various stakeholders and was guided by the thematic objectives and functions that were conceived for the network. This is essential as a network’s organizational arrangement is crucial to its capability to deliver its functions (Hearn and Mendizabal 2011).

This responsiveness to the needs of the network and its members as well as to its different environmental settings, is reflected at the national level. In Uganda, for example, a structural change occurred in 2011 to accommodate the need to provide more intensive technical guidance to national CP projects. TWGs are now being constituted on a case by case basis with representatives of the agencies hosting the research and other organizations who can provide help. As an unexpected outcome, these TWGs have now become *“centres for learning in the process of developing, implementing and monitoring the network’s research agenda”* (full blown outcome PLG-U-24, Joyce Wanican, USAID/HHS), even if *“not all technical committee[s] were fully functioning”* (comment on this full blown outcome by Stella Ayo Odong, Executive Director, Uganda Child Rights NGO Network) (Annex B 12.7 and 12.10).

Network governance and leadership. The very rapid growth and development of the CPC Network is a result of strong and, for some at least, transparent CPC leadership as suggested by the following substantiators’ comments:

“...the Columbia University leadership team, combined with a growing network of Program Learning Groups has made a significant contribution to the outcome [G-13: building CPC membership]. This is not only a question of attribution but also one of leadership and I believe this initiative has shown a capacity for both qualities.” (Philip Cook, Director IICRD, University of Victoria, Canada)

“The CPC has been run in a transparent manner and this has helped make it a credible lead in this field.” (Simba Machingaidze, Country Director Child Fund)

At the global level, CU has clearly had an enormously important role in providing leadership. This has come at the cost of making it often difficult if not impossible to tell when an actor contributing to an outcome has been doing so representing CU as the academic organization or as host of the CPC Secretariat, or the CPC Secretariat itself, or TF Measurements. This fuzziness, while not unusual in voluntary networks, is a concern for some:

“One other important issue to address is the 'grey' area between the CPC Network and Columbia University. It has sometimes been difficult to separate the two and be clear what has been done by the Network and what by the academics in the hosting programme. In terms of governance of the Network this confusion has recently been addressed through the establishment of the Steer-

ing Group. The actual independence of the network remains somewhat unclear.” (Bill Bell, Save the Children UK)

“The only point I might add is under item 2, on governance. All that is there is correct. But there was also a recommendation to separate out the roles of Secretariat from governing body, which were joined at the time of the Bellagio meeting.” (Chris Talbot, formerly CEO Education Above All and Education Officer UNESCO)

The rapid evolution of the network has been accompanied by debate and decisions on strengthening global level governance but to date this appears to have been ineffective. Initially, the CPC Network had an Advisory Group to support the Secretariat during the early stages of network establishment. After about a year, the Bellagio strategy meeting in 2010 reviewed the operation of the advisory group and:

“Acknowledged that the role of the AG was not sufficiently clear now that TFs and PLGs had started to take off and a global network was starting to take shape.

Recognized that the Secretariat was short staffed and more needed to be done on strategic relations and communications but there were no funds to strengthen the Secretariat.

Considered, with Oak’s encouragement, the need to strengthen governance and decision making and involving a broad base of stakeholders.”

(Anne Scott, former Advisory Group member and current Steering Committee chair)

The Bellagio meeting agreed to dissolve the Advisory Group and form a Steering Committee with the intention of providing

“...functional support for the Secretariat and Network as a whole in strategic relations, communications and fundraising.” (Anne Scott)

However, the Steering Committee has not developed as intended:

“The group has ended up being dominated by a small and known pool of CP technical experts, not the professional NGO managers with executive experience of strategic partnerships, communications and fundraising as required...”

The issue of whether the SC should take global level CPC decisions (including financial decisions) was considered but rejected because CU, with Neil as Principal Investigator, is actually responsible for CPC global level grants, not the SC.” (Anne Scott)

And the current funding situation threatens its viability:

“Its viability will depend on any future funding for the Secretariat / governance / organizational development.” (Anne Scott)

In networks – unlike organizations or companies – there are no clear lines of authority and there is no ideal governance structure that will guarantee its success. Yet, as Mendizabal (2006a) points out, the network’s degree of formality, leadership and governance mechanisms needs to be closely linked to the characteristics of its building blocks and its functions and objectives. For CPC, the extent to which the network should be formalized as a legal entity and/or through agreements between institutional and individual actors needs to be considered together with the related question of resource requirements. It will then be possible to move forward from the current impasse in governance.

Network membership. In the proposal to the Oak Foundation (2007) it is envisioned that in three years time there will be a “*vital membership association of 25 to 30 operational agencies, local groups, and concerned academics working together*”. The network has surpassed its own expectations, with the Three Year Plan (2012) stating that “*CPC now includes over 250 agencies working in 32 countries*”. However, this membership concept has been challenged by one substantiator, who holds the view that

“the CPC’s definition of ‘membership’ and therefore active engagement may be drawn too widely. Many organizations work with the CPC but the nature of that relationship might not normally be described as a ‘membership’ relationship.” (Bill Bell, Save the Children UK).

We see from the outcomes that CPC is very effective in establishing sound and very productive relationships with partner organizations, regardless of whether these are called members or participants or something else. However, a clearer communication on how CPC defines its institutional and/or individual membership will not only convey a more credible and undoubtedly still very impressive picture to the wider CP community, it will also help all involved to appreciate the respective contributions of the various network members to results and help to better define the niche of the network. As the substantiator Bill Bell (Save the Children UK) remarks,

“ the [current] description might appear to privilege the CPC network as ‘a home for individuals, agencies and higher learning institutions who share its commitment to learning and professionalization of the field of child protection’. This would seem to imply that the CPC is a sector-wide home to which all key actors gravitate - whereas the CPC is one, albeit important, actor with its own agenda and work that works alongside other actors across the sector who are contributing to the same agenda in their own, independent way.”

Bill Bell suggests two possible ways forward

“Membership of the CPC should perhaps be confined to those organizations actively and regularly participating in the work of the CPC within the PLGs or the Task Forces. Alternatively it may be helpful to develop a more formal form of ‘membership’.”

Participation is not the only way of defining membership; the interpretation of ‘actively and regularly participating’ can be ambiguous, and it also leaves open the question of individual membership.

In sum, we believe that CPC would benefit from clarifying the issue of its membership (categories) together with the questions to which extent formal structures will support the network as it evolves over its next phase and which level of visibility / branding will be needed to successfully pursue fund-raising goals.

6.2. The effectiveness of the network at facilitating learning

In this section we examine the effectiveness of the network focusing particularly on its learning aspect with regard to progress in (i) identifying and prioritizing what to learn, (ii) promoting learning and sharing what has been learned; and (iii) monitoring and evaluating learning.

The overall progress of the network’s effectiveness at facilitating learning was summarized by one substantiator:

“Leading up to Bellagio, the CPC had produced good research studies and engaged a limited number of researchers [...] and had forged initial alliances with three or four country-level partners; [...] Since Bellagio, the CPC secretariat and country sub-networks have moved ahead energetically and moved the network learning to a higher level.” (Michael Gibbons, Consultant at the Bellagio Meeting 2010)

6.2.1. Identifying and prioritizing what to learn

28% (38 / 137) of the short outcomes described social actors agreeing to or initiating action that helped to identify and/or prioritize learning (Table 5.2.2). This could be thematic workshops or planning meetings where a shared agenda was developed for a group of organizations; conferences organized with the help of CPC to prioritize future work; organizations integrating CPC priorities in their own agenda; or educators defining their curricula based on CPC priorities. Examples include, e.g.,

- the Child Protection Action Summit in Stockholm in 2008, where political leaders, donors and CP experts identified priorities and initiatives for the next three years of the CPC Network [G-14];

- a meeting in 2008 where the proposed Uganda PLG members Child Fund, Save the Children Uganda, World Vision, Health Alert, prioritized knowledge gaps and learning needs to be addressed [PLG-U-2];
- the development and agreement of the Strategic Plan of the PLG Indonesia in 2010 by all PLG Indonesia stakeholders including key government ministries and civil society organizations and facilitated by the CPC Secretariat [PLG-I-4].
- an inter-agency group – including Save the Children, Child Fund International, HealthNet TPO, IFRC, IMC, REPSSI, UNICEF, War Child and World Vision – endorsing the 'Inter-Agency Guide to the Evaluation of Psychosocial Programming in Humanitarian Emergencies' prepared by CPC Network members [TF-M-11];
- the first global classroom curriculum developed by the Columbia University in collaboration with the Open University and taught in 2011 to students in Uganda, Sri Lanka, Indonesia and the USA, which was [G-18];
- the development of an improved national higher education programme in child protection by several Uganda PLG members in 2011 [PLG-U-18];
- the Women's Refugee Commission understanding for the first time the child protection relevance of its economic programming research and advocacy as a result of the livelihoods-themed Kampala meeting in 2008 [TF-L-5].

When substantiating one of the full blown outcomes, Dale Buscher, WRC, confirmed that

“the 2008 Kampala meeting completely changed how the Women’s Refugee Commission, a leader on refugee and IDP livelihoods, thought about our livelihoods work.” (Dale Buscher, Director Child Protection, Women’s Commission)

Other substantiators also support the function of CPC in shaping the agenda of their members:

“I have observed at first-hand their work [...] and have seen the way in which they draw organizations together to work towards a common goal”. (Rebecca Horn, Research Fellow, Queen Margaret University)

“CPC [...] helps establish complementarity in working towards a common goal contributing to the achievement of outcomes.” (Mallika R. Samaranayake, Director Institute for Participatory Interaction in Development, Sri Lanka)

In addition, they appreciate the role of the network in identifying new learning and mainstreaming it through the network:

“The research component of the CPC also serves to identify innovative interventions which are shared across organizations to improve results and impact of everyone’s work on the ground.” (Owen Shumba, UNDP)

“CPC’s approach has brought new ideas and initiatives that [we] have been promoting to introduce (and push) in the government agenda.” (Punky Sumadi, Ministry of Planning, Government of Indonesia)

In conclusion, the ample evidence from the harvested outcomes and the substantiators’ comments indicates that CPC has been effective in identifying new learning priorities, setting its own network learning priorities, and shaping the agenda of its members and others.

The outcomes suggest that one of the strategies used by the network to better understand learning needs is to engage CP practitioners. An example of CPC facilitating the participation of practitioners in identifying and specifying tools and products is provided by the use of the TF Livelihoods listserv membership in developing the ‘Neighborhood Method’:

‘The learning agenda has been informed in part by an online community of practitioners (TF Livelihoods listserv), influencing the manual development process and resulting also in

other specific pieces of work on child protection.’ (Full blown outcome TF-L-15 Significance statement; Annex B 12.7).

