CHILD FRIENDLY ACCOUNTABILITY PROJECT

FINAL PROJECT EVALUATION



Final Report

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IICRD

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Acronyms

CBO – Community Based Organization

CFA – Child Friendly Accountability

CRC – Convention on the Rights of the Child

ERIC – Ethical Research Involving Children

FGD – Focus Group Discussion

FGDA – Focus group Discussions with Adults

FGDS – Focus Groups Discussions with Staff

HLPF – High Level Political Forum (on the SDG's)

KII – Key Informant Interview

IICRD – International Institute for Child Rights and Development

MEL – Monitoring, Evaluation and Learning

NGO – Non-governmental Organization

RoL:MSC – River of Life: Most Significant Change

SDG's – Sustainable Development Goals

SRSG – Special Representative of the Secretary General (on Violence Against Children)

TOC – Theory of Change

TOR’s – Terms of Reference

VAC – Violence Against Children

UNSG – United Nations Secretary General

Executive Summary

Final Report Overview

ChildFund Alliance is a global network of 12 child rights and development organizations operating in more than 70 countries around the world. The final evaluation of ChildFund's project: **Child-friendly Accountability (CFA) and Sustainable Development Goal (SDG) 16.2** covers the period of OAK Foundation funding from 2019 to 2021.

The three goals of the OAK-funded CFA initiative were:

1. To explore, facilitate and create new opportunities for children to influence key decision makers supporting the implementation of SDGs through media, film and direct engagement.

2. By 2020, strengthen the knowledge of at least 2,500 children from at least 10 countries about child rights and child protection systems, and build their skills for engaging with duty bearers and other stakeholders and support them to work to improve local and national child protection systems.

3. By 2020, strengthen the Child-friendly Accountability initiative's information management system by building, launching (expected summer 2018) and maintaining a web-based platform that will improve project management, act as a centralized location for M&E data collection and storage, and create a space for cross-national information sharing on effective strategies for implementing child-friendly accountability activities, as well as gaps and bottlenecks in local child protection systems.

The final CFA evaluation report focuses on documented project outcomes at the global, national and local level. Examples of evidence used to evaluate CFA are drawn from all 10 countries where CFA was implemented. These include: Burkina Faso, El Salvador, India, Mexico, Nepal, Paraguay, South Korea, Tanzania, Ghana and Uganda. More detailed quantitative and qualitative evidence was gathered for this report from CFA Case study examples in India, Paraguay and Uganda.

Overview of the Final Evaluation Methodology

The Evaluation Team: The IICRD project team, led by Dr. Philip Cook, Ms. Laura Wright, Dr. Ilan Cerna-Turoff, and Mr. Armel Oguniyi, have extensive multidisciplinary, quantitative and qualitative experience. The team applied a contextualized, child centred MEL approach using tools that were designed to be highly participatory, engaging and child rights based for the final evaluation.

The Approach: A mixed methods approach was used for the final evaluation. **Quantitative** MEL approaches were drawn from state of the art, population-based research. **Qualitative** MEL tools[1] including, Key informant Interviews, Focus Group Discussions and River of Life: Most Significant Change activity were used for the final evaluation. These tools have been tested and adapted in diverse cultural and child protection contexts, including both development and humanitarian settings.

The Analysis: Data collection was verified and enriched using a layered, triangulation approach, in which themes resurface and were analyzed thematically and narratively from different perspectives in different sessions, across the social ecology and based on the questions in the CFA OAK TOR's (see below). This was carried out both *horizontally* across the formal and non-formal systems at the local level as well as *vertically* in assessing the impact on government and civil society systems at the level of local communities at the national and global level.

Guiding Questions: The guiding questions in the research tools drew on the evaluation questions from the Monitoring Evaluation and Learning (MEL) plan and including criteria of: Relevance; Outcome; Effectiveness; Efficiency and Sustainability. These were refined in the first stage of the evaluation in dialogue with colleagues from ChildFund and informed by the desk review. Following discussions with the CFA country teams a matrix was developed in which specific questions are targeted at specific activities (e.g., KII global, KII national, River of Life: MSC, and Focus Groups). Qualitative tools are described by KII (Key Informant Interviews Global and National), FGD Staff (Focus group discussions held with country level staff), FGD Adult Community Members (Focus groups held with adult community members engaged in CFA activities), and ROL: MSC (River of Life: Most Significant Change activity held with participating children).

Data Analysis Plan: Quantitative analyses were conducted by reviewing programmatic materials and data from the evaluation to develop frequency tables. Qualitative data was coded thematically and narratively based on core themes from the Theory of Change logic model and guiding questions and are represented in summary tables. Key quotes and narrative case studies from CFA practice in India, Paraguay and Uganda are provided to highlight evaluation themes. Quantitative and qualitative data was triangulated in which themes were compared and contrasted across tools and locations.

Ethical Considerations: All research was conducted in accordance with children's rights (as outlined in the United Nations Convention on the Rights of the Child) and best practices in conducting research with children (e.g., Ethical Research Involving Children (ERIC)) and adults. The research also adhered to ChildFund Alliance's Child Safeguarding Policy. The ethics included critical elements of voluntary and informed ongoing consent and assent, limited confidentiality, anonymity, "do no harm" protocol, seeking to address power imbalances between researchers

[1] Tools have been adapted from participatory child protection evaluation tools designed in BLANK [YEAR] for IICRD's Oak Foundation funded Child Centred Accountability Protection Evaluation (CAPE).

and participants, and use of data. The ethics in this research used procedural ethics (as outlined above) as well as ethics of care that recognises humans as relational and valued participants being respected and listened to in the research.

Summary of Findings

List of major CFA activities

Global

1. To date, an estimated 9,500 children in 223 project locations have been trained across the Alliance in the CFA methodology.
2. Youth participation in HLPF 2019
3. Youth meeting with UNSG at HLPF
4. Commitment of UNSG to youth
5. Youth participation in-side event panel at HLPF
6. Sharing of Child-friendly Accountability materials at events with Joining Forces (6 leading NGOs that work with children), UN Youth Envoy, SRSG VAC, UNICEF, committee delegates at HLPF (including, Bulgaria, Poland, Morocco, EU, Japan, Canada), universities, regional and national organizations during HLPF
7. Child Friendly accountability materials submitted for consideration of an example of implementation of the Rights of the Child Resolution (RCR) at the national level for the UN Secretary General's RCR and 30th anniversary of the CRC

Website

1. ChildFund hired Web Developer
2. Platform developed and is operational
3. Eighty-four facilitators from field offices created accounts on platform and are providing training on effective usage
4. Mexico implements on-line WhatsApp group, telephone calls and radio messages to support children during the COVID 19 pandemic
5. In El Salvador**,** the program is implemented through the Youth Meeting House initiative. Children were able to stay in touch using the platform to exchange video messages on staying safe during COVID-19 and to share messages on coping strategies.

Paraguay

1. Children Believe conducted a context analysis
2. Children Believe solicited support from local and national child protection actors
3. Children Believe identified the referral network at the local level
4. Children Believe conducted trainings on violence against children and child protection with children and other stakeholders.
5. Children Believe conducted workshops with parents, PTAs, and/or community leaders
6. Children have identified laws and policies at the school and community level to support protection

7. Youth delegate participated in SDG HLPF, New York, July 2019

India

1. Child Fund conducted a context analysis
2. Child Fund solicited support from local and national child protection actors
3. Child Fund identified the referral network at the local level
4. Complaint/suggestion boxes have been installed at all schools
5. Tribal primary schools which have been closed for many years have reopened
6. Child Fund conducted trainings on violence against children and child protection with children and other stakeholders.
7. CFA contributed to a reduction of early marriage of girls
8. Children have conducted trainings with their peers on child rights and the child protection system

Uganda

1. Child Fund conducted a context analysis
2. Child Fund solicited support from local and national child protection actors
3. Child Fund identified the referral network at the local level
4. Project staff have completed a careful risk assessment and designed and implemented appropriate risk mitigating measures
5. A functional feedback system was created and is in place
6. Child Fund conducted trainings on violence against children and child protection with children and other stakeholders. Over 100 staff both ChildFund and Implementing Partners were trained in 5 locations. Staff, Government officers, teachers and Community based structures were trained on their role in Child Friendly Accountability. Primary School going children were trained as child advocates to monitor and document children's experiences of the CP system.
7. Child Fund conducted workshops with parents, PTAs, and/or community leaders

Conclusion

Key findings: In all piloting countries, Child-friendly Accountability initiatives have received widespread endorsement from children and young people, community members (including families and local duty bearers), and in some instances, there have been significant change at the national level (e.g., changed policies) and global level (e.g., CFA child presentations impact at SDG High Level Panel). While the web-based goals of the project were not as successful as hoped for, and the COVID-19 pandemic created significant difficulties in continuing certain project activities, the evaluation team believes the CFA team adapted the project in locally contextualized and innovative ways that continued to help children engage in self-protection activities, in a safe, physically distanced and creative manner.

Some of the highlights across the ten countries where CFA was implemented include:

- **The CFA Methodology led to broader empowerment beyond the defined scope of the program.** To date, an estimated **9,500 children in 223 project locations** have been trained across the Alliance.
- **Successful child and youth sessions hosted at the High-Level Political Forum (HLPF)** on the UN Sustainable Development Goals (SDG's) held in New York in July 2019
- In September 2020, ChildFund Alliance organized and hosted the virtual event "**What Children have to Say: Conversations with Advocates and Policymakers on the COVID-19 Lockdown**." The program featured four ChildFund Alliance child delegates from Mexico, India, South Korea and Uganda.
- On Universal Children's Day, 20 November 2020, five children from ChildFund Alliance participated as panelists during the virtual forum, **Children's Right to be Heard**. The event was attended by hundreds of observers from around the globe.
- Key policy makers also participated at this event, including the **Special Representative of the Secretary General on Violence against Children**, Mexico's Undersecretary of Education, and Mexico's Deputy Director of Initial Training for Indigenous Educators. Representatives from ChildFund Alliance member Educo also took part, including Interim CEO Pau Aragay and Reinaldo Plasencia, Educo's Child Wellbeing Global Program Specialist.
- In spite of the COVID-19 restrictions, ChildFund Alliance increased the number of implementing countries to 11, while keeping projects on track. Six of 12 ChildFund Alliance members are now implementing the Child–friendly Accountability Methodology in 11 countries including: **Burkina Faso, El Salvador, India, Mali, Mexico, Nepal, Nicaragua, Paraguay, South Korea- Seoul, Tanzania, and Uganda.**

Examples of percentage of CFA objectives achieved include:

- Global: 95%
- Web: 50%
- Paraguay: 95%
- Uganda: 100%
- India: 86%

Limitations

The final evaluation was impacted by a number of limitations. These include:

1. **Covid-19** resulting in the inability of the team to conduct research directly with children, community members and other key CFA stakeholders.

2. **Short time frame for the research.** The final evaluation was conducted over a 3 - month period between January and March 2021.

3. **Lack of pre/post and comparison data**. Due to funding and time constraints, it was not possible to measure changes before and after implementation of CFA in communities or to compare communities where CFA was implemented with non-CFA intervention communities.

While these limitations had some impact on the findings, conclusions and final recommendations, it is still felt that the evidence gathered is valid and reliable and that findings have some level of wider applicability due to:

1. The mixed method approach to triangulate quantitative and qualitative data,
2. The in-depth review and collection of data within countries and regionally,
3. The use of child participation and protection research tools (including virtual tools) that have been tested in similar contexts,
4. The use of time bounds in the evaluation to limit activities to the period of Oak funding so as to increase results that were directly attributable.

Recommendations

The following recommendations are suggested to improve and expand the impact of ChildFund's Child-friendly Accountability program globally and nationally.

General Recommendations

- Continue to expand CFA to meet growing community and national demand for the program which has generally been very successful
- Consider expanding CFA from schools as a base within communities, to wider community outreach for most vulnerable children who do not attend school
- Recognize, learn from and build on the resilience exhibited by children in the first phases of CFA
- More clearly communicate the impact of CFA at the individual level of the child and the program's broader impact on changed social norms, cultural practices and national policies – creating a virtuous circle of change that enables a strengthened protection environment for girls and boys at multiple social/political levels
- Articulate a clear link between CFA participation activities and specific skills and competencies for children, using a life skills and social learning framework
- Based on the evidence gathered in the final evaluation, design and implement a ChildFund SDG Theory of Change framework indicating pathways in which CFA program activities, working through the entry point of violence reduction (SDG 16.2), can be expanded to address a broader range of SDG goals such as health and well-being, education, climate change.

Recommendations for CFA Dissemination and Scaling

- Create a simple, clearly articulated one page infographic summarizing the results from the CFA final evaluation, including key recommendations and potentially implementation partner network
- Building on the unanticipated social trend towards web-based communication and learning resulting from the Covid-19 pandemic, consider expanding the CFA web-based portal, and other tools such as WhatsApp, radio programs and telephone networks, as a next phase in the CFA process to:

    - Build on Covid-19 educational and community development innovation
    - Engage broader networks of children across genders (in and out of school) using child friendly materials (both on-line/virtual and face to face)
- Strategically link local and national CFA partners with new partners, including those in the communication and technology sector
- Apply results from the final evaluation and other final CFA reports to advocate for continued change at the local, national, regional and global levels
- Frame this advocacy strategy using current CFA alignment with SDG 16.2, and expand this framework to address CFA impact in relation to other SDG's (e.g., health and well-being, education, climate change).

Recommendations to Strengthen ChildFund's Community-Based Child Protection Programming

- Integrate aspects of CFA programming into ChildFund's community-based child protection programming
- Incorporate the Triple A approach into community-based child protection programming to enhance strategic, staged meaningful participation of children
- Incorporate success from CFA in changing harmful social norms (e.g., early marriage, domestic violence)
- Draw on lessons learned from Most Significant Change in children's engagement with key family members to reduce the incidence of family violence

Recommendations to Increase ChildFund's Child-Centred Monitoring, Evaluation and Learning (MEL)

- Apply aspects of tools from CFA such as the Triple A approach to strengthen meaningful engagement of children in ChildFund MEL activities across the program cycle
- Develop new, creative and reflective child centred MEL tools to increase children's meaningful engagement in MEL activities across the program cycle
- Build on lessons learned from virtual engagement of children during the Covid-19 pandemic to enhance children's engagement in virtual MEL activities across the program cycle
- Draw on case study, contextual examples from this report to expand children's meaningful engagement to other national/cultural contexts

Final Report Overview

ChildFund Alliance is a global network of 12 child rights and development organizations operating in more than 70 countries around the world. The final evaluation of ChildFund's project: **Child-friendly Accountability (CFA) and Sustainable Development Goal (SDG) 16.2** covers the period of OAK Foundation funding from 2019 to 2021.

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3. By 2020, strengthen the Child-friendly Accountability initiative's information management system by building, launching (expected summer 2018) and maintaining a web-based platform that will improve project management, act as a centralized location for M&E data collection and storage, and create a space for cross-national information sharing on effective strategies for implementing child-friendly accountability activities, as well as gaps and bottlenecks in local child protection systems.

The final CFA evaluation report focuses on documented project outcomes at the global, national and local level. Examples of evidence used to evaluate CFA are drawn from all 10 countries where CFA was implemented. These include: Burkina Faso, El Salvador, India, Mexico, Nepal, Paraguay, South Korea, Tanzania, Ghana and Uganda. More detailed quantitative and qualitative evidence was gathered for this report from CFA Case study examples in India, Paraguay and Uganda.

Background

In September 2015, the United Nations unanimously adopted *Transforming Our World: The 2030 Agenda for Sustainable Development*, a set of universal goals, targets and indicators to frame the global development agenda for the next 15 years. The Agenda includes a stand-alone target on violence against children: ***End abuse, exploitation, trafficking and all forms of violence against and torture of children*** **(SDG Target 16.2).** The Agenda also includes several other targets related to violence against children. ChildFund Alliance has worked to promote the inclusion of SDG Target 16.2 in its programming and policies globally through its *Free from Violence and Exploitation Campaign* and partnerships with other civil society organizations at the global level.

