

The Ottawa and Bangkok Charters: From principles to action
International Conference for the Evaluation of Global Strategies on Health
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Comparing National Health and Development Plans for Children

A. Background

- Key step in advancement of European Strategy
- Important for understanding complex effort
- Facilitates assessment of plans and exchange of ideas/information/experience
- An approximation rather than a precise tool: increasing refinement
- Establish baseline, update over time
- Much information from the survey, based on the Assessment Tool
- All countries in European region

B. Suggested framework for comparison

1. Scope – what does the country/plan mean by ...

- “children” (ages; special population groups)
- “health”
- (child/adolescent) “development”
- “plan” (form: specific to CAHD; part of larger health plan, part of other national plans? one/more?)

2. Coverage

- health and development issues/problems/topics
- population groups
- services and systems
- time horizon

3. Resources/assets addressed/governed by the plan

- human resources – within and beyond the health sector
- financial resources and budgets – which ministries/agencies
- parastatal/NGO/private sector included?
- national, subnational/regional, municipal?

4. Approach to planning – one/combination of:

- problem-based
- intervention/service-based
- life-course-based?
- population/group-based
- jurisdiction-based

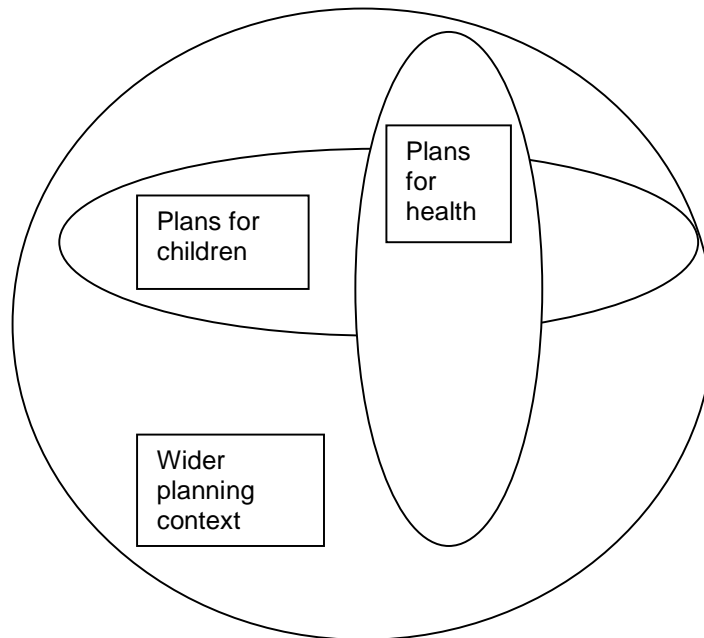
5. The planning process

- public sector actors/participants – sectors, levels of government, organizations
- involvement of NGO, professional, private sector actors
- participation of children and young people themselves

- main ‘owner’ or locus of the plan(s)
- coordination mechanism
- involvement of finance ministry
- provision for monitoring, reporting and updating

6. Context – political and institutional frameworks

- EU (Communication on children’s rights; health, social welfare)
- Council of Europe frameworks
- Poverty reduction strategies (esp. CIS countries)
- multi-country groupings (‘sub-regions’)
- linkages with regions outside of Europe (e.g., Mediterranean frameworks)
- global programmes and initiatives– e.g. HIV/AIDS, violence against children



C. From comparison to assessment/evaluation

- **Quality” of the plan**
 - completeness
 - realism
 - strategic/technological appropriateness
- **Effectiveness/impact**
 - baseline for later assessment of the plan’s effectiveness – what difference to the lives of children