Another example is the development of the draft manual on psychosocial program evaluation developed by CPC members in collaboration with a colleague from the 'Mental Health and Psychosocial Support in Humanitarian Emergencies' (MHPSS), which was field tested and revised before it was disseminated by UNICEF as a UNICEF-interagency good practice document. These 'Community building' and 'Bridging' functions are important mechanisms facilitating joint research and engagement of stakeholders for the development of workable solutions. They are the network functions demonstrated most often in the analysis of the outcomes data set (Section 5.2.6) and their significance for the identification of learning needs is further supported by the following substantiator comment:

“CPC addresses a clear learning need, which was not identified in isolation but through ongoing engagement with networks of people working in this area (policy-makers, academics and practitioners).” (Rebecca Horn, Research Fellow, Queen Margaret University)

6.2.2. Promoting learning and sharing what has been learned

As shown in Section 5.2.6, a major function of the CPC Network since 2008 has been community building and bridging as a way of sharing knowledge. 68% (93 / 137) of the outcomes concern social actors responding to CPC efforts to bring them together and promote learning and sharing what has been learned (Section 5.2.2). This includes CPC meetings or discussions, collaboration on CPC projects, the establishment of thematic task forces, or simply members and non members accessing information provided through emails, CPC websites or listserves. Examples of these types of outcomes include

- At the 2008 CPC network meeting in Kampala, Uganda, on the theme of livelihoods/ES and child protection, experts identified priorities in the field of livelihoods and economic strengthening through a polling process, and connections were made that have led to collaboration at the field level between the TF and PLGs (TF-L-4).
- In 2010 UNICEF asked Columbia University faculty (Alastair Ager) to work with a TF Psychosocial member and a MHPSS colleague to further develop the draft manual on psychosocial program evaluation (G-20)
- In 2009 the Child and Youth Economic Strengthening Network, an online community of hundreds of practitioners and organizations, agreed to partner with the TF Livelihood and Economic Strengthening, being members of the TF (TF-L-7).
- Between 2010-2011, email communications between CPC participants - including from Secretariat to members, members to Secretariat and members to members - have increased four fold (1200 to 4800 per year) (G-21).

In Section 5.2.4 we argue that the network excels particularly in connecting different types of social actors and providing a bridge among these for collaboration and learning. Section 5.2.5 analyzes the respective roles of the CPC contributors and suggests that this is achieved through an amalgam of CPC actors and components (Secretariat, PLGs, TFs, CPC members) successfully working together.

These findings are supported by responses of numerous substantiators, which we reproduce here as evidence and to shed further light on CPC's approach to promote and share learning. They acknowledge how the network facilitates community building and bridging through collaborations and workshops

“CPC presents opportunity for collaboration and shared learning building on the strength of each other and developing synergies among child protection actors for greater impact.” (Edison Nsubuga, Plan International, Uganda)

“In crisis situations [...] CPC with its capacity to mobilize like minded organizations are in a much better position to learn from each other both successes and failures and also prevent duplication of efforts and wastage of resources and time.” (Mallika R. Samaranayake)

“In particular regional workshops that were/are organised remain as a key conduit for CPC members to chart the agenda for protection globally and influence the thinking and practice of organizations working in crisis contexts.” (Owen Shumba, UNDP)

They support CPC’s bridging function

“... the fact that [...] CPC brought a number of important players in the “non crisis” Child Protection arena together with the “Children in Crisis” community, should not be overlooked. (Lloyd Feinberg, Former Administrator, DCOF, USAID)

“I think one of the unintended outcomes of the influence of the CPC network is the connectivity with other child protection (CP) networks such as those linked to our own network at IICRD, as well as others through UNICEF and Save the Children.” (Philip Cook, Director IICRD, University of Victoria, Canada)

and highlight CPC’s knowledge management function

“As a global practitioner and researcher, I always read the bulletins and news from CPC with great interest and find the information and insights contained in them very helpful and interesting”. (Chris Talbot formerly CEO Education Above All and Education Officer UNESCO)

There are also suggestions for further improving CPC knowledge dissemination and exchange, e.g.

“One thing that the Secretariat might usefully do is to share CPC's outputs systematically with other networks' secretariats and be willing to publicise the work of those networks in exchange. [...] Then there are services and outlets for information, with whom CPC's Secretariat might share its reports for a more passive dissemination. Two that spring to mind are dev net and UNHCR's Refworld, but there are many more. (Chris Talbot)

“One area that could be strengthened is the online community of practice and the application of CPC applied research to shared accredited professional training for CP practitioners in various professions (social work, child and youth care, police, judiciary, community development, psychology).” (Philip Cook, Director IICRD, University of Victoria, Canada)

The situation in Uganda is particular: the PLG has been re-launched in 2009 after a first attempt to establish a PLG in North Uganda in 2008 had failed. Today, some feel that

“ the CPC network steering committee are the main actors in the PLG and are majorly comprised of individuals from organizations that are based in Kampala thus the organizations up-country that are face to face with child protection are not adequately involved, [...] there is need for a trickle- down effect to the grassroots through child protection organizations up country.” (Keriwegi Anthony, Concern Parents Association)

This notion is supported by two substantiators from Uganda who suggest that

“As a learning group, CPC needs to invest in reaching to actors outside CPC to cause change. [...] We would like to see the network members driving the agenda beyond technical committee meetings.(Stella Ayo Odong, Executive Director, Uganda Child Rights NGO Network)

“... we have not gone wide to cover the whole country. We need to scale up and have a wide range of the country. (Irene Birungi, Resource Centre Manager, CHAIN - Uganda)

We conclude that much has been achieved globally as well as nationally with respect to building network connections and relationships in order to enhance knowledge sharing. Further, it is evident that there is much potential for further work such as that suggested by the actors cited above. With

many structures already in place and a growing reputation, CPC is well positioned to build on the achievements of its first phase and expand its promotion of learning and sharing what has been learned.

6.2.3. Monitoring and evaluating learning

23% (31 / 137) of the outcomes dealt with CPC members engaging in evaluations or mapping studies of their own work, social actors requesting an evaluation or assessment of their CP programming from CPC, or CPC members participating in meetings to share and reflect on lessons learned (including evaluation of the network's own performance).

Examples of CPC's monitoring and evaluation work since 2008 include

- Save the Children requesting and part-funding an evaluation of the long term impact of their post-tsunami livelihoods programming on children from the TF Livelihoods in 2010 [PLG-I-19].
- TF Livelihood members developing a methodical research review looking at impacts on children from economic strengthening programming that contributed to the CPWG minimum standard for economic recovery [TF-L-11].
- PLG- Sri Lanka member UNICEF collaborating with the PLG coordination team in an Impact-Outcome Studies in 2010 (Progress Evaluation of the UNICEF "Education in Emergencies and Post-Crisis Transition" Programme) [PLG-SL-13];
- key CP agencies working in West Bank and Gaza agreeing in 2009 to collaborate and develop common indicators for child protection and well-being through an evaluation design workshop organized by CPC members [PLG-O-4];
- the University of Indonesia approving an internal grant application by the Center of Child Protection (PLG Indonesia coordination node) in 2010 for a study mapping broad community child protection mechanisms and gaps with current linkages to the National Child Protection System in Aceh. [PLG-I-22]
- the Government of Indonesia's Ministry of Planning along with the World Bank requesting in 2010 that the PLG Indonesia should lead the evaluation of its Conditional Cash Transfer (CCT) program [PLG-I-17].

CPC monitoring and evaluation methods are also passed on to those CPC works with:

Currently Bappenas (our office) is in the process of training our young professionals on rapid monitoring and evaluation methods (conducted by Prof. Lindsay Stark; the new CPC Network coordinator). (Punky Sumadi, Director of Social Protection, Ministry of Planning, Government of Indonesia)

In 42% (13 / 31) of the outcomes on assessing learning, TF Measurements (or its precursor the "Global Technical Group on Frameworks, Systems and Assessments") was identified as the single or one of multiple contributor(s) to the outcome (in 5 instances it was the single contributor). The Task Force's mission according to its Three Year Plan (2012) is to "promote innovation, rigor, efficiency, capacity and utility in measurement and evaluation in contexts of child protection in crisis" with a focus on developing innovative methodologies, assessments and evaluations that contribute to a stronger evidence base for action at the local, national, and global level. Since 2008 it has produced important outputs such as the innovative 'Neighborhood Method' designed to access local knowledge by tapping into informal sources of information (see full blown outcome G-17 Annex B 12.7). Some other relevant outcomes are

- in 2008, UNHCR for the first time choosing to use the Global Technical Group "Frameworks, systems, assessments" as a technical reference group [TF-M-2];

- national partners in Indonesia and Uganda worked with the Global Technical Group 'Frameworks' on two pilot projects to test the implementation of National Index Reports (NIRs) in 2009 [TF-M-4];
- the recently (2010) established Child Protection MERG, convened by UNICEF and Save the Children UK) commissioning the Global Technical Group 'Frameworks' to lead a global review on Child Protection Monitoring and Evaluation Tools in 2010 [TF-M-10].

CPC's work in this field is seen as very valuable:

"...the adoption of appropriate measurement tools in the child protection field is critical to understanding the outcome of programs and policies. Compared with other sectors, rigorous measurement is still underutilized in this field. CPC is making a significant contribution, through the neighborhood method and other work, to try to demystify monitoring, measurement and evaluation on particularly sensitive issues, which have historically not been well captured." (Braeden Rogers, UNICEF Health Unit)

From the outcomes data and the substantiators' comments we take that over the past three years CPC contributed to advance measurement and evaluation in child protection in crisis contexts. It has developed methods to effectively measure child protection concerns and the effectiveness of the response to these concerns; supported the evaluation of child protection interventions of its partners; and has enhanced the capacity of individuals and organizations to monitor and evaluate learning.

7. Findings relevant to CPC influence on CP practice and policy (Question 2)

In Section 6 we examined evidence of the network's effectiveness as a 'Network for Learning', i.e. a network that focuses on learning and knowledge sharing as well as promoting the use of what has been learned (Bloom *et al.* 2007). Here we assess if the knowledge, tools and services generated through, and promoted by the network have in fact been relevant to, and used by, policy makers and CP practitioners. This addresses the second evaluation question:

"To what extent do the outcomes indicate that the learning fostered by the network has translated into child protection practice and policy development through network members and others individually, across organizations and across regions?"

One substantiator provided a general statement on his views of CPC as a catalyst for learning:

"CPC now functions well as a learning catalyst, an info sharing mechanism, and is also attracting new attention from others interested in its knowledge outputs and opportunities for learning." (Michael Gibbons, Consultant at the Bellagio Meeting 2010)

We found evidence to support this view in the outcomes data and some of the potential strategies CPC may be using for enhancing learning in the CP sector are analyzed in more detail below.

7.1. Evidence from the outcomes and substantiation

When classifying the short outcome data according to their relevance to the evaluation questions, 28% (38 / 137) of the outcomes were found to have some relevance to the second question (see Table 5.2.2). In this analysis each outcome could be mapped to more than one evaluation question. In Section 5.2.3 we classified each outcome to only one umbrella outcome depending on the main change it described. Here we found 16 outcomes clearly indicating changes in social actors that affected the application of CPC products, tools and services, and 14 outcomes suggesting the influence

of CPC on the political will and policies of social actors (Table 7.1). In the following we examine these outcomes in more detail, citing those that we found to be most informative in the text.

Table 7.1: Umbrella outcomes relevant to CPC's influence on CP policy and practice

Umbrella outcome relating to <u>changes in...</u>	Total	Global	National
Total	30	11	19
... application of CPC products, tools and services	16	10	6
... political will and policies	14	1	13

7.1.1. Outcomes indicating CPC influence on CP practice

The 16 outcomes indicating an influence of CPC on CP practice describe a diversity of achievements involving various CPC contributors at the global and national levels. We identified two groups of outcomes, one where practitioners endorsed and/or decided to use tools or methods developed or promoted through the CPC Network, and one where the outcomes provided evidence of the social actors requesting network services, such as providing or filtering expert contributions to strategies and standards.

Use of CPC tools or methods. Two groups of social actors were influenced by CPC: (i) IGOs and networks and (ii) national and international CSOs. We now assess outcomes relating to these social actor groups.