The CFA Initiative has the overarching goal of empowering children to hold governments and local leaders accountable to their obligations to end all forms of violence against children, as

outlined in **SDG 16.2**. As a rights-based approach, it builds children's knowledge and skills to engage government, stakeholders, and their families and communities. The approach follows three pillars of **assessment, analysis, and action** ("Triple A" approach) that form a road map from planning to creating child-driven change. The CFA Initiative organized objectives and activities at three levels: **(a) global/international advocacy, (b) a web-based platform and (c) country level programming and advocacy.**

Global advocacy connects children with key decision-makers at the global level who create policies and implement the achievement of SDG 16.2. The web-based platform was designed to create an easy-to-use virtual space that collects and stores monitoring and evaluation data from across different CFA Initiative programs and projects; aid in identifying gaps and bottlenecks; provide a centralized space where relevant child protection information can be obtained; and allow for cross-sharing across implementing country programs. Finally, country level CFA programming and advocacy operates vis-à-vis ChildFund Alliance members and often implementing partners to support national and local initiatives. After careful assessment of the context and capacities of local systems and actors, children were trained, using the CFA tailored training materials, on how to hold local and government figures accountable and participated in projects and advocacy that sought to increase their empowerment and skills as well as child rights more broadly in society.

The CFA methodology, funded by the OAK FDN from 2019-2021, was designed to be purposefully flexible to allow for adjustment based on context and resources available and for iterative revision over time. As a result, each of the ten country programs that are currently implementing have different targets, activities and beneficiaries (see Tables 1, 2 for details on this variation).

Overview of the Final Evaluation Methodology

The Evaluation Team: The IICRD project team, led by Dr. Philip Cook, Ms. Laura Wright, Dr. Ilan Cerna-Turoff, and Mr. Armel Oguniyi, have extensive multidisciplinary, quantitative and qualitative experience. The team applied a contextualized, child centred MEL approach using tools that were designed to be highly participatory, engaging and child rights based for the final evaluation.

The Approach: A mixed methods approach was used for the final evaluation. **Quantitative** MEL approaches were drawn from state of the art, population-based research. **Qualitative** MEL tools[2] including, Key informant Interviews, Focus Group Discussions and River of Life: Most Significant Change activity were used for the final evaluation. These tools have been tested and adapted in diverse cultural and child protection contexts, including both development and humanitarian settings.

An Ecological Systems Lens: In keeping with the child protection systems focus of ChildFund's Child-friendly Accountability project, emphasizing strengthening of formal (government, NGO)

[2] Tools have been adapted from participatory child protection evaluation tools designed in 2014 for IICRD's Oak Foundation funded Child Centred Accountability Protection Evaluation (CAPE).

and non-formal (child, family, community) systems, an ecological, social systems lens underpinned all MEL activities.



IICRD's Social Ecology of Child Rights

An ecological systems lens enables a better understanding of the complex, contextually determined interrelation between project activities at the global, national and local level, and their impact on children's developmental outcomes related to childhood risk and protection factors. The social ecology framework represents the various systems in children's lives upon which risk and protection factors can be mapped and re-assessed in relation to project outcomes throughout the MEL process.

The Tools: As mentioned, a mixed methods approach was applied to data gathering and analysis. A document review of past evaluations and ChildFund reports was conducted to extract *Quantitative* information on achievement of the OAK project goals. *Qualitative* tools included online key informant interviews with adult ChildFund stakeholders (e.g., ChildFund lead consultant and ChildFund MEL focal point). In addition, for the three country Case Studies (India, Paraguay and Uganda), on-line focus group discussions were held with ChildFund country staff involved in CFA activities and with other key community stakeholders involved in CFA activities. The IICRD's River of Life: Most Significant Change activity was adapted to an on-line and in-person format to engage young people participating in the Child Friendly Accountability programming activities. Staff members of Child Fund partners in India, Paraguay and Uganda participated in 1.5hour online trainings to acquire skills to facilitate participatory evaluation tools and ask questions. Staff then conducted the River of Life activity in person with support of the IICRD research team online. IICRD and Child Fund partners worked in collaboration to compile observations and transcriptions from the River of Life activity. The ChildFund lead and IICRD evaluator jointly conducted the River of Life in Paraguay.

The Analysis: Data collection was verified and enriched using a layered, triangulation approach, in which themes resurface and were analyzed thematically and narratively from different

perspectives in different sessions, across the social ecology and based on the questions in the CFA OAK TOR's (see below). This was carried out both *horizontally* across the formal and non-formal systems at the local level as well as *vertically* in assessing the impact on government and civil society systems at the level of local communities at the national and global level.

Specific considerations for the CFA evaluation methodology include:

- Start with an ethnographic, highly participatory approach (as much as possible in light of the Covid-19 pandemic)
- Emphasize deep listening to children and their communities, ChildFund teams, community adult stakeholders, and global key informants
- Take a social change, non-impositional approach to learning about and developing contextually appropriate measures of vulnerability, protection outcomes and meaningful child participation in the CFA process
- Emphasize children's lived experience of vulnerability, participation, resilience and protection (and how these concepts relate to each other)
- Use research tools that both "map" vulnerability and participation across the lifespan, and the "routes" of protection across a spectrum from prevention to crisis management
- Apply on-line tools such as Key Informant Interviews, Focus Group Discussions, Creative Expression such as River of Life: Most Significant Change, to explore vulnerability, participation and resilience and capture emergent case study examples that speak to project themes.

Key Informant Interviews

Seven key Informant interviews (KII) were conducted online. These included four interviews with select ChildFund global staff who were considered to have pertinent information on CFA methodology, MEL approach and broader implications for ChildFund protection and participation programming. KII were also conducted with the three Case Study country lead staff as part of the Case Study research.

These two KII groups included:

- ChildFund Alliance Secretary General, ChildFund Alliance
- Technical Advisor- Child-friendly Accountability Program
- MEL Consultant
- Three CFA Country Focal Points
- CFA Project Coordinator

Each KII lasted approximately 1.5 hours and used a semi-structured interview process based on the CFA guiding questions (see below). Themes were explored as they emerged, both in relation to the original OAK Foundation proposed CFA goals as well as the ChildFund CFA Theory of Change. Ethical standards were applied using the Ethical Considerations below.

Focus Group Discussions

Six country focus group discussions (FGD) were informed by the CFA desk review and conducted on-line with adults in India, Paraguay and Uganda. Specific groups included:

- National ChildFund and Partner NGO staff, and
- Community Partners

Each FGD lasted approximately 1.5 hours and were conducted on-line. Groups for each discussion included approx. 10-15 participants. Questions used a semi-structured interview process and were drawn from the CFA guiding questions (see below). Themes were explored as they emerged, both in relation to the original OAK FDN proposed CFA goals as well as the ChildFund CFA Theory of Change. Ethical standards were applied using the Ethical Considerations described below.

River of Life: Most Significant Change Activity

River of Life: Most Significant Change is a monitoring tool applied by IICRD in the Circle of Rights (COR) approach to engage children and communities in intentional reflection on the significant impacts of life events, including programming interventions, on children's participation, protection and wellbeing. The activity typically lasts about 2 hours.

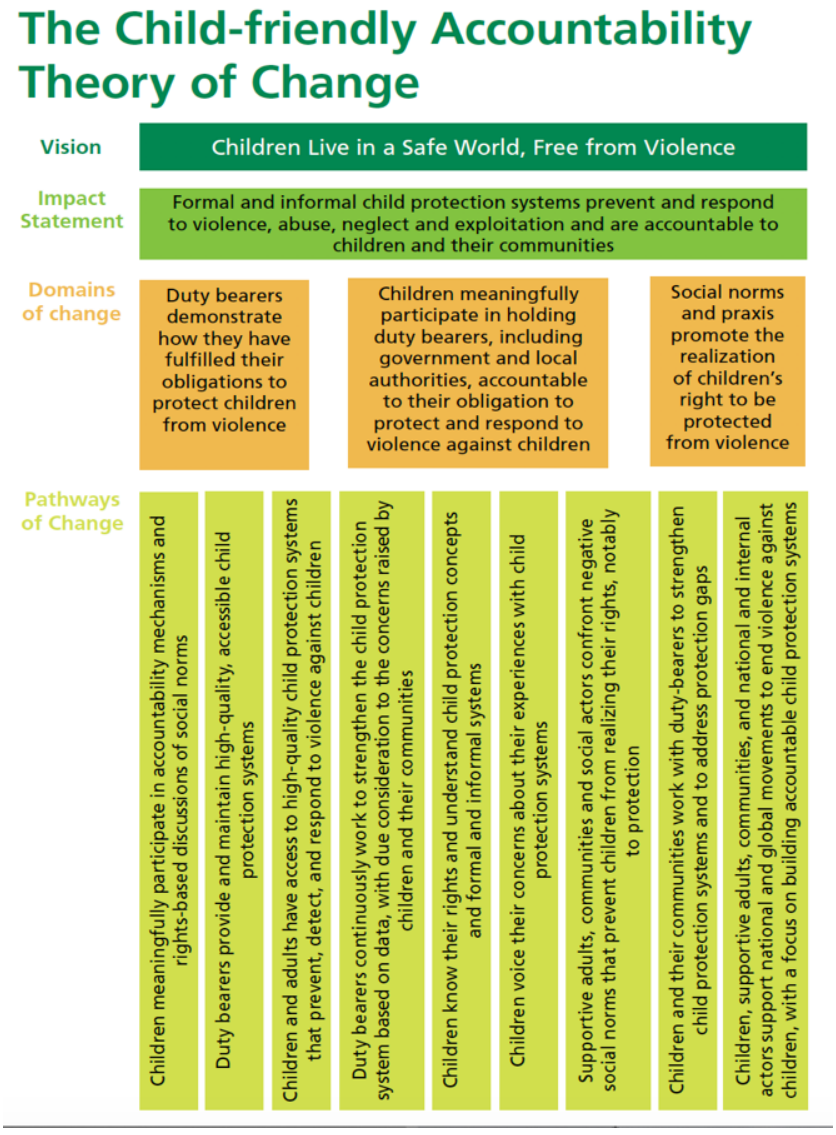
River of Life creative drawing activity combined with Most Significant Change (MSC) layered reflection processes involves the collection of significant change (SC) (Davies and Dart, 2005) stories emanating from the field level, and the systematic selection of the most significant of these stories by children. The activity has 7 steps:

1. Defining the reporting period for ChildFund Project intervention.
2. Using the "River of Life" guided artwork as a means of representing key activities implemented with/by/for children.
3. Starting and raising interest in quality components of programming activities involving children
4. Defining the domains of change focusing on behaviour, attitude, practice, and cultural norms and values (B, A, PCNV) change.
5. Collecting significant change examples (Behavior, Attitudes, Perspectives, Cultural Norms and Vavlues) and associated stories.
6. Selecting the most significant of these stories and providing a rationale for this choice.
7. Describing these stories in a rich layered narrative format.

One RoL:MSC activity was carried out in each of the case study countries chosen for the final evaluation: Uganda, Paraguay and India with 10-15 children ages 13-17.

Applying the CFA Theory of Change to Interpret Findings and Recommendations

The evaluation team applied the CFA Theory of Change (TOC) to evaluate the impact of the Child Friendly Accountability program. The TOC drew on the logic model of ChildFund's Child Friendly Accountability Theory of Change as shown below. The evaluation TOC assessed the three pillars of social change used by the Child Friendly Accountability model namely: 1. Assessment, 2. Analysis and 3. Action. Themes that emerged from the guiding questions were triangulated with elements of the TOC to inform its relevance, and recommendations were made to strengthen, limit or add to the TOC. Aspects of the TOC are represented in the final recommendations.



Guiding Questions

The guiding questions in the research tools drew on the evaluation questions from the Monitoring Evaluation and Learning (MEL) plan. These were refined in the first stage of the evaluation in dialogue with colleagues from ChildFund and informed by the desk review. Following discussions with the CFA country teams a matrix was developed in which specific questions are targeted at specific activities (e.g., KII global, KII national, River of Life: MSC, and Focus Groups). Qualitative tools are described by KII (Key Informant Interviews Global and National), FGD Staff (Focus group discussions held with country level staff), FGD Adult Community Members (Focus groups held with adult community members engaged in CFA activities), and ROL: MSC (River of Life: Most Significant Change activity held with participating children).

Data Matrix

Criteria	Project-level Questions
Relevance (Quant., KII, FGD Staff, FGD Adult Community Members, ROL: MSC)	1. What project activities were carried out and did these address the issues identified in the research and contextual analysis in the various countries?
Outcome (KII, FGDS, FGDA, ROL:MSC)	2. What significant changes did the program contribute to and which of these was the most significant change of all? **(No Quant)** 3. Which changes were direct, indirect or unintended, positive or negative – macro (within the Child protection sector) and micro (at household level?) 4. To what extent do these systems work to prevent and respond to violence, abuse, neglect and exploitation and are accountable to children and their communities?
Effectiveness (Quant., KII, FGDS, FGDA)	5. To what extent were the objectives achieved / are likely to be achieved? 6. What were the major factors influencing the achievement or non-achievement of the objectives? **(No Quant)** 7. What could we be doing better to make the program effective? **(No Quant)**

Efficiency (Quant., KII, FGDS)	8. Were activities cost-efficient? 9. Were objectives achieved on time? 10. Was the program or project implemented in the most efficient way compared to alternatives?
Sustainability (Quant., KII, FGDS, FGDA)	11. How sustainable are the results and objectives of the program? 12. What are the major factors that will influence the achievement or non-achievement of the sustainability of the program **(No Quant.)**

Data Analysis Plan

Quantitative analyses were conducted by reviewing programmatic materials and data from the evaluation to develop frequency tables. Qualitative data was coded thematically and narratively based on core themes from the Theory of Change logic model and guiding questions and are represented in summary tables. Key quotes and narrative case studies from CFA practice in India, Paraguay and Uganda are provided to highlight evaluation themes. Quantitative and qualitative data was triangulated in which themes were compared and contrasted across tools and locations.

Ethical Considerations

All research was conducted in accordance with children's rights (as outlined in the United Nations Convention on the Rights of the Child) and best practices in conducting research with children (e.g., Ethical Research Involving Children (ERIC)) and adults. The research also adhered to ChildFund Alliance's Child Safeguarding Policy. The ethics included critical elements of voluntary and informed ongoing consent and assent, limited confidentiality, anonymity, "do no harm" protocol, seeking to address power imbalances between researchers and participants, and use of data. The ethics in this research used procedural ethics (as outlined above) as well as ethics of care that recognises humans as relational and valued participants being respected and listened to in the research.

Given the potential for heightened levels of violence experienced by children and young people during the COVID 19 pandemic, and in keeping with recommendations by UNICEF-IRC (2020), no direct questions were asked about participants' experiences of violence and questions were strengths based and focused more broadly on general populations of girls and boys in community. In all situations, the principal of "do no harm" was applied and research process endeavored to support participants feelings of resilience and well-being (See Appendix 3 for a full discussion of ethical procedures used in the research).

Highlights from CFA Global and National Programs

The CFA methodology is purposefully flexible to allow for adjustment based on context and resources available and for iterative revision over time. As a result, each of the ten country programs that are currently implementing have different targets, activities and beneficiaries (See examples of differing strategies in Tables 1, 2).

Among the case study countries, Paraguay and India were initial pilot countries, and Uganda began implementation in 2018.

CFA achieved a number of key successes at the global level. In September 2020, ChildFund Alliance organized and hosted the virtual event "**What Children have to Say: Conversations with Advocates and Policymakers on the COVID-19 Lockdown**." The program featured four ChildFund Alliance child delegates from Mexico, India, South Korea and Uganda. All four are participants of the Child-friendly Accountability project. Key policy makers also participated, including the Special Representative of the Secretary General on Violence against Children, Mexico's Undersecretary of Education, and Mexico's Deputy Director of Initial Training for Indigenous Educators. Representatives from ChildFund Alliance member *Educo* took part, including Interim CEO Pau Aragay and Reinaldo Plasencia, Educo's Child Wellbeing Global Program Specialist.

Child participation in this and other high-level events led to measurable actions by duty bearers. For example, the United Nations Special Representative of the Secretary General for Violence against Children renewed the UN's commitment to working with young people, and the Paraguayan Ambassador offered to host a youth meeting in the hometown of Paraguay's youth representative.

On Universal Children's Day, 20 November 2020, five children from ChildFund Alliance served as panelists during the virtual forum, **Children's Right to be Heard**. The event was attended by hundreds of observers from around the globe. ChildFund Alliance hosted the program in collaboration with its **Joining Forces partners**—an alliance of the six largest child-focused development organizations globally. By aligning the event with Universal Children's Day, ChildFund was able to elevate the voices of children on a day recognized around the world for advocacy, promotion and celebration of children's rights. This event preceded the December release of the Joining Forces Policy Brief entitled **"Children's Right to be Heard: We're Talking, Are You Listening,**" written and managed by ChildFund Alliance. Children played a key part in the development of the brief, and approximately 100 children from the Child-friendly Accountability project participated in an online survey as part of the consultation process to gather data for the report.

Quantitative and qualitative data gathered for the final evaluation show that CFA had widespread support from children, youth, family members, community leaders and key child

rights duty bearers. Some of the highlights across the ten countries where CFA was implemented include:

- India had the greatest direct beneficiaries —7224 children across 206 villages in Tamil Nadu and Andhra Pradesh as of January 2020—followed by Paraguay with 350 and Uganda with 150. These numbers solely estimate the direct beneficiaries, and it is estimated that thousands of other children were engaged indirectly as a result of programmatic advocacy and projects
- Uganda CFA youth and adult allies mobilized large numbers of children during the 2019 Day of the African Child
- Children in Uganda shared their concerns with 100 Members of the National Parliament
- Incidence of early marriages was identified as a protection risk in India and preventive actions were undertaken to protect girls at risk of early marriage
- The Office of the National Human Rights Commissioner in Mexico, established a focal point for child protection, and targeted safe law enforcement practices as a result of children's feedback
- Children in Mexico redesigned and implemented the CFA program (entitled #MyVoiceDemands) in a more culturally contextualized format
- In Burkina Faso and Uganda, children advocated for, organized, and lead active community child protection awareness raising campaigns
- While the CFA Initiative overall targets children 13 to 17 years of age, children as young as 10 to 12 years old are engaged in Paraguay and Uganda.
- Specific subgroups of especially vulnerable children were targeted in each program, mainly in line with the population within the current reach of the implementing partners. For instance, in India, lower caste Dalits and tribal children from communities were engaged and in Uganda, child laborers were included (Table 1). Children similarly are selected into each program in a different manner (Table 2).

Supporting Especially Vulnerable Groups of Children

Examples of some of the most vulnerable groups of children are listed in the Table below.

Table 1. Sub-populations targeted

Sub-populations targeted	Paraguay	India	Uganda
Children who are in-school	✓		✓
Children with disabilities			✓
Children who are marginalized	✓	✓	✓
Girls who face gender-specific barriers			✓
Children at risk of abuse	✓		✓
Children who are out of school			✓
Children who are part of ethnic/religious minorities			
Other	✓		

Diversity of Methods of Engagement.

Examples of the differing strategies used to support meaningful child and youth participation in the three case study countries are highlighted in Table 2.

Table 2. Child participation method

Country	Method of Participation
Paraguay	(1) Children selected to participate are already participants of child-centered community programs supported and are also part of children organizations. (2) The children are linked to organizations accompanied by the program and voluntarily agree to participate.
India	Children (13 to 17 years) are formed as collectives from the existing children clubs from each community. Child representatives from each group are elected democratically based on the selection criteria collectively set by the children such as, equal representation of boys and girls (50:50), children from most excluded communities, and children who demonstrate leadership qualities.

Country	Method of Participation
Paraguay	(1) Children selected to participate are already participants of child-centered community programs supported and are also part of children organizations. (2) The children are linked to organizations accompanied by the program and voluntarily agree to participate.
Uganda	Children are selected by their fellow children with guidance of trained teachers and implementing partner staff. Informed consent of their parents is then secured.

Paraguay and India implemented CFA via a partner approach, whereas Uganda uses a direct approach of ChildFund International spearheading programs, in collaborating with partner agencies in 14 primary schools throughout Northern, Central, and Eastern areas of the country (Table 3). Paraguay and India took a localized approach at the community level. Uganda, on the other hand, set the overarching goal to strengthen and improve the child protection system (Table 4). In general, the country programs directly engaged a common set of stakeholders, such as teachers, parents and caregivers, and local and regional government officials. The exceptions are that the child participants in Paraguay do not engage religious leaders or parent-teacher associations. Although activities differ between each country, the general types of activities conducted directly by ChildFund Alliance members or indirectly by implementing partners in each country are similar (Tables 5 and 6).

Table 3. County program implementation strategy

Country	Implementation strategy
Paraguay	Child Believe (lead) + additional implementing partners
India	Child Believe (lead) + additional implementing partners
Uganda	ChildFund International (lead) + additional implementing partners

Table 4. Target outcome of each country

Country	Target outcomes
Paraguay	(1) Improved community participation by children and youth in CBOs that are representative of age, gender and ability (2) Children and youth participating in processes of change
India	Improved quality of life of children in empowered communities
Uganda	Strengthened and functional child protection system

Table 5. Direct activities

Direct activities	Paraguay	India	Uganda
Training in violence against children (VAC) and child protection (CP)	✓	✓	✓
Workshop with parents, PTAs, community leaders	✓	✓	✓
Identify laws and policies (starting with school and community)	✓	✓	✓
Make information child-friendly	✓	✓	✓
Present findings and focus group discussions (FGDs) to parents, PTAs, community leaders	✓	✓	✓
Present findings and FGDs with peers	✓	✓	✓
Identify and interview CP actors and mechanisms (starting in schools & community)	✓	✓	✓
Make information about CP mechanisms, and actors child friendly	✓	✓	✓
Analyzing gaps in the protection system	✓	✓	✓
FGDs with parents, PTAs, community leaders to analyze gaps		✓	✓
Present findings to peers		✓	✓
Reporting on findings through ICT platform/ app as a group			
Individual reporting on CP systems			✓
Informing peers about how to report on CP systems		✓	✓
Identify actions that would rapidly improve CP	✓	✓	✓
FGDs with parents, PTAs, community leaders to agree on action		✓	✓

(Note: activities reflect generalized categories that are not reflective of tailored programmatic activities within each country)

Table 6. Indirect activities

Indirect activities	India	Paraguay	Uganda
Training in violence against children (VAC) and child protection (CP)	✓	✓	✓
Workshop with parents, PTAs, community leaders	✓	✓	✓
Identify laws and policies (starting with school and community)	✓	✓	✓
Make information child-friendly	✓	✓	✓
Present findings and focus group discussions (FGDs) to parents, PTAs, community leaders	✓		✓
Present findings and FGDs with peers	✓		✓
Identify and interview CP actors and mechanisms (starting in schools & community)	✓	✓	✓
Make information about CP mechanisms, and actors child friendly	✓	✓	✓
Analyzing gaps in the protection system	✓	✓	✓
FGDs with parents, PTAs, community leaders to analyze gaps	✓		✓
Present findings to peers	✓		✓
Individual reporting on CP systems		✓	✓
Informing peers about how to report on CP systems	✓	✓	✓
Identify actions that would rapidly improve CP	✓	✓	✓
FGDs with parents, PTAs, community leaders to agree on action	✓		✓

(Note: activities reflect generalized categories that are not reflective of tailored programmatic activities within each country)

Summary of Country Case Study Data Analyzed by Themes of Relevance, Outcome, Effectiveness, Efficiency and Sustainability

The quantitative and qualitative data gathered for the CFA final evaluation were analyzed using the 5 themes of relevance, outcome, effectiveness, efficiency and sustainability. The tables below, presents the summarization of this analysis with examples of specific activities that supported or hindered outcomes presented.

Table 7. Summary data, evaluation components and Indicators

Evaluation component	Indicator	How to measure?
1. Relevance	1.1. # of major project activities carried out	Global: 16 Web: 5 Paraguay: 29 India: 24 Uganda: 28
	1.2. % project activities tied to research and context analysis	100%
	1.3. List of activities	*Refer Below*
2. Outcome	2.1. # of significant changes tied to the program	Paraguay: 9 India: 8 Uganda: 7
	2.2. Most significant change	• Children's knowledge of their rights increased • Children and adults working to strengthen protection systems • Social norm change
	2.3. List of significant changes	*Refer Below*
	2.4. Direct change(s) 2.4.1 Macro or micro? 2.4.2. Positive or negative?	*Refer Below*
	2.5. Indirect change(s) 2.5.1 Macro or micro? 2.5.2. Positive or negative?	*Refer Below*
	2.6. Extent of change in child protection system that prevents violence	• Increased children's knowledge of self - protection • Increased collaboration between children and adults in identifying protection gaps
	2.7. Extent of change in child protection system that responds to violence	• Greater awareness amongst children of specific issues of violence • Increased collaboration between children and adults in identifying protection gaps
	2.8. Extent of change in accountability of child protection system to children and their communities	• Increased communication between children and adults on rights and protection issues • Strengthened reporting and referral systems

Evaluation component	Indicator	How to measure?
3. Effectiveness	3.1. % of objectives achieved	Global: 95% Web: 50% Paraguay: 95% India: 86% Uganda: 100%
	3.2. List of factors that prevented achievement	*Refer Below*
	3.3. List of factors that supported achievement	*Refer Below*
	3.4. Most significant factor that could increase effectiveness	• Scaling and extending programs to most vulnerable children
4. Efficiency	4.1. Cost efficient	• Global: not cost efficient • National: variable • Initial startup costs high • Ongoing costs low • A high ongoing HR investment
	4.2. % of objectives achieved on time	• Undisclosed • In general, yes, except for website which is still not operational
	4.3. Program/project efficient compared to alternative	*N/A no comparison*
5. Sustainability	5.1. Results sustainable	• Yes, if incorporated into ongoing ChildFund programming
	5.2. List of factors that prevented sustainability	*Refer Below*
	5.3. List of factors that supported sustainability	*Refer Below*

The following tables present a summarization of the three country (Paraguay, India, Uganda) qualitative data gathered from key informant interviews and focus group discussions with ChildFund Staff and key Community Partners as well as summarized data from the River of Life: Most Significant Change activities carried out with children. In each case, the summarization is the result of analyses distilling key themes emerging from the five groups of questions (Relevance, Outcome, Effectiveness, Efficiency and Sustainability). In general, the data summarization shows clear evidence of the positive impact of the CFA initiative in meeting or exceeding its intended goals, with a few areas for improvement. A detailed discussion of the findings follows in the conclusion.

Table 8. Summary of qualitative data for relevance component (KII, FGD Staff, FGD Adults)

RELEVANCE: Activities and How Addressed the Identified Needs	***What project activities were carried out?*** ***Did these address the issues identified in the research and contextual analysis in the various countries?***
Paraguay	"At the end of last year, the CF team created briefs with partners to understand the methodology more quickly, specifically on the laws and CP system for children." (KII) "Key activities were: Creation of didactic kits to make the training more friendly for children (i.e., dynamic games) and tools related to the 3 pillars; campaigns locally in line with international standards for child rights; alliances with CODENI and reference groups of children; created a diagnostic plan about rights; enacting programs in a virtual format and have a what's app group; and virtual meetings between children." (FGD Staff) "Most important activities: CODENI coming to the community center every 15 days: creation of a library; lots of mention of individual level changes in the children's knowledge and confidence." (FGD Com)
India	"ChildFund CFA project is a very good and very interesting project. It was a very inspiring project for us. It involved all the stakeholders: children parent teachers gov officials; collaborating together. We trained children on their different child-based rights. We translated (the program) into local languages and trained all children of children's club leaders 13 to 17 years in a well-planned way by using the CFA methodology. This included group exercises; we followed and trained all children club leaders; supported child participation; the right to education act, juvenile justice. We trained all children in their duties and responsibilities." (KII) "All activities were achieved, with the exception of some of the web-based activities. Highlighted areas included: trainings, awareness raising, advocacy initiatives, and other related actions such as arts and craft events and school child protection suggestion drop boxes." (FGD Staff and Com)
Uganda	(Most important activities were) "empowering children with life skills to speak up, and advocacy direct advocacy. Apart from the district level, there were instances where children were able to come to the parliament to present statements. Feedback from members, up to previous commitments met." (KII) "Community dialogue on issues affecting the children wellbeing, education, development. Mediation addressing child neglect and child labour in the community. Community sensitization on child protection related issues. Training and sensitization on referral pathway on cases such as defilement and rape. Radio talk shows on rights and roles of children and parents in line with child protection." (FGD Com)

Table 9. Summary of qualitative data for outcome component (KII, FGD Staff, FGD Adults)

OUTCOME: Significant Changes & Impact on Violence	***What significant changes did the program contribute to and which of these was the most significant change of all?***	***Which changes were direct, indirect or unintended, positive or negative – macro (within the Child protection sector) and micro (at household level?***	***To what extent do these systems work to prevent and respond to violence, abuse, neglect and exploitation and are accountable to children and their communities?***
Paraguay	"When the children speak about their rights, they have a view that the government is the guarantor because "all other rights spring from that" (KII) "The protagonism of the children. Their voices…when one has training s/he can implement it. The parents are also super enthusiastic and feel that they can support the children. Finally, the tool transcended an individual orientation to unite us in a common goal which is a community, a school, a world without violence. This is an informed struggle. It does not depend solely on what I feel but what the laws and international norms on child rights say." (FGD Staff) CODENI representative: "They can delve into a topic, know more about their rights, speak with confidence and personal ownership. They don't have the fear that they had before…in the community, the installation of the CODENI in the community center every 15 days was very important for us." (FGD Com)	"The changes that happen to children who participate in participatory processes are from here to the moon. Above all in our culture in which children do not speak, do not say anything. It is a very authoritarian culture…there is a difference in children that have taken part in a participatory process. That is going to last all of their lives. When a child is more informed, the more protected s/he is…the children that go through this process are the ones that speak, that report [violence], that take action" (KII) "The project allowed for greater work with national system of protection. Also, the participation of parents is difficult in these types of spaces. There was a receptiveness. The majority of the youth did not have their own phone so they depended on their parents' phone…the parents gave this support and time so that their children could participate. It propelled their parents to also know what their children were doing. Before the process was mainly implemented in schools." (FGD Staff) CODENI Representative: "We value the involvement of them (the children, almost all girls) in how they provide their opinions with conviction and knowledge of the causes based in the law and their experiences. For me personally, not as a functionary, as a Paraguayan, it gives me hope. that children involved in this process are our future administrators…future mothers and fathers, and that they have this vision…of a better community, society, world." (FGD Com)	"The most local form of CP system in Paraguay is the CODENI. Prior, the CODENI was very far from one of the communities. Now the advisor comes twice a week to the community thanks to the advocacy of the children. Before the community didn't even know it was something that they were supposed to have, now they know and will advocate for it in the future." (KII) "The CFA inspired an importance in childhood including with the authority figures, so that they wanted to be part of protection. in the middle of the pandemic…we worked with them [authority figures] virtually and still the children could organize and achieve accountability." (FGD Staff) Facilitator: "At the beginning, there was a real challenge in speaking the same language as the authority figures in the municipalities. At the beginning, the children didn't have the capacity to do so and now they can." (FGD Com)