(i) Intergovernmental agencies and networks: both TFs that were in the focus of this evaluation – TF Measurements and Livelihoods - have influenced intergovernmental agencies and networks. For example, TF Measurements influenced the CPWG and World Health Organization to adopt the Participatory Ranking Methodology (PRM) in their assessment toolkits in 2009 and 2011 respectively [TF-M-6]. The same TF contributed to the incorporation into CPWG action plans of the majority of recommendations made in the ‘Child Protection Assessment in Emergencies’ review [TF-M-9]. TF Livelihoods also contributed to a notable change in behavior of UNHCR when the organization decided to use the Livelihoods Manual for Humanitarian Practitioners in its own livelihood training 2011-14 [TF-L-15]:

"The [Livelihood] manual has really influenced our thinking of livelihoods in crisis and post crisis settings here at UNDP/BCPR;" (Owen Shumba, UNDP)

Other outcomes in this category had multiple CPC contributors. In 2011, an inter-agency group (comprised of CSOs as well as IGOs) endorsed the 'Inter-Agency Guide to the Evaluation of Psychosocial Programming in Humanitarian Emergencies' [TF-M-11]. Here, the CPC contribution was a collaboration of the Secretariat/CU and two TFs – TF Measurements and TF Psychosocial. The Secretariat/CU also collaborated with TF Measurements to influence UNICEF to test, revise and disseminate as an UNICEF-interagency good practice document the draft manual on psychosocial program evaluation [G-19].

The Secretariat/CU involvement in global level outcomes, as in some of those considered here, is to be expected. It is notable, however, that in three of the five outcomes above, the TFs acted independently from the Secretariat and all other CPC actors. The ability to act in collaboration as well as independently from the Global Secretariat is a sign of network strength. The lack of involvement of PLGs in these outcomes may signify that at this stage where TFs collaborated with intergovernmental agencies and networks to further advance tools and methods, the PLG involvement may not (yet) have been as relevant to these outcomes.

(ii) CSOs: The Secretariat/CU and TF Measurements influenced decisions of (national) CSOs in five countries to use the ‘Neighborhood Method’ to gather data on rape and other forms of gender based

violence (full blown G-17). In Indonesia, the PLG and the Secretariat/CU together contributed to influencing a CSO to seek CPC collaboration in the second pilot of the 'mobile assessment tool' in 2011 [PLG-I-21]. This outcome built on an earlier collaboration in 2010 [PLG-I-20] in which the Secretariat/CU alone influenced the same CSO – Save the Children – to collaborate on the first pilot of the tool. If, as suggested by this example, PLGs become increasingly involved over time as contributors to outcomes, this is a sign of a network developing beyond its initial stages when contributions are, as expected, more dominated by the Secretariat. This will be further discussed in Section 7.2.2.

The outcomes considered above provide much evidence of CPC influencing CP policy and practice. The substantiation process further confirmed this with the following significance statements for practice-related outcomes each being fully confirmed by independent substantiators:

'The development process and wide dissemination of the CPC Livelihoods Manual has had direct effects on child protection practice and policy development as indicated by the high demand for the manual and its use by the CP community including its uptake at UNHCR and UNDP.' (TF-L-15 significance statement)

'There are also some promising signs of potentially improved practice (e.g. capturing children's priorities in the Ethiopia assessment; triangulating CPRA (child protection rapid assessment) findings with PRM in Indonesia). The field-testing of the CPRA tool in Indonesia provides a particularly vivid illustration of the reach of the CPC from global technical discussions to concrete field settings, with PLG support to enable government, non-governmental and university engagement in practice development.' (TF-M-9 significance statement)

Evidence of the value of CPC to CSOs is also demonstrated by a recent decision to allocate resources to a CP specialist:

"War Child Holland is very interested in contributing and utilising the PLG to a much larger extent than we have so far. We have recently hired a Child Protection specialist and part of his time will be spent contributing to the work of PLG." (Rachel Newberry, War Child Holland)

The one cautionary comment from a substantiator noted that there may be a need for stronger linkages between CPC and CP in Emergency mechanisms at the field level:

"Uneven linkage between CPC groups and child protection coordination mechanisms at the field level. There is potential to amplify the effect of CPC led work on the CPiE sector by ensuring a systematic link with CPiE coordination mechanisms at field level, and to demonstrate the impact of this collaboration to the global level group." (Katy Barnett, Coordinator of the Global Protection Cluster/CPWG)

Use of CPC services. In this group we identified three types of social actors influenced by CPC: inter-governmental organizations, national governments and CSOs.

One outcome described an achievement in which TF Measurements influenced UNHCR such that the UN agency chose to use the TF as a 'technical reference group', the first such instance of UNHCR establishing such an ongoing arrangement with CPC [TF-M-2]. A further two outcomes concern the Government of Indonesia being influenced to request the national PLG to lead programme evaluations [PLG-I-16 and PLG-I-17]. Lastly, from 2010-11, an intergovernmental organization (UNICEF) and CSO (Save the Children) decided to use evidence to which CPC had contributed to lobby the South Asian Association for Regional Cooperation for improved CP response systems in South Asia [G-23].

These outcomes show that CPC actors work in various configurations to influence social actors: (a) individually as PLG lead (PLG-I-16 and PLG-I-17), (b) individually as TF lead ([TF-M-2]), or (c) collectively as institutional members [G-23]. Interestingly, the CPC Secretariat/CU does not feature in any of these outcomes indicating that the network seems to be working flexibly to achieve outcomes also in the absence of Global Secretariat contributions.

7.1.2. Outcomes indicating CPC influence on CP policy

The 14 outcomes assessed here concern the influence of CPC on social actors that have contributed to changes in national-level political will and policies. Two groups of outcomes were identified, one where outcomes demonstrate CPC influence on the setting and implementation of national policy / plans / framework / strategy, and one with outcomes providing evidence of the network influencing social actors to test and consider adoption of tools for monitoring and assessment of policy.

Setting and implementation of national policy. The Uganda PLG contributed to two outcomes concerning evidence-based policy development, a central concern of the network: drawing on evidence from research, it influenced the Ministry of Education and Sports to adopt nutrition as one the components of the Ministry’s learning framework for early childhood developmental experiences [PLG-U-16]. Further, PLG Uganda representatives promoted the importance of evidence-based policy development in child protection, influencing the inclusion of this principle in the government’s strategic plan 2011-15 for Orphans and other Vulnerable Children [PLG-U-17].

Two further outcomes concern actions to support implementation of CP-related strategies in Indonesia. The first achievement involves multiple CPC contributors – the PLG Indonesia, TF Measurements, and the PLG member UNICEF – influencing the formation in 2010 of a multi-ministry task force to implement a CP strategy [PLG-I-11]. The second outcome involves PLG Indonesia acting as a lone CPC contributor to influence multiple social actors (government, intergovernmental organizations, CSOs and donors) to jointly form a task force through the PLG to develop a research, policy and programming strategy for CP [PLG-I-18].

In Sri Lanka, the PLG was similarly successful when it influenced government authorities in 2009 to first include early childhood developmental experiences (ECCD) as a priority in the five-year national plan of action for children [PLG-SL-8] and then to adopt an ECCD Act [PLG-SL-9].

The Secretariat/CU was involved in just two of the policy-related outcomes. One was its influence on the United States Bureau for Population and Refugee Migration which in 2009 included child sexual exploitation and abuse in its GBV funding policy. In the other outcome, it collaborated with a CPC member (an IGO) and TF Measurements to influence the government of Papua New Guinea to produce an action plan in 2010 to guide implementation of legislation on protecting child survivors and witnesses.

Adoption of tools for monitoring and assessment of policy. TF Measurements contributed to two outcomes in this group through Community Building / Bridging, one in which various ‘national partners’ in Indonesia and Uganda participated in the testing of National Index Reports [TF-M-4], another in which it worked with other CPC contributors (Secretariat/CU, and IGO and PLG Indonesia) to influence the Ministry of Social Affairs, Indonesia, to adapt and pilot Child Protection Rapid Assessment, a new approach to assessing the effects of emergency displacement on children [PLG-I-24]. The first outcome exemplifies the network’s ability to bridge across various types of organizations to achieve outcomes; the second its approach to work through multiple contributors to achieve an outcome.

Two related outcomes from Uganda provide evidence of CPC (PLG Uganda and TF Psychosocial) influencing the Ministry of Gender, Labour & Social Development to consider adopting a psychosocial indicator framework in the National Information System [PLG-U-13 & PLG-U-14]. In so doing, these CPC contributors are seeking to emulate TF-Measurements and PLG Indonesia which have collaborated to influence the Government of Indonesia to use indicators in its National Child Protection Index Reports [PLG-I-15]. These last two outcomes illustrate the national and global (TF) levels of CPC working together, something that is important to build on if the network is to develop as planned.

The set of outcomes relating to policy also provides ample evidence of CPC’s influence in countries where it has active PLGs. The one policy-related outcome in the substantiation set - PLG-U-13 – was fully substantiated by two sources. And another substantiator credited CPC with fostering learning within government such that CP policy in Indonesia is being changed:

“CPC was involved in the post tsunami situation in Aceh. They did a marvelous job in identifying what had happened to the children and their families during and after the disaster occurred, and how the trauma arised and dealt with. It has been a very valuable experience and learning process for the government to deal with such a situation. [...] the CPC findings had changed the Government's way to promote a different pathway of child protection policy and strategy.” (Punky Sumadi, Ministry of Planning, Government of Indonesia)

7.2. Strategies used by CPC to influence CP policy and practice

Here we review the outcomes examined in Section 7.1 to discover what network strategies they exemplify, building on the assessments in Section 5.2.6 where we looked at the CPC's network functions and Section 6.1.1 where we discussed CPC's objectives and overall strategies.

7.2.1. Network functions supporting knowledge transfer

This section highlights the main functions the CPC Network appears to provide which enhance the transfer of learning to users.

Bridging (PURPOSE): Potentially one of the most valuable characteristics of a ‘Network for Learning’ is an ability to bring together and facilitate cooperation between heterogeneous groups such as researchers, practitioners and policy bodies, that is national and global level actors relevant to policy and practice change. ‘Community building’ and ‘Bridging’ were the network functions demonstrated most often in the analysis of the short outcomes (Section 5.2.6), as well as when examining only the outcomes considered in Section 7.

Examples include outcome [G-17] where CU faculty has engaged key NGO partners in five countries recovering from conflict (Uganda, Liberia, Sri Lanka, Ethiopia and the Central African Republic) and national researchers in each country to use the ‘neighborhood method’ to gather reliable data on rape and other forms of gender based violence; or outcome [PLG-U-17] where PLG Uganda members who sit on the Child Protection Working Group participate also in the National Steering Committee for Orphans and other Vulnerable Children and contributed to the development of their Strategic Plan 2011-15.

This bridging function of the network, bringing together of researchers, decision makers and civil society actors was also identified as being key to translating learning into practice by Boothby at the August 2011 CPC strategy meeting (Boothby 2011).

Governance and structure (FORM). Providing suitable supporting structures and processes is key for a learning network to facilitate collaboration and build capacity. In the case of CPC, the network is early in its life cycle yet has managed to set up structures where TFs and PLGs work together to promote learning and enhance knowledge transfer into practice and policy, that is, enable the ‘Bridging’ function. The Global and many national PLG Secretariats are hosted in academic institutions, and some of the TFs are convened by CP agencies. The national PLGs again link to national policy bodies.

Some of the outcomes considered in this Section provide examples of just this with TFs working with PLGs. For instance, PLG Uganda was able to engage the relevant national organizations (Ugandan Transcultural Psychosocial Organization and the Ministry of Gender, Labour & Social Development) to initiate the development of a harmonized psychosocial indicator framework, then TF Psychosocial was able to train PLG members and support them in field-testing the indicators and preparing the final product [PLG-U-14].

Work involving Uganda and Indonesia PLGs and TF Measurements provides a further example of collaboration between technical experts in the TFs, national level research organizations (represented by the PLGs) and decision makers (engaged by the PLGs) in testing and adapting indicators for National CP Index Reports [PLG-I-15, TF-M-4]. Ultimately, in the case of TF-M-4 the TF is seeking to build on the national level testing to develop a generic method for National Index Reports, demon-

strating the learning / knowledge flow is two way and explaining our classification of this as a global outcome.

Amplification (PURPOSE). Two outcomes relevant to evaluation question 2 but not mapped onto the two umbrella outcomes because of their greater relevance to other evaluation questions, describe achievements to which the network has contributed through its 'Amplification' function. In contrast to the national government policy-related outcomes considered above, these outcomes concern changes in institutional policies.

In the first, CPC Secretariat/CU influenced the Women's Refugee Commission (WRC) through various meetings to understand 'for the first time the child protection relevance of its economic programming research and advocacy' [TF-L-5]. Following from this, WRC as TF-Livelihoods lead together with other CPC members including UNICEF, Save the Children and Child Fund have influenced various humanitarian agencies to employ specialized child protection staff to advise and mainstream child protection concerns [G-22]. As with the outcomes in general, it is not possible to determine the relative importance of CPC to the latter outcome. But the high proportion of outcomes overall that provide evidence for the network bringing together actors from similar as well as distinct sectors points to a not unimportant role of the network in this wider institutional policy shift.

Amplification is also evident in outcomes that describe network influence on:

- (i) another network to promote the use of CP-developed methods to enhance CP practice: the network influencing the Mental Health and Psychosocial Support in Humanitarian Emergencies (MHPSS) network to use its website to disseminate a UNICEF-branded good practice product first developed by CPC actors [G-19];
- (ii) an IGO (UNHCR) which then chose to use CPC network plans and policies [TF-M-2]; and
- (iii) the highest level committee advising the Ugandan ministry responsible for CP thus shaping national plans and policies [PLG-U-17]; decision makers responsible for national plans in Sri Lanka [PLG-SL-8]; and the Cabinet of the Government of Sri Lanka [PLG-SL-9].

7.2.2. Case studies demonstrating CPC's strategies to influence CP policy and practice

In the following we examined whether when taken together some of the outcomes followed a pathway or pattern of change towards CPC's objectives and, if so, which underlying strategies may have helped the CPC network to progress on this pathway. When we ordered the short outcomes chronologically and thematically, it became clear that the data provided several interesting examples of how CPC actors worked together to achieve the networks objectives and that often a series of interventions was needed for this. The case study below throws a spotlight on how the network works, possibly serving as a good practice example.

Objective 4 in Grant OUSA-07-122 was to present CPC Network findings at global, regional and local policy and programming discussions to support more informed decision-making. One example for this is found in a subset of the Uganda short outcomes (Table 7.2.2) which describe how several of the Ugandan ministries dealing with children issues could be engaged to participate in CPC networking and learning, and finally integrated such learning into their strategic planning and programming.

Table 7.2.2: Uganda case study – influence on local policy and programming*

CPC Contribution	Outcome
In July 2009 the <u>CPC Secretariat / CU</u> organised the first workshop to review progress of the network in Uganda in consultation with global and local CPC members including the government of Ministry of Gender, Labour & Social Development (MoGLSD).	PLG Uganda was re-launched, membership and structure (steering committee, coordinator and members and their roles) defined and a learning agenda identified. [PLG-U-4]
The <u>CPC Secretariat</u> financially supported the meeting at the Speke Resort and Conference Centre in Munyonyo, Kampala, Uganda from 5th - 7th July, 2010, and together with <u>PLG Uganda members</u> organized the meeting.	At the meeting Uganda PLG members and prospective members agreed on a PLG steering committee commitments and composition. [PLG-U-7]
<u>PLG Uganda steering committee</u> members have taken leadership to involve the Ugandan Ministry of Gender, Labour & Social Development (MoGLSD) in different activities and research that generate more data on child protection.	Since July 2010 the <u>MoGLSD</u> has consistently promoted and supported PLG child protection work and has sometimes hosted and chaired PLG meetings. [PLG-U-13]
TPO, a <u>PLG Uganda member</u> initiated the process of achieving a harmonised psychosocial indicator framework in Uganda. <u>TF Psychosocial</u> and <u>PLG Uganda members</u> worked with MoGLSD to produce the framework.	In 2011 MoGLSD engaged in the work to produce a psychosocial indicator framework, which is currently being considered for adoption in the National Information System (NIS) for MoGLSD to measure the performance of child protection organizations and ensure quality of service. [PLG-U-14]
<u>PLG Uganda</u> through its member <u>MoGLSD</u> has influenced other ministerial sectors that deal with children to be involved in child protection.	Since 2010 other Ugandan Government Ministries and departments that are relevant to the issue of child protection such as the Ministry of Education; Uganda Bureau of Statistics (UBOS), Ministry of Health agreed to collaborate with the PLG and the MoGLSD on the child protection agenda. [PLG-U-15]
In July 2011, the <u>PLG Uganda member</u> UNICEF helped organizing a meeting in Kampala together with the Ministry of Education and Sports, which invited the <u>PLG Uganda coordinator</u> Joyce Wanican to highlight research results from the Western Uganda Batwanna Program (WUBP) on the importance of role of nutrition for early childhood development.	At the meeting the Ministry of Education and Sports adopted nutrition as one of the components of the Ministry's learning framework for early childhood developmental experiences (EECD). [PLG-U-16]
<u>PLG Uganda members</u> served as members of the Steering Committee of the National Strategic Plan for Orphans and other Vulnerable Children (OVC) and participated in the development of the OVC Strategic Plan 2011 – 2015. The Steering Committee is the highest level committee that advises the MOGLSD.	Under the guidance of the OVC Steering Committee, the 2011 - 2015 OVC Strategic Plan developed from 2010 - May 2011 emphasizes the importance of evidence-based policy development in child protection. [PLG-U-18]
in February 2011 the <u>PLG SC</u> proposed the establishment of a technical working group to ensure that tools developed elsewhere are adapted to the local context.	From July 2011 the PLG Uganda changed its structure to include technical working committees to provide technical guidance on researches commissioned by the PLG and the CPC Secretariat so that work using tools developed elsewhere is adapted to the local context.

* Outcome and contribution statements adapted from the original data set

The case study conveys how CPC operates and how the learning it promotes has been transformed into decision-making:

- The role of the Secretariat/CU seems essential in the beginning when establishing a network in a country to assist in bringing people together and setting up PLG structures (facilitating community building, bridging, and membership functions of the network); this decreases at later stages as local CPC supporting entities take over.
- PLG supporting entities such as the coordinator, the host organization, and the PLG SC take an important role in lobbying national CP actors, seeking their engagement in CPC work (amplification functions).
- Specific projects are initiated and CPC TFs are brought in to collaborate with PLG members on these to promote and share global learning (community building and bridging functions).
- PLG members engage other stakeholders in their 'sphere of influence', which then start seeking advice from CPC; here the Ministry of Gender, Labor & Social Development engaging the ministries of Education; Uganda Bureau of Statistics (UBOS), and Ministry of Health (amplification and community building functions).
- PLG members take part in decision-making fora and participate in national priority setting.
- The local set up of the CPC network is sufficiently flexible to be adapted if needed allowing for a more institutional mechanism (such as the Technical Working Groups of the PLG Uganda) to broker knowledge and adapt global level learning to national level contexts.

A similar story could be told in Indonesia where the work of the CPC Secretariat with the University of Indonesia and the Indonesia Ministry of Planning in 2008/2009 has led to the establishment of the Center on Child Protection in 2009; PLG Indonesia collaborated with TF Measurements to map the Child Protection Information System in Indonesia; a government ministry was engaged in CPC projects; and later a government task force was set up supported by the PLG and including several ministries which then agreed to implement an improved Child Protection Data and Information Strategy.

The different strategies used by CPC in translating CP knowledge to policy that are evident in these case studies will be discussed in more detail in Section 9.4.

8. The CPC in the context of the wider child protection community (Question 3)

The CPC Network was founded in 2008 to strengthen and systematize child care and protection in crisis-settings. It was felt that there was no clear inter-agency understanding of what should be included in child protection interventions and how to provide a holistic response for children in emergencies integrating psychosocial, educational, and livelihood support and protection. The network was supposed to bring together operational, advocacy, and research-based entities to share information, compile new knowledge, and collectively work towards policy and programmatic improvements.

Three years onwards, the CPC Network has succeeded to draw together a large number of relevant agencies to develop the evidence base for the child protection community (see Sections 6 and 7). The third question in this evaluation now aims to explore the views of the wider CP community on this young network and its contribution to the CP in crisis field, in how far they see added value in CPC's endeavors:

"To what extent do the outcomes indicate that other child protection organizations operating in crisis contexts consider that CPC fills a learning need and has shared agendas and priorities?"

We approached this question in two ways: first we examined the outcomes data for signals providing insights in the extent to which CPC is appreciated by other organizations; second, we interviewed the substantiators of the full blown outcomes about their views on CPC.

8.1. CPC's outcomes 2008-2011 indicate that its work is valued

When classifying the outcomes data, we considered only those cases as relevant for evaluation question 3 where social actors explicitly expressed their appreciation of CPC by committing financial or in-kind support to CPC or by agreeing to become CPC members. Using this stringent classification we still found 45 outcomes providing evidence that CPC's partners (donors, CSOs, IGOs, policy bodies, etc.) valued CPC and invested resources in the network and/or committed to work under the CPC umbrella. These outcomes include for example

- Between January 2008 and October 2011 over 260 agencies working in more than 30 countries have become members and participants of the CPC Network (see full blown outcome G-13)
- 33 organizations representing a wide variety of Ugandan and international non-governmental organizations, UN, government and community-based organizations formally joined the PLG Uganda between July 2010 and August 2011 (see full blown outcome PLG-U-10).
- PLG Uganda members formally committed to giving 10% of their time to the PLG work by signing an agreement to this effect at the Kampala meeting July, 2010 the (see full blown outcome PLG-U-8).
- Between June 2008 and June 2011 donors in addition to the core support from Oak Foundation, USAID-DCOF and US Institute of Peace have donated additional financial resources (\$4 million) to operational research, partnership development and training and capacity in Africa, Asia, Latin America and the Middle East. (G-2)
- Between January 2010 - November 2011, USAID (Indonesia), UNICEF, Save the Children, World Bank, Ministry of Planning and the CPC Network committed financial support to the PLG Indonesia of about 350,000 USD. (PLG-I-5)

Of course, each of these outcomes could be scrutinized in more depth with respect to its actual significance for evaluation question 3 – who exactly showed their appreciation in what form. For example, not all of the >260 agencies referred to in outcome G-13 may be CPC 'members' in the narrow sense; not all of the PLG Uganda members that formally committed time did invest this in the end. Still, we believe that taken together the data show that over the last three years the network has attracted much interest, support and commitment from the CP community.

This gains more weight, when we consider that not only membership and financial commitments count as evidence for appreciation of the CPC Network, but in fact every time a partner agrees or seeks collaboration with CPC, requests services from the network or puts to use tools or products developed with the help of CPC, this could be taken as an indication that CPC's contribution to their CP work is valued. Examples for these types of outcomes are given in Sections 6.2.2 and 7.1. 93 out of the 137 harvested outcomes concerned collaborations or meetings among CPC partners; in 38 outcomes partners used tools or services facilitated and shared by CPC. Full blown outcome TF-M-9, which was fully substantiated by Katy Barnett, coordinator of the Global Protection Cluster/CPWG, nicely demonstrates that CPC's work is appreciated by other CPC actors and that they share CPC's agenda:

- Outcome TF-M-9: By the end of 2011, the Child Protection Working Group (CPWG) had incorporated within its action plans the majority of recommendations made in the 'Child Protection Assessment in Emergencies' review prepared by the CPC Global Technical Group 'Frameworks' (now CPC Task Force Measurements).