OUTCOME: Significant Changes & Impact on Violence	***What significant changes did the program contribute to and which of these was the most significant change of all?***	***Which changes were direct, indirect or unintended, positive or negative – macro (within the Child protection sector) and micro (at household level?***	***To what extent do these systems work to prevent and respond to violence, abuse, neglect and exploitation and are accountable to children and their communities?***
India	"The most significant changes included: identifying the root causes of (child protection) issues, gaps and bottle necks. Decisions were then taken by children and parents. Government institutions community and children worked together. We need to address the common issues. There was a change in the confidence level of children, (which) increased enormously. Children realized their rights and were able to protect themselves and protect other rights of children." (KII) "There were many significant changes. These included: 20 panchayats passed resolutions to prevent child marriages and address the dire needs of safeguarding in all forms of violence. (E.g.: Construction of new Anganwadi, Prevention Child marriages, Repair of School and AWC buildings, Toilet facilities, Drinking water facilities, Transportation facility, Village library functioning). Also, school dropouts were reduced, and more girls attended school. Caste discrimination has reduced. Violence against children reduced. Child labour rate reduced. Child marriage incidences reduced considerably. Corporal punishment reduced in schools. Girls pursuing higher education rate increased. Reporting on child marriage increased. Tribal children are going to school regularly. Finally, there is improved Children's participation, involvement in discussions meetings, and decision-making instances on issues affecting them (families, public places, *Grama Sabha* meetings, village level child protection committee meetings, schools and	"In the village they (children) attend the petitions signed by all the village leaders. Different community base agreements were signed, there were community petitions. All community members and Government officers are responding well to CFA." (KII) Direct changes included: CFAM groups playing now active role in protecting the rights of children and raise voice for gender equality, the *Panchayats* (local governments) passed resolutions to prevent child marriages and address the dire needs of safeguarding in all forms of violence. Also, there is improved self-confidence in children, which enables them to discuss their issues, discuss legal provisions, identify gaps in the enforcement of laws and taking up with appropriate Govt authorities. Lastly, children have established direct contact with the Government officials and are able to place their complaints/ grievances. Govt. officials are immediately responding the grievances of children." (FGD Staff and Com) "Indirect changes include: Children are sharing their problems/ issues not only with their peers, parents and teachers; they are also sharing with District level key child protection actors. Some local body members are recognizing the talents / activities of CFAM groups. Children have started to monitor the quality on activities carried in the *Anganwadis*, (Early childhood care centres run by the Government) and monitor the functioning of toilets in schools." (FGD Staff and Com)	"Whenever a child calls the child help line number 1098, their response, enquiry, rescue is happening in time. He system is starting to respond. For example, the Child Welfare Committee, District Child Protection Unit and Police Department (Enforcement authorities) are actively engaged in rescue and rehabilitation." (FGD Staff and Com)

OUTCOME: Significant Changes & Impact on Violence	***What significant changes did the program contribute to and which of these was the most significant change of all?***	***Which changes were direct, indirect or unintended, positive or negative – macro (within the Child protection sector) and micro (at household level?***	***To what extent do these systems work to prevent and respond to violence, abuse, neglect and exploitation and are accountable to children and their communities?***
Uganda	"Most significant change (from the CFA activities) was empowering children. Seeing children empowered because these were really vulnerable children who had no focus. The empowerment was also seen in the way that adults started to listen, to know that children had a point to make." (KII) "Children know their rights and responsibilities. Increased girl child school enrolment. Significant decrease in child abuse in the targeted communities. Children and community members know the appropriate referral pathway established (filling police forms etc.). Improved relationship between Police and Community members. Close collaboration to address cases of abuse." (FGD Com)	"We had learnt lessons implementing the projects that this was a missing link and we needed to start reaching a gap in this area. Already a working relationship but not clear focus on listening to children on seeing children as active agents of change. Making the participation of children visible. That visibility which created a sense of accountability. You are on national tv you are on the spot; you are on the district you are on the spot. Sense of accountability. Made a difference." (KII) "Direct Changes: Children have more confident and able to report cases of abuse without fear. Girls are trained and equipped to make their own local sanitary pads. Decrease in early/girl marriage. Decrease in corporal punishment in schools and at home. Indirect changes (positive): Talking Compounds: children sensitize their peers on various topics such as "Saying No To Sex". Mediation: More and more spontaneous mediation happening on domestic violence on children for instance. Negatives changes. Missing lessons by children involved in the program. Poor balancing program activities with class activities." (FGD Com)	"Evidence based action and advocacy, changed perspective. I remember the last time we went to parliament. We worked with the children to make sure the members of parliament were giving feedback on previous commitments. Last time this is what was promised." (KII) "Largely, the interest and support of religious leaders, parents, children and other stakeholders at community level as well as district officials is an indication of their engagement to address the various child protections issues. The involvement of children for advocacy at district and parliamentary." (FGD Com)

Table 10. Summary of qualitative data for effectiveness component (KII, FGD Staff, FGD Adults)

EFFECTIVENESS: Lessons & Insights	***To what extent were the objectives achieved / are likely to be achieved?***	***What were the major factors influencing the achievement or non-achievement of the objectives?***	***What could we be doing better to make the program effective?***
Paraguay	"The digital platform is a barrier for the communities. it is more used by the main Paraguay country office to share tools. We believe that it could be used more effectively and that the process to access the digital platforms still needs to be simpler." (KII) "We are in a country in which it is a constant exercise to guarantee child participation. It is not something given. It is not something normal but the contrary. It was a challenge to achieve the virtual goals of pillar 3." (FGD Staff) CODENI Representative: "Through this project we recognized our adult-centric practices, we see that children can be involved in civic society projects, and also the changes in children who have been involved in this project. Now the children are part of an advisory committee for the department in Iguazu." (FGD Com)	"2020 COVID which ended the cycle of projects in one group. This resulted in the impossibility of movement which limited our achievements. There was no movement until June and then, the cases started rising in July/August." (KII) "The process was not accommodating…they had to discuss and negotiate. For example, 20 points with the municipality were reduced to 10 and later were reduced to 4…and from 4 to 1. This is a real process. This process took time over the 3 years, so the learning is fundamental for the learning of the community. These children are going to be voters and leaders in their schools or other organizations. Finally, we had to reinvent ourselves during the pandemic in order to continue on." (FGD Staff)	"In the future children should be involved in any project from the very beginning." (KII) "In our adult-centric culture in Paraguay, like in many cultures, it has not been easy to establish and guarantee intergenerational and intersectoral spaces so that the children could be heard. A necessary component of all of these tools is a genuine space of dialogue...not only of personal experiences but of consultations." (FGD Staff) "It would be good to have a space for caregivers to learn about child participation." (FGD Com)
India	"Change in the CFA project due to Covid-19 pandemic**.** During pandemic schools are closed no food there. Cfund went to villages teach children how to do hand washing and social distance. Also, some families approached us for psychosocial support. We are teaching arts and crafts and (hosting) dance competitions to positively impact their psychosocial wellbeing, as they were not able to go meet friends. Some children feel socially and mentally depressed, so we provide psychosocial coaching." (KII)	"Supportive factors include: Teachers dedication to the program, for instance they take children to different Government offices physically and make arrangements to interact with the key child protection actors/ duty bearers; Parents and other CBOs support ownership of the program; Creative Learning Centres (CLCs) are now running in the villages by engaging local volunteers and are a boon to the program; Government officials (at both District and Block level) and District Judges and District Superintendent of Police's participation significantly contribute to the program's achievement." (FGD Staff and Com) "Barriers to objectives include: Still, some teachers are not encouraging children to attend child rights related programs; Still some parents are not encouraging adolescent girls to attend	"Local bodies need to be better trained on child rights and gender equality. We also need more training for schoolteachers, as some of the schoolteachers are not able to support child rights. We need to train more of the teachers. Finally, child rights coordination mechanisms still need to be further strengthened." (KII) "Cultural groups should be formed among CFAM children. These groups can easily communicate messages among
	"Remarkable progress and results have been achieved and (this is) reflected by the changes reported, and observed in children, communities, and Government. For example, (incidents of) violence against children are reduced, child marriages are reduced, and people fear the child marriage strict laws and legislations, parents are keen on sending their children to schools and avoiding child labour, and children are showing an interest in education and they realize the felt needs of higher education." (FGD Staff and Com)	meetings held outside the village; Family livelihood opportunities are now limited due to Covid-19." (FGD Staff and Com)	parents and communities through role play/ street plays and songs. Also, CFAM children need to visit State level Govt offices (related to child protection) to establish rapport with them. Short films should be prepared to create awareness and share our success stories/ best practices. Finally, social media can be effectively used to share the activities of our program." (FGD Staff and Com)
Uganda	"Widespread sense of all objectives achieved, still room for improvement on web-based activities." (FGD Com)	We saw more impact with the implementing partner that had the dedicated project then the implementing partners that didn't have the project. Which meant there were need for more appreciation for child participation. <u>The case we are making child participation is not a one-day thing, it has a lifelong impact.</u> People may think that child participation is expensive, people don't understand. I wanted to bring it out, I'm supporting that it expensive, it is actually not, because in the long run these projects achieved so, so much." (KII) Supportive factors that helped achieve objectives included: Regular training and sensitization of stakeholders (parents, children, traditional/religious leaders and more); Regular dialogue between teachers and children and child-to-child about protection; Involvement of all the government structures in handling child abuses; Motivation of members of local protection structures." (FGD Com) Barriers to objectives achievements included: The short period of the implementation of the project; Covid-19 was identified a one the major factor influencing non-achievement of some expected results." (FGD Com)	"Keep doing sensitizations of communities on Child protection. Mediation in families where there is gender-based violence. Active participation of local Govt Authorities." (FGD Com)

Table 11. Summary of qualitative data for efficiency component (KII, FGD Staff, FGD Adults)

EFFICIENCY: Cost Effective & Efficient	***Were activities cost-efficient?***	***Were objectives achieved on time?***	***Was the program or project implemented in the most efficient way compared to alternatives?***
Paraguay	"In terms of fiscal costs, it was not that high to implement. We already have individuals who act as trainers with the children, so CFA is not outside of their already existent program mandate." (KII) "In our country the investment in training on citizenship in general and in the participation of children is very deficient. To sustain this type of initiative we still need to inspire interest from civil society because we don't have investment embedded within program. For this reason, it is very important to have international cooperation to identify and manage resources for these types of initiatives." (FGD Staff)	"Most project activities were achieved, however because children have so many school responsibilities some activities were delayed." (KII) "At least In some of the departments of the country, later COVID caused setbacks in many of the public institutions. For a time they stopped functioning." (FGD Staff)	"We weren't starting from scratch because the children had already received some training. While it may be quicker to start focusing on adults, when children understand they are superfast." (KII)
India	"The program connected at a centralized space to be effective. This reduced transport costs and saved time. We engaged government officials to share costs. For example, venues were booked by the Government as a cost sharing. It is important to collaborate like this going forward." (KII) "Trainings, Rallies, signature campaigns, small group meetings are cost-efficient. Collaboration with Govt departments has been helpful to reduce our program costs. Using the Govt buildings for trainings. Meetings were cost effective." (FGD Staff)	"Some of the objectives were able (to be) achieved in time. Some of the objectives require more time. Systemic procedures, inadequate interdepartmental coordination among Government Departments and Covid-19 made delaying in achieve our objectives. Trainings (are also) needed for new CFAM group members." (FGD Staff)	"This program is cost efficient when compared to other alternatives. This is building the gap between rights holders and duty-bearers and makes community take responsibility along with children and makes the system (child protection actors) accountable. Here children themselves advocate for their rights and raise their voice along with other CBOs and engage with the Government. Institutions." (FGD Staff)
Uganda			

Table 12. Summary of qualitative data for sustainability component (KII, FGD Staff, FGD Adults)

SUSTAINABILITY: Results & Programming	*How sustainable are the results and objectives of the program?*	*What are the major factors that will influence the achievement or non-achievement of the sustainability of the program?*
Paraguay	"While we need to ensure that Government systems are properly engaged, the changes will last. The changes that happened will last with the children who participated." (KII) "This is important to have this perspective…and it was important that the public functionaries, CODENI could be part of this process and through this we can guarantee the sustainability of the project in terms of results. The preoccupation going forward is how are the groups of children going to continue to survive more than the achievements of the projects…it is in this that the local authorities need to take part jointly in this project and guarantee the continuity." (FGD Staff)	"COVID has influenced the end of the program. One challenge is lack of digital connectivity (even in the capital it is not good sometimes and data costs money to use). There is also a lack of resources because usually an activity requires that children take a bus/pay for a ticket, that an adult accompanies them throughout the process. The project needed the CF/CFA to implement activities especially in an authoritarian culture with stereotypes of what children can and cannot do. Many children did the activities in school but the Principle in some schools was a problem." (KII) "Because of lack of sustainability of the groups of trained children, it is very important to continue to do capacity building with authority figures who deal with children's issues." (FGD Staff) "It is fundamental to work with fathers and mothers specifically which affects the sustainability of the project…they themselves lack the information. We must also continue to form alliances with other organizations, parents in communities, and more children and continue to generate funds within the community-based organizations to support future actions." (FGD Com)
India	"Vibrant CFAM groups and CBOs will sustain the objectives of the program. Knowledge and skills gained by the children will sustain their capacities and advocate for their rights forever. Attitudinal changes and behavioural changes of parents and community members towards respecting child rights, recognising children's talents, encouraging child participation helps sustain goals. The community is taking ownership for protecting child rights. Knowledge, information and skills acquired are sustainable." (FGD Staff and Com)	"Communities are now motivated. The methodology will be replicated in different parts of the country especially the most vulnerable pockets in the country. These need to be identified in consultation with the child protection mechanisms. We will need to sensitize the local leaders and (child) protection leaders as well as the enforcement authorities. We need to sensitize them about the prevention of child marriage, what are the root process of these things? We must identify the root causes and underlying factors; (underscoring the) importance of SDG 16.2; the gov official grassroots are not available to implement 16.2 SDG." (KII) "CFAM groups, CBOs and NGO are closely working with the Govt departments / duty bearers (systems), providing greater scope and opportunities to achieve our objectives. Not only CFAM groups, but other CBOs are actively engaged in the whole process of this program. This is a value added strengthen to realize objectives of this program. CFAM group members (13 to 17 years) when crossing the age of majority, they become trainers and mentors of the group. This is very helpful for sustainability." (FGD Staff and Com) "Barriers to sustainability include: COVID -19 has affected livelihood of the families and the education of children. Local Government representatives are needed to be trained intensively on child rights and breaking barriers to gender equality. There is less participation of male community members in the program." (FGD Staff and Com)
Uganda	"We are currently scaling it (CFA) up in capital city. Neighboring urban district. Sustainability is twofold. On the side of implementing organization. The government is a primary service provider state. That's why we want the government involved. Will be at least one teacher who may stay and know about project. Even if children transition the program stays with them wherever they go." (KII) "Sustainable intervention was due to the involvement, buy in and understanding of parents, as well as support from traditional, local, religious leaders. Also, the involvement of children at school in decision affecting them was critical." (FGD Com)	"The sustainability question is to start it from the beginning. Such that by the time the organization doesn't have funding it is appreciated by the district, by the school, (so that) it is build it into the existing system. Sustainability (is reinforced) through the system's established structures. The organization implementing (CFA) must work in partnership and not create parallel structures. But when the structures are government structures working with community-based structures, then we see systems are sustained, and after they have appreciated that children need to be given space." (KII) "Factors influencing achievement of sustainability include: Sound coordination of meetings and actions among stakeholders, and limited resources with the office in the project areas. A major factor that will influence the non-achievement is the limited resource within the office in the project area." (FGD Com)

Table 13. Summary of child centred qualitative data for relevance component (RoL:MSC)

RIVER OF LIFE MOST SIGNIFICANT CHANGE ACTIVITY: Child Centred Research

RELEVANCE: Activities identified by Children and How they Addressed the Identified CFA Needs	***What CFA project activities were identified by children?***
PARAGUAY	• Receiving the CFA backpack as part of the last training on the rights of the child • Learning about our rights • Putting lights in the plaza to keep children safe • Going to a lecture with the new mayors and also with other functionaries • Going to do follow up to make sure that the CODENI continues to come to the community center
INDIA	• Children have trained their peers on themes related to child rights and existing child protection mechanisms • Several awareness raising, campaigns…including: • Importance of child rights & gender equality • need for prevention of child marriage & child labour and importance of higher education • School enrolment, breaking barriers to gender equality, protection of girl children, prevention of child marriage and gender and caste -based discrimination… • Functions of early childhood care centres and lacuna in their services • Monthly meetings held in CFAM groups to discuss about their issues and evolve action plan to address the same. • Participated in the grama sabha meetings - shared about child rights, given petition about ensuring child rights in the villages, to address drinking water issue, remove bushes around schools, make functional toilets and conduct village level Child Protection committee meetings • Complaint lodged with child line 1098, District Child Protection Unit and Dist. Social Welfare office about child marriage, child labour for rescue and rehabilitation
UGANDA	• Advocacy campaigns related to building a bridge (*Tagoro* subcounty leaning to *Pacudu* primary school) to facilitate school access for children, child right to education, building and equipment of school for disable children • Life skills training for girls to make their own sanitary pads • Debating competition: this gave opportunity for children talk at the parliament on issues affecting children in the community • Training on Reporting and referral systems • Community sensitization (child rights and responsibility, teenage pregnancy, girl's child education promotion) • Establishment of child right clubs and training of its members