- **Significance statement:** The refinement of the Inter-Agency Child Protection in Emergencies Resource Kit and development and field-testing of the Child Protection Rapid Assessment demonstrates the congruence of the CPC learning agenda with that of many agencies represented on the CPWG (participants see <http://cpwg.net>). Tools, reviews and reports have been well received as conceptually clear and field-relevant.

8.2. Interviewees judge CPC's contribution very favorably

To get more direct feedback from the CP community and more personal insights into how CPC is seen by CP actors, we asked the 36 substantiators to answer the following question:

"Do you believe that CPC fills a learning need and has shared agendas and priorities with other child protection organizations operating in crisis contexts?"

This cannot be seen as a comprehensive approach capturing the voice of the wider CP community – a task beyond the agreed scope of this evaluation. However, the responses throw a spotlight on how representatives from the CP field, who are more or less familiar with CPC, value the work of the network. The substantiators interviewed by email included representatives from key organizations in the CP sector, namely:

African Network for the Prevention and Protection against Child Abuse and Neglect; Community Health and Information Network (CHAIN Uganda), Child Fund, CARE International, Concern Parents Association (Uganda), International Institute for Child Rights and Development (IICRD), Institute for Participatory Interaction in Development - Sri Lanka (IPID), Ministry of Planning -Government of Indonesia, Plan International, Queen Margaret University UK, Delegation of the European Union - Uganda, Transcultural Psychosocial Organization Uganda (TPO), Uganda Child Rights NGO Network, UNDP, UNESCO, USAID (DCOF), War Child Holland, Women's Refugee Commission.

The question was answered by 27 substantiators; all but one of which responded in an exceptionally uniform way confirming that, yes, the network filled a need and shared agendas and priorities with other CP organizations; only one agreed partially, without explaining this further (see Annex B 12.11). Many comments elaborated further on different aspects of the question, e.g. expressing their views on the general appreciation of CPC's work:

"The professionalism that the CPC engendered brought much needed respect for the field by new donors and policy-makers;" (Lloyd Feinberg, Former Administrator, DCOF, USAID)

"I believe that there is greater awareness among other agencies and networks about CPC's added value than there was almost two years ago at the time of the Bellagio meeting." (Chris Talbot, formerly CEO Education Above All and Education Officer UNESCO)

Others confirm that CPC shares a common agenda and priorities with the wider CP community:

"[CPC] has undertaken several useful initiatives (mainly through the PLGs and the Task Forces) that have increased learning in the sector and [...] the Network obviously shares common agendas with other organizations." (Bill Bell, Head of Child Protection, Save the Children UK)

"The CPC Network has enabled child protection agencies to have a shared vision and strategy to increase child protection especially by focusing not only on their way of going about child protection but also by ensuring that they are working with and working on behalf of the government line ministries in charge of child wellbeing. There is increased realisation that isolated work is not in the interest of the child and that shared line is beneficial to all agencies." (Uganda Emmanuel Ngabirano, TPO).

And many substantiators commented that CPC clearly addresses a learning need and made helpful contributions to the wider CP sector, responding to the needs of the community, for example:

“CPC addresses a clear learning need, which was not identified in isolation but through ongoing engagement with networks of people working in this area (policy-makers, academics and practitioners).” (Rebecca Horn, Research Fellow, Queen Margaret University)

“CPC fills a major learning need and has pioneered excellent work in protection issues...” (Owen Shumba, UNDP)

“The simple answer to this question has to be ‘yes’ [...]. However, [...] It has not ‘filled’ a learning need - but only because there is so much more to learn and no one organization can fill that need. CPC has made some very useful contributions.” (Bill Bell, Head of Child Protection, Save the Children UK)

“[...] it was my impression that the CPC had identified and filled a very important need in the CP universe. (Lloyd Feinberg, Former Administrator, DCOF, USAID)

“Looking at the working process in this area that we have been through since the past 18 months, I have no doubt that CPC fills the learning gap.” (Punky Sumadi, Director of Social Protection, Ministry of Planning, Government of Indonesia)

“CPC definitely fills a learning need.” (Chris Talbot, formerly CEO Education Above All and Education Officer UNESCO)

“The CPC fills a clear learning need that is recognized by other CP organizations not only in crisis contexts but across the CP spectrum. I would also highlight the fragility of this situation as the precarious situation of other CP learning networks such as the CPMERG show the need for continuing support for this network. (Philip Cook, Director IICRD, University of Victoria, Canada)

This high level of support for the CPC Network is reflected on the national level, too, with comments from Ugandan CP actors including:

“The CPC does indeed fill a learning need. Its agenda and priorities are consistent with the thinking of other child protection organizations operating in crisis contexts like in Uganda. (Simba Machingaidze, Country Director Child Fund Uganda)

“Evidence-based programming in child protection is not widely utilized by child protection actors, because of lack of documentation and poor reading culture among programmers. PLG is filling this critical gap by providing documented evidence in child protection.” (Joyce Wanican,, USAID – Uganda)

“I fully believe that the CPC is filling a great learning need. Through the work of the CPC, there has been a lot of progress made in the field of Child protection.” (Vicente Onyokor Adude, Langoa Area Manager, Child Fund Uganda)

It could be argued that some of these opinions are voiced by persons internal to CPC, being members of the network or holding a global or national level leadership role on the CPC Global or PLG Steering Committee or as PLG coordinators; their positive assessment of the network may therefore be seen as biased or less meaningful. However, we took care to inform all of our interviewees that they and their organizations name would go on public record and thus we believe that many were aware that they expressed their views as representatives of their organizations and not (only) as CPC actors. Furthermore, in a network that comprises more than 260 partners in c. 30 countries, it may be difficult to find CP actors who have not been working with CPC yet are sufficiently familiar to assess the contribution of the network to the CP world.

We believe that within the limits of this study the results obtained both from the outcomes data and the interviews answer evaluation question 3 very positively, suggesting that CPC is filling a learning need and has shared agendas and priorities with other CP organizations. Indeed, CPC may play a very specific and important role within the CP landscape, as was suggested by Layal Sarrouh for the 2011 strategy meeting in New York:

“As a network, the CPC Network has the ability to consider the sector as a whole, map out where child protection is heading or should be in the next 5, 10, 15 years even, and then discuss and determine amongst its membership and within its functions and abilities, how to best help the sector reach those goals. No individual organization can take this on, but a network, with its collection of members, and working with partners, has the potential to make a significant contribution to the professionalization of the field of child protection.”

Anne Scott, Executive Director Programmes at the Children’s Investment Fund Foundation, UK, and chair of the CPC Steering Committee was also interviewed on evaluation question 3. She fully supported the view that CPC filled a learning niche and had shared agendas with other CP organizations, and addressed a further aspect of CPC’s unique contribution to the CP sector:

“The core concept of translating high quality research and methods into practice and building capacities to create CP systems in country is unique and is a capability that overlaps with those with shared interests with e.g. CPWG.”

CPC’s potential niche was described by one of the substantiators:

“I do believe it fills a unique niche focused on a learning agenda around child protection. While other networks, such as the Child Protection Working Group and individual agencies, also work on the issue writ large – they do not focus, per se, on building the evidence base, figuring out what works, and how to use that evidence base to influence broader humanitarian practice. Hence, I believe the CPC plays a needed and vital role but one that needs to be further strengthened to maximize its impact and benefits to the humanitarian community.”
(Dale Buscher, Director Child Protection, Women’s Commission)

We conclude, that while there is already great appreciation for the network and its achievements after the past three years, CPC’s reputation may increase further in the next phase if they more clearly identify and communicate their role and niche within the CP community.

9. Conclusions and recommended discussion points

The agreed **purpose of the evaluation** had two aspects: to **assess results** (addressed through the evaluation questions) and to **contribute to organizational learning** (addressed through the network actors’ involvement in the *process* of generating evidence and through the information in the outcome statements themselves). The main output of this evaluation – the 137 outcomes compiled in the Excel database (Annex B 12.6) – were formulated through the analysis of written materials and working with CPC informants and represent an impressive set of achievements, particularly for a still young network. This rich body of evidence together with the comments and responses of the substantiators on selected outcomes and evaluation question 3 present the main basis for this evaluation and the conclusions drawn below.

9.1. The evaluation as an organizational learning process

A total of eight network focal points invested considerable time for this evaluation. We cannot evaluate the effectiveness of organizational learning that has resulted from the process or that may result from use of the evaluation by the network. But from interactions we had with network focal points during the evaluation, we conclude that the *process* of generating the 137 outcomes as well as the outcomes themselves will be of ongoing value for learning and communication within the CPC Network. The potential organizational learning benefits may be characterized as followed:

1. Identification of CPC's influence on sustainable behavior changes of social actors in CP learning, practice and policy (WHAT)

The particular formulation of outcomes used allowed us, together with the network focal points, to identify the behavior changes evident in social actors influenced by the network, including intergovernmental organizations, civil society organizations and governments. Behavior changes are much more likely to signify lasting effects of the network than an assessment of outputs and activities.

2. A clearer understanding of the role of the CPC Network in achieving results including who in CPC contributes, in what CPC capacity, and how they interact with other CPC members (WHO, HOW)

Each outcome statement included a description of the CPC contribution specifying in what way and with which CPC / other actors the outcome had been achieved. The involvement of network focal points in writing and verifying the outcome statements demanded a significant level of engagement with the evaluation and mentoring from the evaluators before the outcomes were formulated satisfactorily. The result may be that network actors now have a clearer idea of (a) how and in which CPC role – if any – they have contributed to change and (b) the particular ways in which the network contributes to outcomes and how these are distinct from the contributions of actors operating alone.

3. An ability to distinguish outcomes from outputs, activities and stories of change

The iterative process of involving the network focal points in harvesting and verifying outcomes demonstrated that, as anticipated, it was not always easy for focal points to provide correctly formulated outcome statements first time round because of the common tendency to think in terms of outputs and activities.

4. Greater awareness of network achievements within the network

The outcome verification step revealed that none of the focal points, not even the founding Network Director, was aware of all the outcomes and how they had been achieved. This is probably a reflection of the sheer scope of the outcomes already achieved by CPC, as well as the decentralized and somewhat autonomous status of CPC's various components. While the 'Knowledge management' function (filtering and dissemination of information) did not feature prominently in the outcomes (Section 5.2.6), there was still some evidence of the network making its work available through websites or listserves. Building on this, the evaluation process, together with the database of outcomes compiled as evidence, may therefore be useful for communicating results and experiences within the network.

5. Greater awareness of network achievements beyond the network

Some of the substantiators who reviewed the full blown outcomes were external to the network. Their involvement in reviewing particular results may have increased their appreciation of the network's role in the CP landscape.

9.2. General conclusions from the outcomes data

As shown in Section 5, from 2008 to 2011 the CPC Network has made numerous achievements both in establishing its form (structure and processes) and progressing its purpose. The outcomes describe progress in developing CPC's business practices (formal structure, governance); establishing network relationships, cooperation and networking; improving resource availability; increasing knowledge in CPC members or non-members; promoting awareness and visibility of CPC issues or the network; facilitating the application of products, tools and services; and in influencing political will and policies (Section 5.2.3). Most changes occurred in the area of partnership, cooperation and networking (including CPC membership). This was examined further using the Network Functions analysis (Section 5.2.6): the most prominent network function contributing to the achievement of CPC's outcomes was 'Community building / Bridging', that is, connecting people and organizations through meetings, workshops, training, collaborations in order to promote and facilitate sharing of learning. Taken together, we conclude that **a major role of the CPC Network**, through which it promotes value among

its members and pursues its purpose, **is to perform as a ‘fostering network’** – “*identify[ing] existing or potential relationships and enhanc[ing], add[ing] value to, expand[ing], formaliz[ing] or otherwise transform[ing] them*” (Hearn and Mendizabal 2011).

9.3. Conclusions on evaluation question 1

Do the outcomes indicate any changes to the processes and structures of the network and, if so, what is their likely significance for the effectiveness of the network at facilitating learning in terms of (i) identifying and prioritizing what to learn, (ii) promoting learning and sharing what has been learned, and (iii) monitoring and evaluating learning?”

CPC as a network for ‘Research, Learning and Action’ needs to develop a form that enables innovation, sharing of learning, and translation of learning into practice and policy. In Section 6.1 we therefore examined first the general network effectiveness of CPC looking at its form, that is, the potential influence of CPC’s objectives, strategies, governance, formal structures, relationships, and membership on learning (adapted from Creech and Ramji 2004). In Section 6.2 we then assessed specifically the outcomes indicating changes in the network processes and structures during 2008-2011 that were likely to affect the network effectiveness in terms of identifying, prioritizing, promoting, sharing and monitoring and evaluating learning.

Network objectives. CPC’s objectives agreed with Oak Foundation for 2008 – 2011 encompassed both form and purpose objectives. The outcomes achieved during this period show that CPC has addressed both and that the significant form-related achievements in defining and revising structures and processes have not prevented the network from contributing to impressive purpose-related outcomes.

Network strategies and Theory of Change. The strategy meetings in 2010 and 2011 have resulted in a remarkable sharpening of the network’s overall strategies, particularly the revised approaches to TFs and the SC, and the recently developed Three Year Plans for the CPC’s next phase. We are not aware of formalized, pre-defined strategies guiding the network to achieve their objectives, including the definition of priority target groups, or of the changes they expected to see in these, and how they wanted to monitor progress towards these, normally described in a network Theory of Change. However, the network has taken steps towards the development of such a Theory of Change for CPC as a whole (including the development of knowledge transfer models as discussed at the August 2011 strategy meeting) and Theories of Change or Action for the different CPC components (e.g. as described in the review of evidence on impacts of economic strengthening programs on children produced by TF Livelihoods 2011).

The nature of the network’s relationships. CPC excels at establishing and fostering working relationships within and among different stakeholder groups. The data provide a multitude of examples of collaborations on projects, workshops and conferences, demonstrating that the network has been successful in bringing people together and connecting researchers, CP practitioners and policy makers nationally and globally through CPC structures such as the PLGs and TFs. We found much evidence of national and global actors being brought together by CPC and hence significant opportunities for local work to influence global level learning and vice versa.

CPC’s formal structures. The different CPC components are at different stages of development and functionality yet within a strikingly short period of time it has succeeded in building, reviewing and, where desired, redesigning its formal operational and government structures (Secretariat, TFs, PLGs, SC). Setting up the network’s form followed a largely participatory approach, demonstrating flexibility and responsiveness to the needs of the network and its members as well as to its different environmental settings.

Network governance and leadership. Strong leadership has been important for the rapid growth and development of the CPC Network with personal relationships of CU personnel, PLG leads and TF

leads with individual actors appearing to be major keys to success. The strategy meetings in 2010 and 2011 were valuable steps to promote a more transparent and participatory decision making process and significant changes have been implemented, e.g. establishment of the CPC SC in 2011. However, the SC has not yet developed as intended to provide functional support to the network. This, and the current absence of funding available for or allocated to Secretariat operations, put the future of governance reforms and the network itself in great doubt.

Network membership. Membership growth is seemingly rapid with now over 250 agencies working in 32 countries. Yet the membership concept is vague, something that has been recognized by the network but not yet resolved. We found evidence that for some this vagueness is problematic.

The effectiveness of the network at facilitating learning. The outcomes data and the substantiations results provide ample evidence for the network's effectiveness at facilitating learning. We conclude that CPC is particularly effective at

- identifying new CP learning priorities through thematic workshops and conferences, setting its own network learning priorities through planning meetings, and shaping the learning agendas of CP and humanitarian organizations and educators.
- promoting learning and sharing what has been learned both globally and nationally through the development of network relationships. With many structures already in place and a growing reputation, CPC is well positioned to expand its work in this area.
- monitoring and evaluating learning through contributions to the development of methods to measure child protection concerns and the effectiveness of the response to these concerns – particularly through TF Measurements. The outcomes data demonstrate CPC supporting the evaluation of child protection interventions of its partners and enhancing the capacity of individuals and organizations to monitor and evaluate learning.

9.4. Conclusions on evaluation question 2

To what extent do the outcomes indicate that the learning fostered by the network has translated into child protection practice and policy development through network members and others individually, across organizations and across regions?

The network factors described above that are relevant for CPC's effectiveness at identifying, prioritizing, promoting, sharing, monitoring and evaluating learning, are similarly important for its effectiveness at achieving results in translating learning into practice and policy.

The outcomes provide many examples of the network influencing **CP practice**, firstly where practitioners endorsed and/or decided to use tools or methods developed or promoted through the CPC Network, secondly where CPC influenced social actors to request network services, such as providing or filtering expert contributions to strategies and standards. Those influenced by CPC are intergovernmental agencies and networks, CSOs, and national governments.

CPC's influence on **CP policy** is also very evident. This has nearly exclusively been at the national level in countries where it has active PLGs. Policy influences have been two-fold: (a) setting and implementation of national policy / plans / framework / strategy and (b) adoption of tools for monitoring and assessment of policy.

Considering the **network functions** used by CPC to influence practice and policy (Section 7.2.1), we conclude the following have been most evident:

- Bridging: bringing together and facilitating cooperation between heterogeneous groups such as researchers, practitioners and policy bodies relevant to policy and practice change
- Governance and structure: the network even at this early stage in its 'life cycle' has managed to set up structures where TFs and PLGs work together through their members to achieve network objectives, that is formalized processes and structures that facilitate the 'Bridging' function of the network.

- **Amplification:** CPC succeeds in extending its reach and influence; for instance, the network was a key influence on the Women’s Refugee Commission understanding ‘for the first time the child protection relevance of its economic programming research and advocacy’.

Turning to the **strategies used by the network**, we attempted to derive some of these from two case studies, one from Uganda and one from Indonesia (Section 7.2.2). We conclude that the case studies demonstrate to some extent that formal CPC national networks such as the PLG Uganda and PLG Indonesia – at least in some areas of their work - are successfully on their way from a 'push and pull' knowledge transfer model to a more integrated approach, as suggested by Neil Boothby in his presentation at the CPC Network Strategic Meeting in New York 2011. The Uganda case shows how researchers from national and non-national CPC member organizations first work together to package knowledge for change in accessible formats and push it to national decision-makers who then start requesting more information allowing them to assess if and what changes are necessary (‘pulling’ knowledge). From this develops a 'knowledge exchange model', where policy makers and researchers engage in collaborative projects and participate in information sharing and priority setting meetings. The establishment of an institutional knowledge broker mechanism such as the Ugandan Technical Working Groups is then the logical consequence to systematize knowledge transfer ('integrated knowledge transfer model').

The Uganda case demonstrates how these different strategies are used to achieve a higher-level objective – to influence change in national policy. The outcomes data suggest that at the current stage of the CPC Network, the 'knowledge exchange model' with collaborations, workshops, conferences etc promoting collective learning among CPC members and/or non-members, is probably the most frequent – and it seems very successful – mechanism employed by CPC to achieve results.

9.5. Conclusions on evaluation question 3

To what extent do the outcomes indicate that other child protection organizations operating in crisis contexts consider that CPC fills a learning need and has shared agendas and priorities?

The results obtained both from the outcomes data and the interviews allow us to answer this evaluation question very positively: we believe that CPC is clearly filling a learning need and has shared agendas and priorities with other CP organizations, because

- over the last three years the network has attracted much interest, support and commitment from the CP community;
- all but one of 27 representatives from key organizations in the CP sector which responded to our survey fully confirmed that the network filled a need and has shared agendas and priorities with other CP organizations (one agreed partially);
- the high level of support for the CPC Network is also reflected in our findings from the evaluation’s principal focal country, Uganda.

We therefore agree with the conclusion drawn in a paper for the New York CPC strategy meeting 2011 by Loyal Sarrouh: that the CPC Network will add value to the work of the CP community because – as a network – it can synthesize views and map out the future of the child protection field, thus making a significant contribution to the professionalization of this field. However, a substantiator’s comment suggests that this or another specific role and niche of CPC within the CP field as yet may not be sufficiently discussed, described and widely communicated within the CP community.

9.6. Recommended points for discussion

While many evaluation reports include recommendations, we will here not suggest concrete actions to the users of this evaluation. We believe that the evaluators' role is to ensure that sufficient and high quality data (plausible and verifiable) is gathered from which reasonable conclusions can be drawn. Based on this solid evidence we attempted to answer the evaluation questions. We hope the findings and conclusions in this report are useful to the primary intended users of the evaluation and lead to substantial discussion. However to take the next step and recommend what decisions or actions CPC or Oak should take would be an unreasonable expectation of an evaluation team and presumptuous on our side. There may be many factors informing subsequent decision-making which we as evaluators will and should not have access to such as political, legal, public-perception, financial, programmatic, and ethical considerations. Each one of these factors alone, and especially when combined, will be at least as important as the findings and conclusions of the evaluation for the CPC leaders to make decisions about what to do and not do.

However, we expect that this report will provide solid evidence and expert interpretations that in combination with other factors will allow the CPC Secretariat, the Steering Committee and Oak Foundation to successfully plan CPC's next phase. For this we recommend the following discussion points, some of which relate to topics already considered at the Aug 2011 strategy meeting.

1. Network purpose, vision, mission, niche

The network's purpose justifies its existence and explains why its members are collaborating and building relationships (Hearn and Mendizabal 2011). CPC's purpose as defined in its Three Year Plan 2011 is to strengthen and systematize child care and protection in crisis-settings. The network's mission is also given in the Three Year Plan and maps out in general terms how this change will be achieved: *"Emphasizing learning, CPC undertakes innovative research and builds evidence to affect change in child protection policy and practice."* Together with the great appreciation for the network we found and its achievements over the first three years this is a good starting point for the network's next phase. However, we believe that CPC's reputation may increase further in the next phase if it more clearly identifies and communicates its purpose and niche within the CP community. CPC thus may benefit from considering the following questions concerning their high level objectives:

- a) Are CPC's purpose and mission adequately defined to the satisfaction of all of CPC's components? Are they known and shared among all CPC stakeholders?
- b) Should CPC's mission be revised to better reflect the potential contributions of a network to learning, policy and practice i.e. facilitate, convene, promote, advocate, disseminate etc.?
- c) Should the network also define a vision and values to inspire members that positive change is possible?
- d) What is CPC's particular niche within the CP community? How can this be communicated?

2. CPC's degree of formality and visibility

The structures required by a network depend on the role of the network. We've identified a strong emphasis on relationship building underpinning many of CPC's achievements. The network needs to decide how formal and visible these partnerships and structures should be. At one extreme they can be invisible, with its supporting entities linked by mutual interests and informal arrangements and collaborations where activities and outputs are not referred to as network achievements. At another extreme, supporting entities take formal roles in facilitating network achievements, network decision making, monitoring and communicating results; network members take ownership for CPC and all activities involving a network member include network branding. In whichever case, maintaining relationships requires effort and resources both for collaboration and for the administrative work of the network supporting entities (Hearn and Mendizabal 2011). The resulting questions are:

- a) Which degree of formality and visibility will be best to progress the network's purpose?
- b) Will promoting CPC as a brand result in a higher degree of visibility and can this help to secure resources for the network?
- c) Are CPC's champions willing to promote CPC and secure the resources needed to further CPC's bridging role between the research, practice and policy sectors as a facilitator of learning and its application to CP?