Table 14. Summary of child centred qualitative data for outcome component (RoL:MSC)

RIVER OF LIFE MOST SIGNIFICANT CHANGE ACTIVITY: Child Centred Research			
OUTCOME: Significant Changes & Impact on Violence (Identified by children)	***What significant changes did the program contribute to and which of these was the most significant change of all?***	***Which changes were direct, indirect or unintended, positive or negative – macro (within the Child protection sector) and micro (at household level?***	***To what extent do these systems work to prevent and respond to violence, abuse, neglect and exploitation and are accountable to children and their communities?***
PARAGUAY	• Beginning with the RECAM after the meetings in Alma, we identified some child rights problematics and we then identified some solutions. In the process, we encouraged accountability on the part of the authorities like CODENI and other activities. As a goal, we have the participation of boys, girls and adolescents competent in the policies on childhood and adolescence" • Knowing more about child rights • When children meet with their parents, they know their rights and can protect themselves from abuse • Increased self -awareness, knowing about the right to play, changing the culture in favour of children's rights to make safer communities	• N/A	• N/A
INDIA	• Importance of children's education realized by children, parents and community members. • Government departments and Key child protection actors are hearing children's grievances and taking action immediately. Their response in addressing children issue increased than previous days. They feel that children's issues are very important & respond in time, such tendencies happened. • Children gained boldness and self-confident. Articulation and increased life skills. Participation in decision making increased. • "We are able to express our feelings, comments, needs and issues without fear in village grama sabha meetings and Village level child Protection committee meeting.	**Positive Direct Changes** • Improved knowledge of children, about child rights policies, legislations and whom to approach for which issues • Children are now able to contact Government officials/ child protection actors any time without fear / shyness • Children are able to question the systems and make child protection actors accountable for the issues raised/ complaint lodged by the children and adults. • Children improved confident to protect themselves and able to amplify their voices at different levels (from family) • Education considered as top priority by the parents, children and community at large in our working communities. • Boldly questioning the violations of child rights and injustice **Negative Direct Changes** • Few teachers still not encouraging kids to participate in the child rights related trainings in the initial stages.	• Government Officials are responding well and timely for children's grievances. This includes: re-enrollment of children in to schools, rescue of child labour, prevention of child marriage and "eve teasing" -sexual assault - on buses • Rehabilitation of rescued children are successfully done by the Govt Officials. Whenever call child line number 1098, their response, enquiry, rescue is happening in time
UGANDA	• Improved reporting of cases of violence against children • Child neglect and child abuse were reduced • Improved public speaking to children • Positive attitudes of parents on education • Children are free to report the cases of violence • Hygiene improvements to girls • Teenage pregnancies were reduced	**Direct changes** • Empowering girl child education • Child neglect and child abuse were reduced • Decrease in teenage pregnancy • Early marriage **Indirect changes** • Decrease in teenage pregnancy, defilement • Gender base violence among parents • Improvement in education outcomes	• Largely, local structures within communities has highly helped in reporting and tracking of information against violence eg: defilement, the defilers are always taken to court. The child protection structures alongside local officials engage ins sensitization on violence against children. Law enforcement by police, local leaders and community development officers.

Case Study Paraguay

CFA Most Significant Change Story Shared by Children

A virtuous circle of increasing individual children's self-growth, changing community social norms and building national advocacy alliances

The most significant change mentioned by the children was self-growth. Many of the children described personal changes in themselves and increased confidence that resulted from learning about their rights in the child accountability project. One girl aptly summarizes the sentiment in saying, "The change was me. I know more about child rights". On the most basic level, a knowledge of rights has empowered individuals. One girl mentions, "I wasn't a very timid girl, but I held back. [The child accountability project] helped me a great deal this long process of various years" and similarly, a boy reaffirms "The spaces allowed us to express our own opinions critically and lose our timidity." The child accountability project also shifted dynamics in how children related to others. A girl describes how she was better able to speak in her household and school as a result of participating in the project—"In my house, for example, it was [a norm] to listen to an adult when they spoke. I could not speak practically. In school, it was the same thing. They did not permit me to speak. One day in [child accountability project] there was a training about free expression and other things, and I realized that I had the opportunity to express myself freely and that my opinions mattered." The individual level changes have likewise produced a means to shift community norms. The same child describes an incident in which she saw a situation of child abuse in her community and was able to advocate for change: "Recently, one of my neighbors they treated her really bad. They would leave her in the street. Sometimes she would eat, other times she would not eat. One day, I spoke with the mother and said that she should care for her well. I don't know [at first] if she was upset, but then, she was like 'ah'. I don't know if it was successful. But afterwards you…feel heard. It could be that she listened to you or not. It could return to being the same, but if the woman listens, it will be something successful, and it will give more to everything that she is doing." This form of empowerment translated into better dynamics with public functionaries as well and led to the ability to advocate successfully for concrete changes, such as, a library where young people can go to study, lights throughout the city to keep children safe at night and the biweekly presence of the local reporting mechanism of the child protection system (CODENI) within the community.

List of major CFA activities

Global

1. To date, an estimated 9,500 children in 223 project locations have been trained across the Alliance in the CFA methodology.
2. Youth participation in HLPF 2019
3. Youth meeting with UNSG at HLPF
4. Commitment of UNSG to youth
5. Youth participation in-side event panel at HLPF
6. Sharing of Child-friendly Accountability materials at events with Joining Forces (6 leading NGOs that work with children), UN Youth Envoy, SRSG VAC, UNICEF, committee delegates at HLPF (including, Bulgaria, Poland, Morocco, EU, Japan, Canada), universities, regional and national organizations during HLPF
7. Child Friendly accountability materials submitted for consideration of an example of implementation of the Rights of the Child Resolution (RCR) at the national level for the UN Secretary General's RCR and 30th anniversary of the CRC
8. Youth meeting with Permanent Representative for Paraguay to the UN and Paraguayan Ambassador
9. Commitment of Permanent Representative for Paraguay to the UN to youth and offer to meet with youth in his hometown
10. Additional meetings between government representatives, child delegate, and local youth as a result of youth advocacy with the Permanent Representative for Paraguay to the UN
11. Uganda youth delegate participated in online dialogues with High level Global leaders at the UN and other International agencies
12. Production of film in conjunction with young people
13. Sharing of film with a global and regional audience
14. ChildFund hired Project coordinator in March 2019
15. ChildFund hired Senior Technical Advisor
16. ChildFund hired MEL consultant
17. Technical advisor developed guidance notes for countries on integrating methodology into current programs

Website

1. ChildFund hired Web Developer
2. Platform developed and is operational
3. Eighty-four facilitators from field offices created accounts on platform and are providing training on effective usage
4. Mexico implements on-line WhatsApp group, telephone calls and radio messages to support children during the COVID 19 pandemic
5. In El Salvador**,** the program is implemented through the Youth Meeting House initiative. Children were able to stay in touch using the platform to exchange video messages on staying safe during COVID-19 and to share messages on coping strategies.

6. MEL consultants and web-platform consultant strengthening information management system to gather learnings on implementation
7. Within country offices, staff use the website to share materials

Paraguay

1. Children Believe conducted a context analysis
2. Children Believe solicited support from local and national child protection actors
3. Children Believe identified the referral network at the local level
4. Children Believe conducted trainings on violence against children and child protection with children and other stakeholders.
5. Children Believe conducted workshops with parents, PTAs, and/or community leaders
6. Children have identified laws and policies at the school and community level to support protection
7. Youth delegate participated in SDG HLPF, New York, July 2019
8. Paraguay country office organizes the second International seminar (round table) on Nov 12, 2019 with Inter-American Children's Institute, Organization of American States, Global Partnership, World Movement for Children (Caribbean chapters), Children's Villages, and Plan's regional Latin American and Caribbean offices. Senior members of Paraguayan government and Civil Society Representatives attended. 100 youth approximately attended. Discuss their concerns about violence and ask for accountability. Youth delegates share their experiences of participating in Child-friendly Accountability project during the plenary.
9. Youth participation in regional meeting for Latin America and the Caribbean. They discuss their concerns about violence and ask for accountability. Youth delegates share their experiences of participating in Child-friendly Accountability project during the plenary.
10. Youth sign declaration demanding an end to all forms of violence in keeping with SDG 16.2 at regional meeting
11. Translation of all materials into Spanish
12. Creation of short videos to share their successes and description of the scope of the CFA project
13. Children Believe and Global Infancia developed child-friendly materials (e.g., game – an overview of child rights; game – sustainable development goals focused on 16.2; game – child protection; educational poster about violence prevention; educational poster about the national system of child protection; game – developing an action plan; a backpack with program information; and additional guidance materials), which were shared across all implementing programs in country
14. Staff developed six guidance tools (e.g., how to use the guide, preparation steps, a chapter on each of the pillars and assessment, analysis, action info)
15. Children advocated and achieved that the CODENI (most local system of child protection) come to their community every two weeks because previously would only visit a neighboring town
16. Children advocated to get lights installed in the plaza to increase safety after child protection violations were mapped
17. Children successfully advocated to have a library created in their city

18. Painting of a mural at one school to illustrate the entire child protection system
19. Establishment and regular youth participation in local systems of children protection, including government child protection councils and councils within schools
20. Reestablishment of two youth-focused councils at the municipal and district levels who reiterated commitment to SDG 16.2
21. The local system of child protection (the Center for the Reference of Participation and Leadership of Children and Youth for the Protection of Rights ; the Departmental Council of Children and Adolescents of the Central Department of Paraguay; Departmental Forum of Children and Adolescents) created a free coaching and support system in the communities for rights of children
22. Two mayors signed commitments on the responsibility of local authorities to uphold the rights of the child which children have used to hold local government accountable (in Remansito, 10 commitments were signed, of which 6 have been met according to children. The mayor of Caagauzú signed the 20 resolutions with children and adolescents). Children spearheaded this negotiation process.
23. A sign was installed outside of Remancito to declare this commitment to young people (states - "We are a community that cares for children and youth. Here, we defend their rights")
24. Capacitated youth participated in nation-wide initiatives (e.g., Frente para infancia) and follow up activism on 20 commitments signed by president on child rights and participation, particularly Resolution 14 to protect children from violence and 18 about child participation in decision making that affects their wellbeing (20 commitments were originally created due to advocacy of Children Believe partner orgs)
25. Children presented monitoring activities to the Minister of Childhood and Adolescence (16 Aug 2019) during check and balances session to evaluate 20 commitments
26. With joint group of NGOs (Grupo Impulsor de la Participación de Niños, Niñas y Adolescentes), partner agencies held two joint dialogues in 2018 and 2019 with REDNNA and Ministry of Childhood and Adolescence at which children presented a document with recommendations and discussed with the ministry their observations on the 20 resolutions
27. In a national campaign tied to 20 resolutions and online survey to collect evidence on fulfillment to present to authorities, 1547 youth participated. Adolescents revised the survey and promoted the application with local community groups and in schools. Presented at 2019 meeting with Ministry
28. In Villarrica and Caagauzú, project activities ensured that city funding was allocated to the local child protection council in budget
29. Creation of a what's app group for coordination and virtual meetings during COVID-19

India

1. Child Fund conducted a context analysis
2. Child Fund solicited support from local and national child protection actors
3. Child Fund identified the referral network at the local level
4. Complaint/suggestion boxes have been installed at all schools
5. Tribal primary schools which have been closed for many years have reopened

6. Child Fund conducted trainings on violence against children and child protection with children and other stakeholders.
7. Child Fund conducted workshops with parents, PTAs, and/or community leaders
8. Children have conducted trainings with their peers on child rights and the child protection system
9. Children have identified laws and policies at the school and community level to support protection
10. Children have engaged stakeholders to identify gaps in the system and FGDs have been conducted to agree on actions going forward
11. Children identified out of school children and steps were taken to reenroll them in school
12. Children interview local authorities on juvenile justice issues
13. Translation of all materials into local languages
14. Several community campaigns were conducted to increase knowledge of child rights and other issues
15. Communities have taken resolutions to be child marriage free communities. Child Fund documented 164 cases of averted child marriage due to the project methodology, awareness raising and increased government focus. These averted cases were documented in calls to Child Line from the community
16. Children and community-based organizations actively participate in Grama Sabha meetings (the local people's assembly) and share information on child rights
17. Children and community-based organizations submitted a memorandum in Grama Sabha meeting on safe-guarding child rights, addressing drinking water issue, removing bushes around schools, making functional toilets and conducting village level Child Protection committee meetings
18. A complaint lodged with Child Line 1098, the District Child Protection Unit and District Social Welfare Office about child marriage and rescue and rehabilitation for child labor
19. Worked with children to review and provide feedback for the government's new draft education act
20. A shift occurred in cultural norms of parents in tribal communities of allowing children to participate in the project, the communities to allow tribal children to speak, and gender changes so that girls were allowed to access education. This led to empowerment more broadly
21. Partner agencies are working with local government to establish monitoring committees in school hostels, which was a need identified by children
22. The state government in Andhra Pradesh approached Child Fund to disseminate the methodology to wider partners operating in the region and information was shared
23. Disseminated findings in newspapers and case study publications
24. Children participated in a meeting with government officials (e.g., education department; child protection department). All stakeholders shared successes and challenges

Uganda

1. Child Fund conducted a context analysis
2. Child Fund solicited support from local and national child protection actors

3. Child Fund identified the referral network at the local level
4. Project staff have completed a careful risk assessment and designed and implemented appropriate risk mitigating measures
5. A functional feedback system was created and is in place
6. Child Fund conducted trainings on violence against children and child protection with children and other stakeholders. Over 100 staff both ChildFund and Implementing Partners were trained in 5 locations. Staff, Government officers, teachers and Community based structures were trained on their role in Child Friendly Accountability. Primary School going children were trained as child advocates to monitor and document children's experiences of the CP system.
7. Child Fund conducted workshops with parents, PTAs, and/or community leaders
8. Children have identified laws and policies at the school and community level to support protection
9. Children have engaged stakeholders to identify gaps in the system and FGDs have been conducted to agree on actions going forward
10. Youth delegate participated in HLPF 2019
11. Youth conduct over 150 direct dialogues with duty bearers.
12. Youth hold dialogues with over 250 local leaders and 100 members of Parliament/policy makers on the national level. (e.g., a student representative presented children's views directly to the Parliament of Uganda)
13. Child advocate made presentation during a dialogue with parents and teachers on issues reported by children
14. Children have called upon Government to invest more in the child protection sector to address child marriage, alcoholism, delay to access justice, limited access to services, unfriendly services, poor medical care, poor education standards, dropping out of school, poverty, flooding, and child labor
15. In November 2020, children participated in a face-to-face dialogue with members of parliament and District Leaders in Kitgum to raise issues of child protection during COVID-19 lockdown
16. Children participated in National Learning Events on Child Wellbeing
17. Children participated in the Commemoration of International Days (e.g., Day of the African Child, IDGC)
18. Children's advocacy led to more female teachers allocated in a school
19. Children's advocacy led to a broken bridge was repaired
20. Children's advocacy led to child justice issues looked into by local government
21. Children's advocacy led to sanitary pads provided to the most vulnerable children
22. Children's advocacy led to the Ministry of Health looking into the issue of children with nodding disease in Northern Uganda
23. Children in Kitgum District made pre-recorded radio talk shows which were aired on Radio stations on child rights. They reached over 10,000 children indirectly through radio, television and social media
24. Children participate in online live talk shows on NTV with senior Government Officials asking questions related to COVID-19. They reached over 10,000 children indirectly through radio, television and social media
25. Children created artwork expressing their experiences of COVID-19. These murals and paintings were shared with duty bearers to create awareness of children's experiences of COVID-19