3. Network model, supporting entities and governance

A network's form and governance is closely linked with its functions. We found that the Secretariat/CU has had a very important supportive role, contributing to many of the observed outcomes, particularly when establishing a national network and setting up PLG structures. This supports the notion in Neil Boothby's presentation August 2011 of a "hubs and spoke" model of the network with a highly centralized structure and dependency on the Global Secretariat. Already, however, this may be evolving into a more decentralized "Kite" form with different degrees of centrality among its nodes (Ramalingam 2011). This shift in the type of the network will need to be reflected in the governance mechanisms. At the national level, there are operational steering committees / advisory groups supporting the PLG lead institutions. Yet as discussed in Section 6.1.3, the changes in global level governance, e.g. the development of the SC, appear to be not yet sufficiently effective and may be further threatened by the current funding situation. CPC should consider:

- a) What network model / degree of centralization is desirable / achievable for CPC in its next phase?
- b) Are the different CPC components owned by their participants? Are network representatives aware of the structures they belong to and how these link to other components of the network?
- c) What supporting roles should the Global Secretariat and the SC play? Are resources being sought for / allocated to the Global Secretariat to provide the communication, knowledge management and other essential services? Do the SC members have the necessary expertise to provide the support required and / or generate resources?
- d) What are the pros and cons of the network becoming a legal entity with a governing body that takes financial decisions?

4. CPC membership

Closely linked to the themes of network formality, model and governance is the question of network membership. A risk in a very centralized network is that often the network in its entirety is equated with the secretariat, and network members don't take ownership of their network role. Yet, the network is in fact its members – the secretariat is only one, though important supporting component. We found that there is considerable uncertainty among many about what it means to be a CPC member and a sense that the network's loose definition of membership is threatening to some. In other instances members hold various roles (CPC and institutional) and it is unclear in which capacity(ies) they have contributed to network achievements. The CPC SC has prioritized the resolution of this issue and in the 2011 strategy meeting it was decided that the various CP groups should think about their membership definition. We suggest the following guiding questions:

- a) What membership category/ies will be motivating to institutions or individuals to find added value in CPC participation?
- b) What is expected of these members and how might they benefit from participating in the network?
- c) How can CPC motivate its members to communicate their CPC role?

5. Network M&E System

There is a growing interest in networks as organizing strategies and structures to create social change. At the same time the demand increases to monitor and evaluate the effectiveness, outcomes and impact of networks. While there are an increasing number of M&E methods and tools for networks, the theory of assessing network achievements and effectiveness – and even more so the practice – is still in its infancy (Innovations for Scaling Impact 2010b). Outcomes based approaches, such as Outcome Mapping with an emphasis on reflection and continuous learning and improvement have been found to be particular suitable to network settings (Innovations for Scaling Impact 2010a). We were able to evaluate the network despite the absence of an outcomes-based M&E system. Yet an M&E system that promoted reflection, learning and adaptation could contribute significantly to network effectiveness. The August 2011 strategy meeting considered M&E when it discussed the development of indicators. We suggest future discussions include the following questions:

- a) Would the CPC benefit from thinking of outcomes in terms of behavior change as used in this evaluation?
- b) Will the M&E system under consideration help CPC in the development of its strategies by identifying the medium and short term outcomes that the network can influence as it contributes towards its long term goal? Will it be sufficiently flexible to manage emergent outcomes?
- c) Will the M&E system focus network actors in their efforts to influence change?
- d) Will the M&E system be adaptable to different network components, effective in gathering comparable and consistent data across the network, and sufficiently efficient and manageable considering the network's resources?
- e) Can this M&E system serve as a communication platform, engaging partners, communicating progress and supporting advocacy efforts?

6. A Theory of Change for the CPC Network

Change mediated by a network occurs in a non-linear way, through contributions of multiple actors and factors. A network's Theory of Change takes these complex processes into account, articulating the high-level strategies, describing how change happens and determining progress markers along the pathways to achieving the network's objectives (Innovations for Scaling Impact 2010a). Though time consuming, the process of articulating and reviewing theories of change can add rigor and transparency, clarify project logic, highlight assumptions that need to be tested, and help identify appropriate participants and partners (CARE International UK 2012). Hence, developing a Theory of Change – possibly building on the recommendations of the NYC strategy meeting in 2011 – could help all involved in CPC to focus on the ultimate goals they want to achieve together and provide a framework for ongoing monitoring, reflection, learning, adaptation and evaluation of the strategies used. If CPC decides to invest in developing a Theory of Change, we recommend consideration is given to the following guiding questions:

- a) What are CPC's high level objectives and desirable results (see discussion point 1)?
- b) Who exactly do you want to work with?
- c) What changes do you expect to see in these social actors?
- d) What strategies do you need to influence the social actors to change?
- e) How does CPC need to change (structure / processes) to achieve these changes (see discussion points 2-4)?
- f) Who are the strategic partners CPC works with (not those who CPC influences)?
- g) How can you observe and monitor these changes in a practical way (see point 5)?

Developing this framework needs to draw on collective knowledge, create ownership and foster a sense of collective action. It will provide a basis for clearly articulated Theories of Action for the individual components and actors of the network that are in line with the overall Theory of Change for the network, but still needs to be flexible to allow pathways and activities to change or emerge. The OM approach that inspired this evaluation may be one, but not the only tool to help CPC develop their Theory of Change. Whatever approach may be taken, the network will be able to draw from the rich and impressive evidence in the outcomes data compiled for this study.

10. References

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11. Annex A

11.1. List with background informational material for the evaluation

General material
<ul style="list-style-type: none"> ▪ CPC website (www.cpcnetwork.org)
<ul style="list-style-type: none"> ▪ Draft Evaluation Report March 2009
<ul style="list-style-type: none"> ▪ CPC Reports and Publications 2011
<ul style="list-style-type: none"> ▪ CPC Learning Network Status Report 2010
<ul style="list-style-type: none"> ▪ CPWG tool kit - Conceptnote_CP_assessment_taskforce_Jan2012-v 1
<ul style="list-style-type: none"> ▪ CPC Network Steering Committee Bios - Neil sent 2012-01-27
Grant proposals
<ul style="list-style-type: none"> ▪ OUSA-07-122 - Grant Application Form
<ul style="list-style-type: none"> ▪ OUSA-11-002 - Grant Application Form
Bellagio Meeting documents
<ul style="list-style-type: none"> ▪ Bellagio Retreat Report July 2010
<ul style="list-style-type: none"> ▪ Bellagio Report Annex 1 - Participants list
<ul style="list-style-type: none"> ▪ Bellagio Report Annex 2 - Guiding Questions
<ul style="list-style-type: none"> ▪ Bellagio Report Annex 3 - proposed Steering Committee
<ul style="list-style-type: none"> ▪ Bellagio Report Annex 4 - Experiences of Other Networks
New York Strategy Meeting documents
<ul style="list-style-type: none"> ▪ CPC Strategic Planning Meeting 2011 summary of key discussions
<ul style="list-style-type: none"> ▪ CPC Org Learning Paper FINAL-August 21 2011 Loyal Sarrouh
<ul style="list-style-type: none"> ▪ CPC_ES_&_Child_Protection_Evidence_Review_23Aug2011
<ul style="list-style-type: none"> ▪ Presentation: Functional Analysis - Shanon McNab
<ul style="list-style-type: none"> ▪ Presentation: ORGANIZATIONAL LEARNING PROCESSES OF POLICY AND PRACTICE-Boothby
Three Year Plans (published end 2011 / early 2012)
<ul style="list-style-type: none"> ▪ Global, TF Measurements, TF Livelihoods, PLG Uganda, PLG Indonesia, PLG Sri Lanka, PLG Liberia
PLGs / National
<ul style="list-style-type: none"> ▪ Dissemination Example Challenges and Timeline (Indonesia)
<ul style="list-style-type: none"> ▪ Uganda PLG Design Workshop Report Final Report
<ul style="list-style-type: none"> ▪ CPC Learning Projects in Non PLG Countries

11.2. List of written material used for outcome harvesting

Written material – Global / Secretariat / Task Forces
▪ OUSA-07-122 -Project Progress Report Year 1 (as completed by the grantee)
▪ OUSA-07-122 - Project Progress Report Year 2 (as completed by the grantee)
▪ Draft Evaluation Report March 2009
▪ Bellagio Retreat Report July 2010
▪ CPC Status Report 2010
▪ CPC Reports and Publications 2011
▪ CPC Strategic Planning Meeting 2011 summary of key discussions
▪ Three Year Plan 2011: Child Protection in Crisis Network
▪ Three Year Plan 2011: CPC Livelihoods
▪ Three Year Plan 2011: TF Measurement and Evaluation
Written material – PLG / national
▪ Bellagio Report Annex 5 - Uganda Final Report
▪ Uganda PLG Design Workshop Report Final Report
▪ Linking Communities in Uganda proposal to UBS
▪ Three Year Plan 2011: PLG Uganda
▪ Three Year Plan 2011: PLG Indonesia
▪ Dissemination Example Challenges and Timeline (Indonesia)
▪ CPC Learning Projects in Non PLG Countries

11.3. CPC objectives 2008 – 2011 mapped onto the evaluation questions

Evaluation questions:

1. *“Do the outcomes indicate any changes to the processes and structures of the network and, if so, what is their likely significance for the effectiveness of the network at facilitating learning in terms of (i) identifying and prioritizing what to learn, (ii) promoting learning and sharing what has been learned, and (iii) monitoring and evaluating learning?”*
2. *“To what extent do the outcomes indicate that the learning fostered by the network has translated into child protection practice and policy development through network members and others individually, across organizations and across regions?”*
3. *“To what extent do the outcomes indicate that other child protection organizations operating in crisis contexts consider that CPC fills a learning need and has shared agendas and priorities?”*

CPC / Oak objectives 2008 - 2011	Evaluation question 1:	Evaluation question 2:	Evaluation question 3:
Grant OUSA-07-122			
<i>Obj. 1: Develop and build consensus on definitions, child protection framework, assessment methods and standards in protection programming, with particular attention to sexual abuse and exploitation, to formulate global best practices.</i>		✓	✓
<i>Obj. 2: Build an active cadre of member organizations capable of consistently employing assessment methodologies and of identifying, quantifying, and understanding causes and consequences of key child care and protection concerns in emergencies, with particular attention to sexual abuse and exploitation.</i>	✓	✓	
<i>Obj. 3: Mobilize significant public and private financial resources for the work of the Learning Network. (This objective is considered insofar as positive outcomes relating to donors who fund projects in the child protection sector indicate support for CPC's agenda and priorities).</i>	✓		
<i>Obj. 4: Present CPC Learning Network findings at global, regional and local policy and programming discussions to support more informed decision-making.</i>		✓	
Grant OUSA-11-002			
<i>Obj. 1: Develop a Three Year Strategic Plan for the CPC Network.</i>	✓		
<i>Obj. 2: Develop and Strengthen Essential CPC Governance and Support Structures</i>	✓		
<i>Obj. 3: Activate a dynamic information dissemination strategy.</i>		✓	✓

11.4. Authors of 'full blown' outcomes

Full blown outcome	Name, affiliation	CPC role
G-11	Mahlet Yirfur, Columbia University, USA	CPC Secretariat
TF-L-4	Mahlet Yirfur, Columbia University, USA	CPC Secretariat
G-17	Lindsay Stark, Columbia University USA, and Center of Child Protection, Indonesia	Director CPC Network by proxy
TF-L-15	Josh Chaffin, Women’s Refugee Commission	TF Livelihoods lead
TF-M-9	Alastair Ager, Columbia University, USA	TF Measurements lead
G-13	Lindsay Stark, Columbia University USA, and Center of Child Protection, Indonesia	Director CPC Network by proxy
PLG-U-24	Joyce Wanican, USAID Uganda	PLG Uganda SC
PLG-U-19	Eddy Walakira, Makerere University, Uganda	PLG Uganda SC
PLG-U-13	Patrick Onyango, TPO	PLG Uganda SC
PLG-U-18	Emmanuel Ngabirano, TPO	PLG Uganda SC
PLG-U-10	Timothy Opobo. Child Fund Uganda	PLG Uganda coordinator
PLG-U-8	Simba Machingaidze, Child Fund Uganda	PLG Uganda SC chair

11.5. Table of substantiators and their agreement with the global full blown outcomes

Outcome	Substantiation		
	Description of outcome	Significance to Eval Question 1	Description of contribution
Global outcome G-11: In May 2010, 20 CPC members agreed to meet in Bellagio, Italy, for a strategy retreat.			
Mallika R. Samaranayake , Director Insitute for Participatory Interaction in Development, Sri Lanka	Fully	Fully	Fully
Michael Gibbons , Consultant at the Bellagio Meeting 2010	Fully	Fully	Fully
Chris Talbot , formerly CEO Education Above All and Education Officer UNESCO	Partially*	Partially*	Fully
Global outcome TF-L-4: At the 2008 CPC network meeting in Kampala, Uganda, CPC members and external CP experts met for the first global gathering on the theme of livelihoods / economic strengthening and child protection.			
Lloyd Feinberg , Former Administrator, DCOF, USAID	Partially	Fully	Fully
Dale Buscher , Director Child Protection, Women’s Commission (CPC SC member)	Fully	Fully	Fully
Jason Wolff , USAID			
Global outcome G-17: Since 2007, key NGO partners in five countries have collaborated with CU faculty to use the 'Neighbourhood Method' and government actors in Indonesia and Uganda have integrated elements of the method into planned surveys.			
Rebecca Horn , Research Fellow, Queen Margaret University, UK	Fully	Fully	Fully
Braeden Rogers , UNICEF Health Unit	Fully	Fully	Fully
Wendy Wheaton , Global Education Cluster			
Global outcome TF-L-15: The CPC Livelihoods Manual for Humanitarian Practitioners developed by TF Livelihoods is being used by key CP actors including UNDP (since 2009) and UNHCR.			
Gaela Roudy Frazer , UNHCR			
Owen Shumba , UNDP	Fully	Fully	Fully
Lili Stern , Department of Labor (former IRC) (co-convener of TF Livelihoods)	Not qualified	Not qualified	Partially
Global outcome TF-M-9: By the end of 2011, the Child Protection Working Group (CPWG) had incorporated within its action plans the majority of recommendations made in the 'Child Protection Assessment in Emergencies' review prepared by the CPC Global Technical Group 'Frameworks' (now merged with CPC Task Force Measurements and Evaluation).			
Heather Madeod , World Vision			
Katy Barnett , Co-ordinator of the Global Protection Cluster/CPWG, (formerly Save the Children UK)	Fully	Fully	Fully
Laura Boone , IRC			
Global outcome G-13: Between January 2008 and October 2011 over 260 agencies working in more than 30 countries have become members and participants of the CPC Network.			
Punky Sumadi , Ministry of Planning, Government of Indonesia (CPC SC member)	Fully	Fully	Fully
Phillip Cook , Director IICRD, University of Victoria, Canada (CPC SC member)	Fully	Partially*	Partially*
Bill Bell , Head of Child Protection, Save the Children UK (CPC SC member)	Partially	Partially	Partially

11.6. Table of substantiators and their agreement with Ugandan full blown outcomes

Outcome	Substantiation		
	Description of outcome	Significance to Eval Question 1	Description of contribution
Outcome PLG-U-24: In July 2011, the PLG Uganda undertook a structural change and established technical working committees to provide technical guidance to national CP projects			
Simba Machingaidze , Country Director Child Fund (chair PLG-U SC)	Fully	Fully	Fully
Stella Ayo Odong , Executive Director, Uganda Child Rights NGO Network (PLG SC member)	Partially	Partially	Fully
Keriwegi Anthony , Concern Parents Association	Partially	Partially	Partially
Outcome PLG-U-19: National and international PLG Uganda members collaborated to develop an improved national educational programme in child protection.			
Rossette Meya , Delegation of European Union (PLG SC member)	Fully	Fully	Fully
Inbal Alon , World Education/Bantwana Initiative			
Caroline Aloya , UNICEF	Fully	Partially	Fully
Outcome PLG-U-13: The Ugandan Ministry of Gender, Labour & Social Development (MoGLSD) has promoted and is considering adoption of the results of CPC work i.e. the psychosocial indicator framework.			
James Kaboggoza-Sembatya , Commissioner, Ministry of Gender Labour & Social Development (PLG SC member)			
Vicente Onyokor Adude , Langoa Area Manager, Child Fund	Fully	Fully	Fully
Monica Anguparu , Programme Officer, CARE International	Fully	Fully	Fully
Outcome PLG-U-18: Between July and September 2011, child protection communities in Uganda undertook child protection mapping exercises using CPC tools, logistics and coordination support.			
Deo Yiga , Executive Director ANPPCAN (PLG SC member)	Partially	Partially	Fully
Edison Nsubuga , Plan International, Uganda	Fully	Fully	Fully
Betty Lamunu , Lutheran World Federation			
Outcome PLG-U-10: Increase in membership: between July 2010 and August 2011, 33 Ugandan organizations joined the PLG.			
Sarah Kananura , Programme Officer, World Vision			
Irene Birungi , Resource Centre Manager, CHAIN	Fully	Fully	Fully
Emmanuel Ngabirano , TPO	Fully	Fully	Fully
Outcome PLG-U-8: At the Kampala meeting July 2010, PLG-U members agreed to commit 10% of their time to CPC work, however, some actors do not realise this time commitment.			
Joyce Wanican , USAID	Fully	Fully	Fully
Rita Larok , Programme Officer, AVSI Foundation Uganda	Partially	Fully	Fully
Rachel Newberry , War Child Holland	Not qualified	Not qualified	Not qualified

11.7. NFA adapted to the CPC Network – FORM functions

NFA adapted to the CPC Network from Hearn and Mendizabal 2011. FORM functions, that build and foster the network (involving mainly but not exclusively the supporting body(ies), e.g. network secretariat, coordinating nodes, director, coordinators, etc)

Function	Purpose	How does the network (the members) carry out this function?	How do the supporting entities (Secretariat, coordinating nodes, director, coordinators) support this function?
Network strategy and planning.	Reflection on network learning and participatory strategy development to define and prioritize network goals and objectives for the future; develop overall network vision and mission; identify priority themes, key areas of work, key stakeholders and partners; align various network actors' priorities. Participatory planning to develop business, operational and work plans for network supporting bodies.	Participate in strategy development activities and events, provide insights into different (regional, thematic, institutional, sectoral) perspectives and priorities, etc.	Organize / facilitate participatory strategy workshops, surveys, drafting of vision, mission statements, etc.; share strategies, and business, operational and work plans; develop and adopt implementing strategies. Commission evaluations for network learning and performance.
Network reporting, network data and financial management, administration.	Day to day administration of network supporting body offices and handling of network issues; Capturing and sharing of network good practice and lessons learned among members; network reporting and monitoring, and accountability of supporting entity.	Participate in monitoring and reporting processes; share good practice; provide data for reporting and monitoring purposes.	Run and manage supporting body offices; administer and manage staff, budgets and current expenditure, etc.; design and implement participatory M&E plans and collect network data for monitoring and reporting.
Network governance and structure	Building and maintaining network coordinating or leadership structures through agreements and alliances; establishing and facilitating network governance mechanisms.	Input to, support and use governance mechanisms and network structures.	Develop and adapt overall governance mechanisms / structures to individual or local settings. Organize and/or participate in governance meetings. Develop ToRs for coordinating bodies or individuals with network coordinating roles, etc.
Network membership, outreach, communication	Recruitment and engagement of network members or partners; establish and facilitate mechanisms to connect and communicate with members on network issues (mailings, list serves and forums, meetings).	Establish linkages to contacts potentially interested in the network, participate in communication on network issues, etc.	Manage and handle network membership (e.g. database), enhance communication infrastructure to communicate with members on network issues.
Network advocacy	Strengthening the profile of the network by enhancing its visibility winning trust in its brand.	Use network identity and brand; use network PR material for targeted advocacy on the individual level through personal contacts and at relevant fora.	Develop the network identity and brand enabling reputation by association, promote their use among members; maintain website and produce PR material to promote the benefits of network; identify and promote the network to various stakeholder; manage campaigns promoting the network; represent the network at relevant fora.
Resource mobilization for network fostering	Securing funding directly or in-kind and allocating it to develop and maintain the network.	Input technical expertise, information on regional donors, establish linkages to donors, governments, others	Donor research, donor engagement & liaison, fundraising activities, proposal writing, etc.. Support network actors in securing resources (financial, in-kind commitments) to support core network functions.

11.8. NFA adapted to the CPC Network – PURPOSE functions

NFA adapted to the CPC Network from Hearn and Mendizabal 2011. PURPOSE functions, promoting the network purpose (goals/objectives of the network) involving all network actors.

Function	Purpose	How does the network (the members) carry out this function?	How do the supporting entities (Secretariat, coordinating nodes, director, coordinators) support this function?
Knowledge management	Identify, filter, package and facilitate exchange of important information (facts, events, stories) among network members, constituents or users; mitigate information overload.	Share information through websites; contribute to or edit member journals or newsletters; diffusion of ideas among members; storytelling.	Establish and maintain the infrastructure for knowledge management (website, mailings, list serve, e-bulletins, newsletters) to pass on relevant/useful information on the network themes and projects among members.
Amplification and advocacy of goals and results of the network	Extend the reach and influence of constituent parts – members, ideas, methodologies, initiatives to external audiences.	Host conferences (not project or strategy meetings), assist in running campaigns, develop and publish targeted PR material on network themes, e.g. publish articles in journals; catalyze ripple effect. All given that the name of the network is used to promote the themes of the network.	Promote goals and results of the network or individual members; disseminate targeted publications; manage campaigns on network themes and projects, engage multipliers (media & educators).
Community building to promote learning and action and build consensus and coherence.	Build social capital through bonding and develop relationships of trust; promote collective learning and action among homogeneous actors (e.g. among researchers interested in a particular theme,...); realize and elaborate learning agendas, build consensus and coherence.	Participate or host learning, networking, social events, or open discussions; use opportunities to collaborate with others; facilitate mentoring and training.	Organize and host events (conferences, workshops, training, etc.), providing space for open discussions, facilitate internal introductions, coordinate collaborative projects or initiatives, etc. to promote learning and sharing of what has been learned.
Bridging across network stakeholder groups to promote learning and action and build consensus and coherence. ("Convening" in Hearn and Mendizabal 2011)	Build social capital through providing a bridge between groups, stimulating discourse, collective learning and action among heterogeneous actors (e.g. researchers and practitioners or policy makers, NGOs and private sector, etc.), realize and elaborate learning agendas, identify and connect new or emerging ideas, build consensus and coherence.	Take part in or host multi-stakeholder project meetings or collaborations, assist to identify and connect new or emerging ideas; facilitate mentoring and training.	Host and organize multi-stakeholder meetings or collaborations, maintain external contacts, facilitate external introductions, etc. to promote learning and sharing of what has been learned.
Resource mobilization for network goals	Increase the capacity and effectiveness of members, stimulate knowledge creation and innovation by securing funding and services directly or in-kind and allocating them for targeted activities.	Offer training, grants, sponsorship, consultancy and advice; provide access to databases and libraries.	Broker training opportunities and consultancies/advice, manage grants and sponsorship.