26. Children participated in an online survey to inform a global policy brief regarding child well-being during and after COVID 19
27. Children shared IEC materials (e.g. Posters on COVID-19, VAC and CP referral pathways) during COVID-19
28. Materials were adapted from Ministry of Health resources on COVID-19 incorporating guidance from CP Technical Notes from Alliance on CP in Humanitarian Action

List of changes

* = significant change; ‡ = macro; † = micro; A = direct; B = indirect

(NOTE: changes implemented on the national and not global level. No negative changes were noted)

Paraguay

1. Children advocated and achieved that the CODENI (most local system of child protection) come to their community every two weeks because previously would only visit a neighboring town *†A
2. Children advocated to get lights installed in the plaza to increase safety after child protection violations were mapped *†A
3. Children successfully advocated to have a library created in their city *†A
4. Painting of a mural at one school to illustrate the entire child protection system †A
5. Establishment and regular youth participation in local systems of children protection, including government child protection councils and councils within schools *†A
6. Reestablishment of two youth-focused councils at the municipal and district levels who reiterated commitment to SDG 16.2 *‡A
7. The local system of child protection (the Center for the Reference of Participation and Leadership of Children and Youth for the Protection of Rights; the Departmental Council of Children and Adolescents of the Central Department of Paraguay; Departmental Forum of Children and Adolescents) created a free coaching and support system in the communities for rights of children *†A
8. Two mayors signed commitments on the responsibility of local authorities to uphold the rights of the child which children have used to hold local government accountable (in Remansito, 10 commitments were signed, of which 6 have been met according to children. The mayor of Caagauzú signed the 20 resolutions with children and adolescents). Children spearheaded this negotiation process *‡A
9. A sign was installed outside of Remancito to declare this commitment to young people (states - "We are a community that cares for children and youth. Here, we defend their rights") †A
10. In Villarrica and Caagauzú, project activities ensured that city funding was allocated to the local child protection council in budget *‡A
11. Increased self-confidence of children *‡B

India

1. Complaint/suggestion boxes have been installed at all schools †A
2. Tribal primary schools which have been closed for many years have reopened *†A
3. Children identified out of school children and steps were taken to reenroll them in school *†A
4. Child Fund documented 164 cases of averted child marriage due to the project methodology, awareness raising and increased government focus. These averted cases were documented in calls to Child Line from the community *‡A
5. 20 panchayats passed resolutions to create child marriage free communities and address child safeguarding issues after advocacy *‡A
6. A shift occurred in cultural norms of parents in tribal communities of allowing children to participate in the project, the communities to allow tribal children to speak, and gender changes so that girls were allowed to access education. This led to empowerment more broadly *‡B
7. Partner agencies are working with local government to establish monitoring committees in school hostels, which was a need identified by children *†A
8. The state government in Andhra Pradesh approached Child Fund to disseminate the methodology to wider partners operating in the region and information was shared *‡A
9. Creation of Creative Learning Centers (CLC) in communities †A
10. Increased self-confidence of children *‡B

Uganda

1. A functional feedback system was created and is in place †A
2. Children's advocacy led to more female teachers allocated in a school *†A
3. Children's advocacy led to a broken bridge was repaired *†A
4. Children's advocacy led to child justice issues looked into by local government *†A
5. Children's advocacy led to sanitary pads provided to the most vulnerable children *†A
6. Children's advocacy led to the Ministry of Health looking into the issue of children with nodding disease in Northern Uganda *‡A
7. Children participated in an online survey to inform a global policy brief regarding child well-being during and after COVID 19 ‡A
8. Materials were adapted from MoH resources on COVID-19 incorporating guidance from CP Technical Notes from Alliance on CP in Humanitarian Action *‡A
9. Government is more open to providing accountability structures for children to provide feedback ‡B
10. Increased self-confidence of children *‡B

List of factors that prevented achievement

Global

1. COVID-19
2. ChildFund was unable to conduct a preliminary consultation with children's delegation to the 2018 End Violence Solution Summit due to the later start date of project activities in winter 2019

3. ChildFund was unable to follow-up on the requests from the children's delegation to the 2018 End Violence Solution Summit due to the later start date of project activities in winter 2019
4. Recruitment for project coordinator took longer than anticipated

Web

1. COVID-19
2. There was a delay in developing a functional platform in 2018
3. Limited and/or sporadic access to internet making it difficult to have interactive exchanges between users in different countries
4. Many of the children in the project locations needed project assistance to use the web platform due to low computer literacy and especially among young children
5. There was a poor Spanish translation initially
6. It had lower functionality on phones versus computers
7. Turnover of multiple web developers led to delay in rollout
8. Delays in rollout led to a low level of uptake in countries. Most usage was among staff

Paraguay

1. COVID-19
2. A lack of access to phones, poor connectivity, lack of exposure to online meeting platforms like Zoom or Teams, and costs of buying internet credit to participate in remote training and meetings
3. National and departmental advocacy had to be adapted because governmental groups only met four times per year
4. Differential base knowledge of child rights and participation among the implementing partner organizations
5. Lack of specialized expertise in engaging out-of-school youth
6. At times, insufficient time to implement the tools with youth. Working with youth who had not had previous training took additional time and high levels of investment to ensure that young people understood particularly the laws and child protection processes
7. Changeover of government officials and policy changes with each new government coming into office
8. Norms of seeing a child as an object and not an active participant

Uganda

1. COVID-19
2. The short time allocated for implementation of the intervention
3. Limited resources for implementation

India

1. COVID-19 and school closures
2. Adults had to step in to engage external stakeholders because of cultural norms

3. One school saw CFA methodology as a threat, because they feared it would cause children and parents to question teachers
4. Children were denied participation in the School Management Committee/PTA initially but after lobbying, were allowed to participate
5. Some parents do not support adolescent girls to attend meetings outside of their communities
6. A lack of transport to get to meetings
7. Poverty keeping children from participating and COVID-19 making it worse, especially among Dalit and Tribal communities

List of factors that supported sustainability

Global

1. Widespread support from ChildFund partners
2. Strategic tie in with ChildFund's involvement in SDG 2030 Agenda
3. Value added integration with ChildFund's school-based interventions and child protection programs, including support for community-based child protection mechanisms

Web

1. Easy-to-use format and accessible content
2. Children enjoyed using it
3. Easy to download content

Paraguay

1. A high level of parental support for their children's participation and openness to change
2. This project was implemented in areas and with many children that had already received capacity building in the past
3. Proactiveness of country office and implementing partners to adapt the tools and methodologies to the local context
4. A high level of commitment among staff and implementing partners to include child participatory approaches in all aspect of program implementation moving forward

India

1. Teachers' dedication to the program (e.g., they took children to different government offices physically and made arrangements to interact with the key child protection actors/ duty bearers)
2. Parents, community members, and other CBOs gave support and had ownership of the program and lobbied with the Educational Department for school resource investment
3. Involving the government officials in the training programs
4. Support of local media

Uganda

1. Sound coordination and actions among stakeholders
2. Sensitization of key stakeholders
3. Regular dialogue between teachers and children and peer-to-peer dialogue on child protection
4. Involvement of all key government structures that handle child abuse
5. A high level of motivation among local child protection structures
6. Access to a bicycle locally for local child protection actors

List of factors that prevented sustainability

Global

1. Covid-19

Web

1. Covid -19
2. Lack of appropriate, sustainable partner for web development

Paraguay

1. Funding to sustain the project
2. Changeover of government officials and changes of incoming government policies
3. Inherent aging out of youth from the project and need for ongoing training
4. National corruption and lack of investment in child protection systems despite the vanguard system that exists on paper. A gap exists in investment in budgets to implement commitments
5. Not enough engagement of parents to change family dynamics completely which hinders youth participation in larger processes

India

1. Less participation of male members of the community
2. Ongoing low capacity among the local government
3. Low levels of training for teachers on how to avoid violence

Uganda

1. Limited resources of the implementing agency in the communities

Conclusion

Key Findings on CFA Successes and Challenges

In all piloting countries, Child-friendly Accountability initiatives have received widespread endorsement from children and young people, community members (including families and local duty bearers), and in some instances, there have been significant change at the national level (e.g., changed policies) and global level (e.g., CFA child presentations impact at SDG High Level Panel). While the web-based goals of the project were not as successful as hoped for, and the COVID-19 pandemic created significant difficulties in continuing certain project activities, the evaluation team believes the CFA team adapted the project in locally contextualized and innovative ways that continued to help children engage in self-protection activities, in a safe, physically distanced and creative manner.

Some of the highlights across the ten countries where CFA was implemented include:

- **The CFA Methodology led to broader empowerment beyond the defined scope of the program.** To date, an estimated **9,500 children in 223 project locations** have been trained across the Alliance.
- **Successful child and youth sessions hosted at the High-Level Political Forum (HLPF)** on the UN Sustainable Development Goals (SDG's) held in New York in July 2019
- In September 2020, ChildFund Alliance organized and hosted the virtual event "**What Children have to Say: Conversations with Advocates and Policymakers on the COVID-19 Lockdown**." The program featured four ChildFund Alliance child delegates from Mexico, India, South Korea and Uganda.
- On Universal Children's Day, 20 November 2020, five children from ChildFund Alliance participated as panelists during the virtual forum, **Children's Right to be Heard**. The event was attended by hundreds of observers from around the globe.
- Key policy makers also participated at this event, including the **Special Representative of the Secretary General on Violence against Children**, **Mexico's** Undersecretary of Education, and Mexico's Deputy Director of Initial Training for Indigenous Educators. Representatives from ChildFund Alliance member Educo also took part, including Interim CEO Pau Aragay and Reinaldo Plasencia, Educo's Child Wellbeing Global Program Specialist.
- In spite of the COVID-19 restrictions, ChildFund Alliance increased the number of implementing countries to 11, while keeping projects on track. Six of 12 ChildFund Alliance members are now implementing the Child–friendly Accountability Methodology in 11 countries including: **Burkina Faso, El Salvador, India, Mali, Mexico, Nepal, Nicaragua, Paraguay, South Korea- Seoul, Tanzania, and Uganda.**
- **India had the greatest direct beneficiaries —7224 children across 206 villages** in Tamil Nadu and Andhra Pradesh as of January 2020—followed by Paraguay with 350 and Uganda with 150. These numbers solely estimate the direct beneficiaries, and it is estimated that thousands of other children were engaged indirectly as a result of programmatic advocacy and projects.
- **In Mexico**, ChildFund redefined its strategy for working directly with young people by adapting to remote work through the creation of **WhatsApp groups, telephone calls, radio messages,** and canvas printing. The team also developed Guidelines for Online

Communications with children and young people and created an infographic to disseminate the rules of coexistence and information exchange within the virtual groups.

- The Office of the National Human Rights Commissioner of Mexico established a focal point for child protection, and targeted safe law enforcement practices as a result of children's feedback.
- **Children in Mexico** redesigned and implemented the CFA program (entitled #MyVoiceDemands) in a more culturally contextualized format.
- In **El Salvador,** the program is implemented through the Youth Meeting House initiative. Children were able to stay in touch using the platform to exchange video messages on staying safe during COVID-19 and to share messages on coping strategies.
- **Uganda CFA youth and adult allies mobilized large numbers of children** during the 2019 Day of the African Child.
- **Children in Uganda shared their concerns to the National Parliament with 100 Members** of Parliament.
- **Incidence of early marriages was identified as a protection risk in India** and preventive actions were undertaken to protect girls at risk of early marriage.

Examples of percentage of CFA objectives achieved include:

- Global: 95%
- Web: 50%
- Paraguay: 95%
- Uganda: 100%
- India: 86%

Global/international Achievements

Children participated in numerous high-level events on the global stage*:* In July 2019, a cadre of youth, including representatives from Paraguay, India, and Uganda, participated in the United Nations High-Level Political Forum (HLPF) in New York. In November 2019, the Paraguay country office organized the second International Forum, a regional round table that brought together 100 youth from Latin America with representatives from the Inter-American Children's Institute, the Organization of American States, the Global Partnership, the World Movement for Children (Caribbean chapters), Children's Villages, and Plan's regional Latin American and Caribbean offices. Senior members of Paraguayan government and Civil Society Representatives attended. The youth discussed their concerns about violence, ask from accountability from the representatives, and share their experiences with the CFA methodology. Ugandan youth, furthermore, participated in a webinar with high-level global leaders at the United Nations and other international agencies. These events offered children a chance to build networks internally, build skills in international advocacy, and influence decision makers.

Children expressed their voice and spearheaded their own advocacy at high level events*.* At the HPLF, youth participated at side events and presented their experiences; met with United Nations Secretary General for Violence against Children; and met with the Permanente Representative of Paraguay to the United Nations and Paraguayan Ambassador. At the

International Forum, the children created and signed a declaration demanding an end to all forms of violence, in line with SDG 16.2.

Child participation in high level events led to measurable actions by duty bearers. The United Nations Secretary General for Violence against Children renewed commitment to working with young people. The Paraguayan Ambassador offered to host a youth meeting in the mutual hometown of the Paraguay youth representative. The meeting with the Paraguayan United Nations Mission additionally led to greater engagement and further meetings of Child Believe in Paraguay, the Paraguayan government and youth.

Broadly applicable child protection tools were created and shared as a result of the CFA Initiative. Materials that documented the CFA methodology were shared at various events with the United Nations, governments, NGOs, and universities. The materials have been submitted for consideration of an example of implementation of the Rights of the Child Resolution (RCR) at the national level for the United Nations Secretary General's RCR and 30th anniversary of the Convention on the Rights of the Child. ChildFund produced a video called "Children's Voices" that had a long and short version for sharing on social media. The film highlighted children's experiences and includes youth from Paraguay and Uganda. Children and ChildFund staff shared the film widely with a global and regional audience and used the film for advocacy with duty bearers. With the outbreak of the current global pandemic, ChildFund spearheaded an online survey to inform a global policy brief regarding child wellbeing during and after COVID-19.

Digital and Web-based Platform Achievements

A user-friendly platform was developed. A reportedly user-friendly web-based platform was developed for monitoring and evaluation, accessing resources and sharing lessons learned. As of 2021, it was reported that the platform was operational and that ten facilitators from country offices had created accounts and were providing training on effective usage. Children appreciated that it had been translated into Spanish, was easy to understand and was fast and easy for downloading materials. The platform currently has 84 users, 49 are active and the rest are not always active due to internet access and connectively issues. In countries, such as Mexico, El Salvador, India, Paraguay and Uganda, various forms of innovative online support to children (e.g., WhatsApp groups, radio outreach and telephone calls), we used to keep children safe and connected during the COVID-19 pandemic.

Country Programs Achievements

The CFA methodology was integrated across programs and achieved a large number of activities executed to time. Paraguay and India indicated that the CFA methodology was integrated across all of their programs, including those that did not expressly relate to child protection, such as, nutrition and education. In Uganda, programmatic activities were followed in a timely and comprehensive manner to ensure successful implementation, including completion of risk assessments with mitigation measures in different regions of the country; training of CFA staff on child safeguarding and signing of codes of conduct; and the establishment of detailed referral networks to health, education, psychosocial and policing sectors. Country programs completed 95% of planned activities in the reporting period between March 2019 and March 2020.

The established skills and network of the implementing agencies was key in success. Both Paraguay and India reported that a key to their success was in relying on the already-existent networks of the implementing agencies. These networks were leveraged by youth in advocating for change, and these agencies were established locally which facilitated access. Implementing partners and facilitators also were agencies and people that had prior training in participatory approaches and child protection, which was seen as key in success.

Children successfully advocated for their rights on the local and national levels*.* On the national level in Paraguay, children presented monitoring activities to the Minister of Childhood and Adolescents in 2019 to evaluate government progress to the 20 commitments on child rights and participation signed by the Paraguayan president. The status of the fulfillment of the 20 commitments was captured in an online survey with a total of 1547 youth. Youth additionally revised the survey questions and promoted the survey in their social networks. This evidence was part of a national campaign that culminated in the 2019 meeting with the Ministry of Childhood and Adolescents.

The youth had previously held two joint meetings with an NGO network in 2018 and 2019 to present recommendations on how to improve progress. In Uganda, children held over 150 consultations with duty bearers with 100 members of Parliament and policy makers and 250 local leaders. Children have called upon Government to invest more in addressing child marriage, poor education quality, delayed access to justice, among other child rights violations. On the local level in Paraguay, children have used mayoral commitments to child rights to hold government accountable. Children in India advocated for juvenile justice issues with local authorities. In November 2020, children held a face-to-face dialogue with members of Parliament and District Leaders in Kitgum, Uganda to raise issues of child protection related to COVID-19.

Children's advocacy led to measurable changes. In Paraguay, children advocacy led to the reestablishment the Departmental Council of Children and Adolescents of the Central Department of Paraguay which then, formed a Departmental Forum of Children and Adolescents after 11 months of advocacy. These are the local system of child protection in Paraguay. Both local and departmental authorities reiterated their commitment to SDG 16.2 during the process.

As a result of further advocacy, (a) the government created a system of free coaching and support in communities for the rights of children; (b) two mayors signed commitments to responsibility for upholding child rights; (c) public lighting was installed in areas where child rights violations were documented during community mapping; (d) education on budgeting for sustaining local child protection councils led to budget allocations in the communities of Villarrica and Caagauzú; (e) the Governor of Caagauzú signed onto the 20 resolutions for children and adolescents; and (f) Villa Hayes mayor in Remansito signed onto 10 commitments of which 6 have been met according to children. In India, the model of creating child friendly community groups has created a structure for further advocacy. These groups are now revising the government's new draft education act.

Children identified child protection risks in school hostels which has led to local government establishing monitoring committees. The state government in Andhra Pradesh approached Child Believe to disseminate the methodology to wider partners operating in the region. Children's advocacy in Uganda led to several concrete actions, including additional hiring of female

teachers in one of the school sites; repair of a broken bridge; investigation of child nodding disease in Northern Uganda; and provision of menstrual hygiene for girls.

Contextualized, child-friendly tools were developed. In Paraguay, for instance, several child-friendly games and educational posters were developed and shared across implementing programs to explain SDG 16.2, child protection, the national system of child protection, and development of an action plan. Additional supplementary tools were created for improving monitoring and evaluation within implementing agencies. Uganda children created artwork, posters, and murals to express their experience of the pandemic and to use as advocacy tools with duty bearers.

The CFA methodology led to broader empowerment beyond the scope of the program. Particularly in India, the program was reported to have impacted social norms in the community in relation to gender, girls' education and rights, and the rights of marginalized communities. It was unheard of previously to allow children to voice their opinions in these communities and girls to be go to school. Documented cases exist of children now engaging with school administrators on the lack of facilities and lack of education for marginalized groups. As a result of changes in social norms, 164 cases of child marriages were reported to ChildLine and were diverted. The convening of gender mixed groups of adolescents of a similar age that belonged to different castes and socially marginalized groups was itself seen as breaking social norms in the community. Likewise, in Uganda, public campaigns engaged an estimated 10,000 additional children outside of the direct beneficiaries. Children in Kitgum, Uganda, recorded radio talk shows on child rights and held a live national television talk show during which they asked senior Government officials questions related to COVID-19 and young people.

COVID-19 presented a challenge but also an opportunity. COVID-19 required modification of the CFA methodology to sustain children's participation and visibility. The majority of the activities shifted to an online or remote format. Despite the challenge of implementation, children in Uganda, for instance, continued to participate in programmatic activities and advocate in online, radio, and television programs and began to create visual art of their experiences during the pandemic as advocacy tools. Programmatic materials were similarly abridged. Standard operating procedures were modified to allow children to continue to participate, and referral pathways for violence and child protection were revised for the COVID-19 context. ChildFund adapted the Ugandan Ministry of Health resources to incorporate child protection technical notes from the Alliance for Child Protection in Humanitarian Action. Future planning has already been instituted to ensure programmatic implementation and child participation in the future. In particularly, plans are in place to seek permission from the government to modify materials with child-friendly messaging; use local structures to reach children while maintaining social distancing; and avail airtime and data to youth with telephones to enable them to pass on information and participate in digital forums.

Key Findings on Areas for Improvement

Global/International Areas for Improvement

Some key global deliverables were not completed. ChildFund was unable to conduct a preliminary consultation with children's delegation to the 2018 End Violence Solution Summit. Likewise, ChildFund was unable to follow-up on the requests from the children's delegation to

the 2018 End Violence Solution Summit. It is unclear the status of these deliverables and how this will impact global advocacy efforts. The Covid-19 pandemic likely hindered this process.

Sustainability of global advocacy was not incorporated into planning. A plan for continued global/international advocacy and systematic monitoring of achievements are not part of the programmatic documents. This gap threatens achievement of ongoing advocacy and incorporation of children's voices in global/international forums, outside of a small group of youth and limited number of high-level events. It is unclear how additional young people will be selected to be trained and participate in these events in the future. This can be redressed as CFA programs are integrated into on-going ChildFund programming and expanded to other countries.

Web-based Platform Areas for Improvement

Lack of resolving all technological issues. Suggestions for improving the website included providing more background information for certain website tabs and additional resources. It is unclear as to the status of many of these issues that lowered usability. This seems to have been the result of inability to identify reliable contractors to complete activities and also Covid-19 related difficulties.

Access issues were not incorporated into the web-based platform planning. In some countries, it was reported that children did not have access to the internet and low computer literacy. The platform was deemed challenging to use for children under the age of 16. This finding implies that marginalized children and children in settings with low access to computers/the internet would find it difficult to use the platform, creating unequal access for some of the groups most at risk of violence. While many of these challenges were identified prior to the start of the OAK project, they nevertheless should still be considered in future phases of CFA.

Country Programs Areas for Improvement

Out-of-school children were not engaged in a meaningful way. The vast majority of children in each country were in-school—95% in Paraguay, 86% in India, and 100% in Uganda. While, this population was not the strategic focus of ChildFund, given the agencies focus on working with children in school, however, future iterations of the program could benefit from attempting to reach these most vulnerable children, possibly by working with new partners with specific expertise in these areas.

Sufficient time may not have been allocated for all activities. The CFA methodology is a long-term commitment that requires significant time devoted to training facilitators and working with children to understand materials and to develop skills, especially when individuals are unfamiliar with the material and types of participatory or play-based methodologies. Paraguay and India stressed that greater time for reflection needed to be built into training modules and that the pace of the training and implementation was too fast to achieve a holistic integration of the methodology into programming. Uganda mentioned that child participation puts a high demand on staff time and is costly to fund.

Further MEL tools could be developed and shared to support effective implementation. Various tools including visuals with key definitions for implementing partners and facilitators and supporting materials for schools. Monitoring tools had not yet been shared across national

programs as of early in 2020 which could be beneficial in reducing time for development and supporting successful implementation. Relatedly, the flexibility of the methodology means that program and project activities may change over time. As a result, data collection tools need to be reviewed and modified to ensure constant data capture.

Children's involvement in implementation and monitoring of the CFA methodology should be Increased. The second pillar of "Analysis" is focused in its near entirety on children mapping and analyzing the child protection system as a preliminary step toward pillar three - "Action." However, the programs could increase the amount of child participation in implementation and monitoring of the CFA methodology, while keeping to the goal of not having children directly monitor individual acts of violence. Currently, adults conduct the training of facilitators and children and monitor implementation of programs and projects which does not represent meaningful engagement of children. These activities could be long-term skills building opportunities for children and offer a space of comprehensive participation across all domains of the CFA methodology when possible. This is not to say that children are best placed or have the capacity to implement all aspects of the methodology. In India, for instance, that additional sensitization of caregivers by implementing partners was important at the beginning of the project to gain parental consent for participation. Children, however, should be involved whenever possible in all aspects of the program implementation.

Limitations

The final evaluation was impacted by a number of limitations. These include:

4. **Covid-19** resulting in the inability of the team to conduct research directly with children, community members and other key CFA stakeholders. IICRD has been leading global efforts to support virtual protection efforts for vulnerable children and was able to draw on this experience. While the team used a number of IICRD online child centred evaluation tools, there was a sense that in some activities, it was difficult for children to engage at the same level as they would have with in-person activities with members of the IICRD team.

5. **Short time frame for the research.** The final evaluation was conducted over a 3 - month period between January and March 2021. While this is typical for many program evaluations of this nature, it nevertheless limited the time available for gathering primary quantitative data and limited the opportunity for multiple primary qualitative data collection interactions with children and key adults, as well as the ability to conduct data validation exercises with key evaluation participants.

6. **Lack of pre/post and comparison data**. Due to funding and time constraints, it was not possible to measure changes before and after implementation of CFA in communities or to compare communities where CFA was implemented with non-CFA intervention communities. Furthermore, Oak funded activities were implemented in some countries where CFA had been piloted previously and in conjunction with CFA activities funded by other donors. As such, it was difficult to parse out which activities were solely attributable to Oak funding.

While these limitations had some impact on the findings, conclusions and final recommendations, it is still felt that the evidence gathered is valid and reliable and that findings have some level of wider applicability due to:

1. The mixed method approach to triangulate quantitative and qualitative data,
2. The in-depth review and collection of data within countries and regionally,
3. The use of child participation and protection research tools (including virtual tools) that have been tested in similar contexts,
4. The use of time bounds in the evaluation to limit activities to the period of Oak funding so as to increase results that were directly attributable.

Recommendations

The following recommendations are suggested to improve and expand the impact of ChildFund's Child-friendly Accountability program globally and nationally.

General Recommendations

- Continue to expand CFA to meet growing community and national demand for the program which has generally been very successful
- Consider expanding CFA from schools as a base within communities, to wider community outreach for most vulnerable children who do not attend school
- Recognize, learn from and build on the resilience exhibited by children in the first phases of CFA
- More clearly communicate the impact of CFA at the individual level of the child and the program's broader impact on changed social norms, cultural practices and national policies – creating a virtuous circle of change that enables a strengthened protection environment for girls and boys at multiple social/political levels
- Articulate a clear link between CFA participation activities and specific skills and competencies for children, using a life skills and social learning framework
- Based on the evidence gathered in the final evaluation, design and implement a ChildFund SDG Theory of Change framework indicating pathways in which CFA program activities, working through the entry point of violence reduction (SDG 16.2), can be expanded to address a broader range of SDG goals such as health and well-being, education, climate change.

Recommendations for CFA Dissemination and Scaling

- Create a simple, clearly articulated one page infographic summarizing the results from the CFA final evaluation, including key recommendations and potentially implementation partner network
- Building on the unanticipated social trend towards web-based communication and learning resulting from the Covid-19 pandemic, consider expanding the CFA web-based portal, and other tools such as WhatsApp, radio programs and telephone networks, as a next phase in the CFA process to:
    - Build on Covid-19 educational and community development innovation

    - Engage broader networks of children across genders (in and out of school) using child friendly materials (both on-line/virtual and face to face)
- Strategically link local and national CFA partners with new partners, including those in the communication and technology sector
- Apply results from the final evaluation and other final CFA reports to advocate for continued change at the local, national, regional and global levels
- Frame this advocacy strategy using current CFA alignment with SDG 16.2, and expand this framework to address CFA impact in relation to other SDG's (e.g., health and well-being, education, climate change).

Recommendations to Strengthen ChildFund's Community-Based Child Protection Programming

- Integrate aspects of CFA programming into ChildFund's community-based child protection programming
- Incorporate the Triple A approach into community-based child protection programming to enhance strategic, staged meaningful participation of children
- Incorporate success from CFA in changing harmful social norms (e.g., early marriage, domestic violence)
- Draw on lessons learned from Most Significant Change in children's engagement with key family members to reduce the incidence of family violence

Recommendations to Increase ChildFund's Child-Centred Monitoring, Evaluation and Learning (MEL)

- Apply aspects of tools from CFA such as the Triple A approach to strengthen meaningful engagement of children in ChildFund MEL activities across the program cycle
- Develop new, creative and reflective child centred MEL tools to increase children's meaningful engagement in MEL activities across the program cycle
- Build on lessons learned from virtual engagement of children during the Covid-19 pandemic to enhance children's engagement in virtual MEL activities across the program cycle
- Draw on case study, contextual examples from this report to expand children's meaningful engagement to other national/cultural contexts

Appendix 1: Key Documents Used for the Desk Review

The most important documents for the Desk Review were:

Alipui, N. and Ressler, A.E. (2017). Monitoring page of the Web portal. ChildFund Alliance.

Alipui, N. (n.d.). Feedback from review of India Activity Planning Form. ChildFund Alliance, India.

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ChildFund Alliance. (2018). Oak Foundation Grant Application Form. ChildFund Alliance.

ChildFund Alliance. (2016). Terms of Reference-Child-friendly Accountability SMS and Web-based Application. The CFA App Development. ChildFund Alliance.

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ChildFund Alliance. (n.d.). Suggestions to the Web Platform. ChildFund Alliance.

ChildFund Alliance. (n.d.). CFAM Staff Survey Results v6. Unpublished report.

ChildFund Alliance. (n.d.). CFAcc Activity Feedback and Planning Forms. ChildFund Alliance.

ChildFund Alliance. (n.d.). Quarterly Report for the Child-Friendly Accountability Project (Oak Foundation). ChildFund Alliance.

ChildFund Alliance. (n.d.). Child-Friendly Accountability Web Application. ChildFund Alliance.

ChildFund International, Uganda. (2019). CFAcc Activity Feedback and Planning Form. ChildFund International, Uganda.

ChildFund International, Uganda. (n.d.). Child Friendly Accountability; the Case of ChildFund International, Uganda Country Office. ChildFund International, Uganda.

ChildFund Mexico. (n.d.). Contributions on Platform RCN-CFA # My Voice Demands. ChildFund Mexico.

Musiimire, D. (2020). Children's Agency During COVID-19: Lessons from the Child Friendly Accountability Approach. ChildFund International, Uganda.

Musiimire, D. (2020). How do we ensure that children and youth are reached and actually participating in programs during the COVID-19 Pandemic? ChildFund International, Uganda.

Musiimire, D. (2020). Child Friendly Accountability Country Updates: ChildFund International Uganda. ChildFund Alliance.

Omarshah, T. and Navarrete, A. (2020). *Child-friendly Accountability Case Study Report (Paraguay, Mexico, and India)*. ChildFund Alliance.

Omarshah, T. and Navarrete, A. (n.d.). Monitoring, Evaluation and Learning for CFAM: Consultancy Process & Outcomes. Presentation to Principal Stakeholders from the ChildFund Alliance Secretariat.

One South. (n.d.). The Monitoring, Evaluation and Learning (MEL) Framework for the Child-friendly Accountability Project, implemented by the ChildFund Alliance across 10 country programs. One South.

One South. (n.d.). Monitoring, Evaluation and Learning (MEL) Framework for the Child-friendly Accountability Project, implemented by the ChildFund Alliance. One South.

Appendix 2: Example of Consent Form for Sessions with Children and Youth

ChildFund Alliance
Evaluation of Child-Friendly Accountability Project

Children and Young People Online Focus Group Discussion

INTRODUCTION

Over the past few years, you and your peers have been involved in the Child-Friendly Accountability Project initiated by ChildFund Alliance focused on supporting you and your peers (and other children and young people) to advocate for and encourage adults to take action to keep children safe. We would like to play some games and do art activities with questions to learn more about your experience in the project.

WHO ARE WE, WHAT IS THE PURPOSE OF THIS ONLINE GROUP ACTIVITY?

Our names are Laura Wright, Ilan Cerna-Turoff and Armel Oguniyi. We work for the International Institute for Child Rights and Development (IICRD). We will facilitate the virtual group art and play games and discussion activities with you. We would like to have a group discussion to learn more about your experience during the project, what has worked for you and why, what went amiss and why, the extent to which you felt you could raise your voice, claim and benefit your rights to protection, and more. We also want to create recommendations based on your thoughts to support ChildFund Alliance and its partners to improve future projects.

WHAT DOES BEING IN THIS ONLINE GROUP ACTIVITY INVOLVE?

You and your peer will be asked to join in on an online group discussion. If you decide to take part in there are some different things we will ask you to join in. You will have the opportunity to decide if you do or do not want to participate. During the activity, we will discuss themes related to your experience related to the Child-Friendly Accountability Project and we will record your answers. We hope that the activities will also be fun and creative for you and your friends. In any experience, there may be pieces you do not enjoy. If there are, you do not have to join in.

HOW MUCH TIME WILL THE ONLINE GROUP ACTIVITY TAKE?

Our activity will take up to one and a half hours. We will work with adults in your life to make sure it takes place at the suitable time for you. We will ask you what day and hours work best for you. We will also invite you to add some further information online after the session that may take up to 20 additional minutes.

IF I SAY YES TO BEING IN THE ONLINE GROUP ACTIVITY DO I HAVE TO ANSWER ALL THE QUESTIONS?

If we ask questions that you do not want to answer, you have the right to tell us you do not want to answer those questions or simply do not answer. If we ask you to do things you do not want to do, you have the right to tell us that you do not want to do them.
You can say no and choose to not participate at any time. If you wish to have us remove your previous answers, we can also do this up until the time we have combined it with other people's information in a way that means we cannot separate yours from theirs.

WHO WILL KNOW I PARTCIPATED IN THE ONLINE GROUP ACTIVITY?

The things you say and any information we write about you will not have your name with it, so no one will know they are your answers or the things that you did. Any information we have from you will be kept in a password protected or locked space, only accessible to us. We will not let anyone other than ourselves see your answers or any other information about you. Your teachers, parents, community members will never see the answers you gave or the information we wrote about you. If you would like to tell other people about being a part of the activity that is okay.
It is your choice. For your safety though, we will not include your name in any research reports.

KEEPING SAFE ONLINE

We will be online. We will use secure Zoom rooms to ensure only those who are meant to be in the room will be in the room. The adult supporting the activity in [insert country] will make sure the space is safe for you to participate. If there is any concern for your safety by being on the call we recommend to not participate and to seek out safe support with people you trust in your community. We will create a Community Agreement at the start of our activity to establish group rules that support everyone to feel safe and supported during the session and understand who they can speak to and what they can do, should they feel uncomfortable at any time.

DO I HAVE TO SAY YES?

NO! You do not have to be in the activity. No one will get angry or upset with you if you don't want to do this. And remember, if you decide to participate and later if you change your mind, then you can tell us you do not want to be in the study anymore.

PARENTAL/GUARDIAN CONSENT

To protect you, along with your consent, if you are under 18 years we will also ask one of your parents (or another person acting as a parent) who has your best interests in mind if you can participate in this research.

QUESTIONS?

You can ask questions at any time. You can ask now or you can ask later. You can talk to us or you can talk to someone else at any time during the study. You can reach us by email at. laura.wright@iicrd.org or philip.cook@iicrd.org . If you want to speak to someone else involved in the project, you can also contact xxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Look forward to learning from you!

Best,
Dr. Philip Cook, Laura Wright, Dr. Ilan Cerna-Turoff and Armel Oguniyi

Please Note: *All Consent forms will be reviewed in partnership with the Local Organization and contextually modified based on culturally appropriate content, levels of literacy, and language. Additionally, child protection and psychosocial referral charts/details should be shared by the local organization with participants prior to the activities. All local organizations will have support systems in place to respond to any child safeguarding concerns that may arise.*

CHILD AND YOUTH CONSENT FORM

☐ I understand what the activity is about

☐ I know what my part will be in the activity and I know how long it will take

☐ I have had the chance to ask questions about the activity

☐ I know that I can say I do not want to participate at any time and stop taking part

☐ I agree to having the zoom call (voice) recorded for confidential use by the researchers

☐ I agree to having the zoom call (video) recorded for confidential use by the researchers

☐I agree to being a part of this project

If you want to be a part of this online group discussion, please print and sign your name below and ask your parent or guardian to print and sign their name below too. You can still be a part of this study if you do not want your photo taken, voice recorded, or video taken.

Your name, printed: _____

Date: _____

Your signature: _____

Date: _____

Your parent or guardian's name: _____

Your parent or guardian's signature: _____

Your parent or guardian's phone number: _____

Your parent or guardian's email: _____

Appendix 3: Child Rights Ethical Guidelines

The researchers (IICRD) are trained on how to watch for signs of children expressing distress (both verbal and non-verbal) and will observe over video. Researchers will also ensure that the environment within the activities remains respectful and supportive and local facilitators take time to speak with children who are in need of extra support, outside of the activity. The name and contact details of a support worker, as well as emergency numbers and local reporting protocol, will be shared by the National ChildFund Alliance team with children prior to their engagement in the online activities, enabling children to reach out on their own for additional support. Should a researcher see that a young person requires support, the researcher will discuss this with the young person and call the support person to request that they make a personal visit to the community. The researcher will then follow-up with both the child and ChildFund Alliance and will adhere to the Child Safeguarding Policy and National reporting guidelines. The local ChildFund Alliance holds responsibility for children and young people's safety in the research.

Voluntary, Informed, Ongoing Consent. (Adapted from Columbia Group for Children in Adversity (2011))
Participation in research must be voluntary, informed, and ongoing, and people must be free to decline or end participation without any negative consequences. Decisions to participate should be informed by an understanding of the purpose of the research, how and what information will be collected, how the information will be used, and potential risks and benefits to participants.

User-friendly contextually and culturally appropriate information about the research will be shared with participants. The information will explain the purpose and process of the research, potential outcomes, potential benefits and harms of engaging in the research, the consent process, confidentiality and anonymity and contact details for questions and complaints.

Children will be invited to sign written consent forms and ask their parents/caregivers to sign prior to participating in the River of Life: Most Significant Change Research Activity (see Appendices 2, 3, 4) and will be receive a verbal overview again at the start of the activity to remind them they can opt out at any time. Adults will also be asked to sign consent prior to participating in the FGDs. At the start of adult participatory online activities (Focus Group Discussions, and Key Informant Interviews) participants will receive a verbal overview of the research ethics and be invited to opt out of the research at any time. As researchers we will be mindful of verbal non-verbal cues, ensuring ongoing informed consent throughout the project and will remind participants of their right to withdraw with no detriment to services of support by the partners involved in the project.

Confidentiality and anonymity. We will seek to maintain confidentiality and anonymity of children and adults in the research. Given the participatory nature of the research, children will have scope to integrate learning from the sessions into their own lives. Pseudonyms will be used for all participants. Research participants will be informed that the information they provide is confidential unless they share anything that puts themselves or others at risk. In the event that a researcher suspects, witnesses, or a child or adult discloses harm and/or abuse, we will adhere to pre-established child protection reporting protocol with ChildFund Alliance, the local community partner, and adhering to the legal protocol in the country.

Where a child discloses violence and abuse, we will seek immediate safety of the child and will inform them that we will need to share the case with someone else who will be able to respond to try and help them be safe. If an adult discloses an incident, we will also practice limited confidentially and follow up using the reporting structure for child protection cases. Additionally, ChildFund Alliance will have copies of child protection, gender-based violence, and psychosocial services that are mapped out to share with children and/or adults during the onset of research (e.g., Kids Helphone, Youth Against Violence Line) in the event that the activities trigger later reflections.

The researchers will not share publicly any personal information, such as names that could be used to identify specific individuals or sources of information. Where identity information is collected, it will be kept private, and will be made available only to people who have a legitimate need to know. We will be clear with participants that they should only share information in the activities that they want the group to know. We cannot guarantee that other participants will hold the information they hear confidential, though we will strongly encourage this. Participants are welcome to speak with researchers of ChildFund staff after the activity in private, should they want to share additional information.

Transcriptions will be stored on researchers' computers in password protected files.

Researchers will ensure that they:

- Inform children that we will be collecting quotes and stories, but no names will be attached, only gender, age and community.
- Obtain children and adults' written permission as well as the written permission of parents or caregivers.
- Tell participants that informed consent is an ongoing process and participants will be regularly reminded about their options. No child or adult should be made to feel that they must participate.
- Inform children and adults that we will be recording each session and obtain their consent before starting this process. Explain that only the researchers will have access to the recordings and the recordings will be stored in password protected folders and destroyed two years after the research.
- If attending virtually, request participants from ChildFund to liaise with the local partners to ensure that children have privacy and are in a safe space to participate.

Power Relationships. Adult child power imbalances are recognized as being one of the biggest ethical obstacles and challenges to researchers including children in research (Alderson, 1995; Mayall 2000, Morrow & Richards, 1996). Time will be built into the research plan to support deconstructing power between adults and children through art and play-based activities (e.g., River of Life Activity). In this research, we intend to support to shift power imbalances through participatory methodology and continuous reflexivity and humility, fostering the reciprocal transfer of knowledge and co-learning.

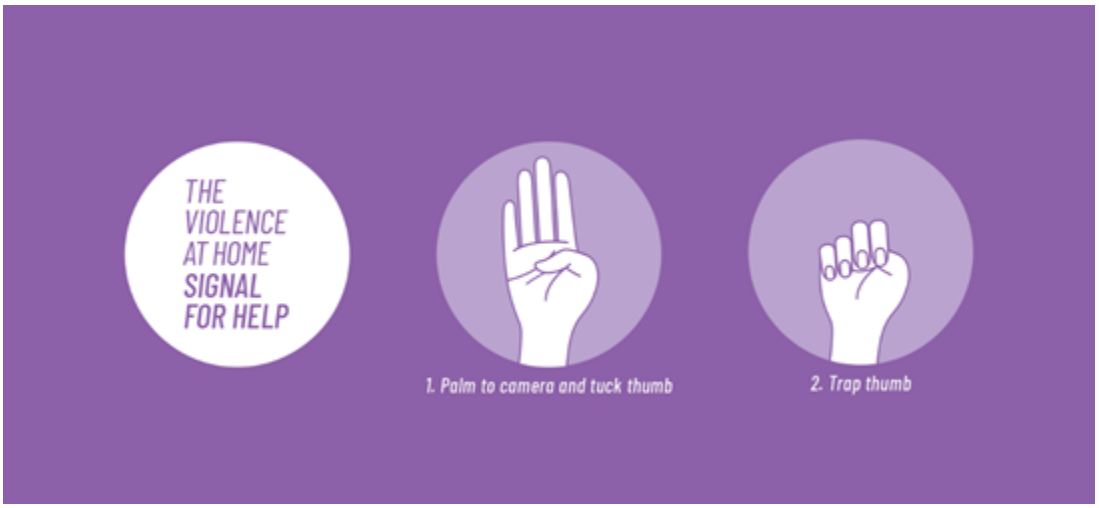
Remote adaptations: Restrictions in meeting children face-to-face, due to the COVID-19 pandemic, mean that online interactions and participatory activities via devices such as

smartphones and computers are likely to occur. This increases risks to children that are specific to the online environment such as increasing the likelihood of presence of family members through to more significant risk like the dissemination of false information, exposure to violent extremist messaging, or surveillance and censorship. For the former, transparency and good communication allows participants to be clear on the level of privacy they are able to maintain within their physical environment (as noted above). For the latter, digital applications, platforms and services need to be safe, secure and should not result in inappropriate or unethical capture and/or use of data on children. Safeguarding considerations for online communication and interaction fall into three key areas:

Safe behaviour online

- Expectations regarding posting, speaking, commenting on the site or platform and establish consequences for misuse.
- Build relational safety by having regular 'safety' check-ins with children at the beginning or end of virtual sessions.
- All websites, phone lines, and platforms where children are commenting or sharing information, photos and stories are moderated by staff to maximise safety and privacy and minimise risks. Where concerns of harm or abuse are identified, reporting procedures are followed.
- Procedures for reporting and responding to harm or abuse exist for each digital platform or product. These take into account local laws, and the availability of protection services.

The Canadian Women's Foundation developed the following hand signals for people who want to safely disclose violence in the home while on a video-call. This is an example that could be used during the on-line sessions. The team will check in with the local country office/partner on what hand signals would be most culturally appropriate to use.



Ethical access to and use of children's data

- Children using digital platforms must be given the opportunity to agree to a specified use of their personal data. This consent should not be *assumed* based on their consent for other activities (e.g., for their photo to be used in media activities).

- A written agreement is in place to control and authorise the release of information on children (data, images) to partner organisations, the Internet, the public domain or any third party.
- Consent conversations with children (see above) should include an assessment of the need/benefit of sharing information that is balanced against potential risks, before consent is given by children for use of their data.

Responding online to disclosures and allegations of child abuse during COVID-19.

If a case of abuse is reported or disclosed when physical distancing restrictions are in place the following issues will need to be addressed for responding online:

- **Seek the views of the child victim/survivor** (where it is possible to establish safe, direct contact) on their situation that will inform a risk assessment for responding to the report of abuse. It may be useful to connect to child helplines to identify services that might support the child victim/survivor.
- **Conducting remote interviews, focus groups and other participative activities** (e.g., via Zoom or WhatsApp): Outline the process, in advance, to participants. Make sure they can safely participate online and are able to use the software. If it is not safe to do so (e.g., a child is in the same room as a violent parent or caregiver) do NOT conduct the process. Establish the identity of the participant and ensure you are communicating with the person you are intending to speak to. Provide information on local support services at the end of every interview.
- **Ensure privacy and manage confidentiality:** participants should use a computer that is private or isolated, make use of headphones and limit the use of identifying information. Check there is no-one else in the room or nearby and record interviews if possible. If they are in a location where COVID-19 protocol allows for people to gather safely (adhering to guidelines with face masks, physically distancing, and air ventilation) then the participants would be collectively in a private space.

Appendix 4: Example of Template for Data Collection Tool for Focus Group Discussions

RELEVANCE: Activities and How Addressed the Identified Needs	*What project activities were carried out and did these address the issues identified in the research and contextual analysis in the various countries?*		
NOTES INCLUDING DIRECT QUOTES			
OUTCOME: Significant Changes & Impact on Violence	*What significant changes did the program contribute to and which of these was the most significant change of all?*	*Which changes were direct, indirect or unintended, positive or negative – macro (within the Child protection sector) and micro (at household level?*	*To what extent do these systems work to prevent and respond to violence, abuse, neglect and exploitation and are accountable to children and their communities?*
NOTES INCLUDING DIRECT QUOTES			
EFFECTIVENESS: Lessons & Insights	*To what extent were the objectives achieved / are likely to be achieved?*	*What were the major factors influencing the achievement or non-achievement of the objectives?*	*What could we be doing better to make the program effective?*
NOTES INCLUDING DIRECT QUOTES			
EFFICIENCY: Cost Effective & Efficient	*Were activities cost-efficient?*	*Were objectives achieved on time?*	*Was the program or project implemented in the most efficient way*

			compared to alternatives?
NOTES INCLUDING DIRECT QUOTES			
SUSTAINABILITY: Results & Programming	*How sustainable are the results and objectives of the program?*	*What are the major factors that will influence the achievement or non-achievement of the sustainability of the program?*	
NOTES INCLUDING DIRECT QUOTES			
ADDITIONAL OBSERVATIONS OR COMMENTS			

Appendix 5: Template for Data Collection Tool for River of Life: Most Significant Change

RELEVANCE: Activities and How Addressed the Identified Needs	*What project activities were carried out and did these address the issues identified in the research and contextual analysis in the various countries?*		
NOTES INCLUDING DIRECT QUOTES			
OUTCOME: Significant Changes & Impact on Violence	*What significant changes did the program contribute to and which of these was the most significant change of all?*	*Which changes were direct, indirect or unintended, positive or negative – macro (within the Child protection sector) and micro (at household level?*	*To what extent do these systems work to prevent and respond to violence, abuse, neglect and exploitation and are accountable to children and their communities?*
NOTES INCLUDING DIRECT QUOTES *LIST 3 EXAMPLES of MOST SIG. CHANGES IN STORY FORMAT (AT LEAST ONE PARAGRAPH LONG FOR EACH STORY), and* *DOCUMENT MOST SIGNIFICANT CHANGE (I OF THE 3 STORIES ABOVE)– AND WHY THE YOUNG POEPLE SELECTED THIS MSC)* *WRITE UP IN DETAIL AT LEAST ¾ PAGE.*			