ChildFund Alliance

Child-friendly Accountability Field Manual

November 2017

ChildFund Alliance

ChildFund Alliance is a global network of 11 child-focused development organizations. We work with more than 9 million children and their families in over 60 countries to overcome poverty and the underlying conditions that prevent children from achieving their full potential.

We work in partnership with children and their communities to create lasting change. We support long-term community development, promote children's rights and child protection, prepare for natural disasters and respond to humanitarian emergencies.

Acknowledgements

This manual was drafted by Nicholas Alipui with the assistance of Anna Elyse Ressler of HDPI. Thanks to all those who contributed their time and expertise to producing this manual, particularly the members of the ChildFund Alliance Child-friendly Accountability Task Force.

© 2017 ChildFund Alliance

info@childfundalliance.org
www.childfundalliance.org

Foreword

Children have an inherent and universal right to a life free from violence, abuse, exploitation and neglect, and to survival and development. Yet today, more than 1 billion children — about half the world's children — experience violence every year.[1]

Governments are responsible for ensuring children's right to protection against violence. All citizens, including children, must be able to hold their governments accountable to their protection obligations. However, in many parts of the world, children do not have regular access to a meaningful accountability mechanism. They have no voice, no platform and no access to recourse. They are not meaningfully engaged in decisions that affect their protection. ChildFund Alliance is committed to providing children and their communities with a safe means to participate in monitoring the performance of child protection systems and holding governments accountable.

ChildFund Alliance has adopted child-friendly accountability as a strategic priority for the period 2016-2021. We will support children and their communities in monitoring the performance and accountability in child protection systems, as part of our commitment toward meeting Sustainable Development Goal target 16.2, to end all forms of violence against children.

Child-friendly accountability ultimately aims to improve the child protection systems at the local, regional and national levels. Our initiative will build children's knowledge, help them identify protection gaps and carry out direct action or advocacy with their communities to address gaps. This field manual, used in conjunction with the child-friendly accountability methodology, toolbox and web-based platform, provides the tools for ChildFund and our partners to develop and implement child-friendly accountability in communities around the world.

Meg Gardinier
Secretary General
ChildFund Alliance

November 2017

[1] Centers for Disease Control and Prevention. https://www.cdc.gov/violenceprevention/vacs/

Contents

INTRODUCTION 1

SECTION 1: CHILD-FRIENDLY ACCOUNTABILITY AT A GLANCE 6

SECTION 2: PREPARING FOR CHILD-FRIENDLY ACCOUNTABILITY PROJECTS 13

SECTION 3: PROJECT DESIGN 15

SECTION 4: IMPLEMENTING CHILD-FRIENDLY ACCOUNTABILITY 20

ANNEX 1: GUIDELINES FOR ENGAGING CHILDREN IN CFACC RESEARCH 26

ANNEX 2: GUIDELINES FOR GENDER SENSITIVITY IN CHILD-FRIENDLY ACCOUNTABILITY 27

ANNEX 3 (M&E): GLOBAL CFACC MONITORING AND EVALUATION LOGICAL FRAMEWORK 28

ANNEX 4: PERCEPTION EVALUATION TOOL WITH CHILDREN 31

ANNEX 5: TEMPLATE FOR ASSESSING BUDGET GAPS 32

ANNEX 6: CAPACITY ASSESSMENT FOR THE IMPLEMENTING ACTOR 33

ANNEX 7: TEMPLATE FOR DEVELOPING A CFACC PROGRAM 34

GLOSSARY OF KEY TERMS 36

Child-friendly Accountability: *Elevating children's voices to hold leaders accountable to end violence against children.*

IMPORTANT NOTE TO READERS: For protection reasons, Child-friendly Accountability does not focus on monitoring incidents of violence or children's individual experiences with the child protection system. Rather, children, youth and their communities monitor the performance and accountability of the child protection system.

Introduction

A. Using the Field Manual

This manual is designed to support ChildFund (or other implementing agency) staff and partner organizations in the field application of ChildFund Alliance's Child-friendly Accountability (CFAcc) initiative. It is designed for program managers, project managers and facilitators. It is a guide for both project development and project implementation.

Who's who in CFAcc?

Project staff comprise the following actors:
Implementing actors – usually national/country offices of international NGOs, e.g., ChildFund Mexico
Partner agencies – community-based organizations, local partners
Program staff (program managers/project managers) – country office staff working on CFAcc projects
Facilitators – people who work with child participants and conduct the day-to-day sessions
Web-based platform manager – person who helps participants access and upload to the CFAcc web-based platform

Individuals and teams implementing CFAcc projects should adapt the methodology to the local context and to the partner agency's local capacities and resources. Therefore, this field manual is not a one-size-fits-all guide. Rather, it comprises a set of guidelines and principles that describe the underlying framework for CFAcc projects and provide direction for the implementation of activities on the ground.

CFAcc project staff should read this manual from beginning to end and should use it alongside the CFAcc Toolbox during project design and implementation.

The Child-friendly Accountability package

Child-friendly Accountability methodology: The methodology establishes the overall approach, rationale, design and theory of change behind CFAcc. It describes CFAcc's phased approach, including the 3-pillar structure and the monitoring and evaluation process. (https://childfundalliance.org/member-resources/child-friendly-accountability-initiative/key-documents/document/download/1671)

Child-friendly Accountability field manual: The field manual establishes the CFAcc framework and provides guidance and principles for implementation of CFAcc projects in the field.

***Child-friendly Accountability Toolbox*:** The Toolbox provides hands-on practical guidance for project staff and CFAcc workshop facilitators (facilitators*),* who work directly with children and communities on CFAcc projects. It contains sample training Modules, workshop agendas and activities, templates and other practical documents to guide facilitators in the process of leading children through CFAcc projects.

Child-friendly Accountability web-based platform: The CFAcc web-based platform (currently under development***)*** is an interactive, web-based tool that raises children's awareness about their rights, provides them with access to important information and empowers them to report on gaps and bottlenecks in the child protection system and to work towards ending violence against children.

B. Key concepts

The following are brief background descriptions of the key concepts underlying CFAcc.

The Sustainable Development Goals and CFAcc

The concept of CFAcc arose from the global commitment to end violence against children (as laid out in Sustainable Development Goal target 16.2) and from calls for bottom-up accountability in the context of the 2030 *Agenda for Sustainable Development*. CFAcc aims to help eliminate violence against children by enabling them to participate in monitoring and strengthening local and national child protection systems.

Ending Violence against Children and the Sustainable Development Goals

The *2030 Agenda for Sustainable Development* and the Sustainable Development Goals (SDGs) include a commitment by all countries to end all forms of violence against children by 2030. Specifically, the SDGs include the following targets that address violence against children:

- Target 16.2: "End abuse, exploitation, trafficking and all forms of violence against and torture of children."
- Target 5.2: "Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation."
- Target 16.1: "Significantly reduce all forms of violence and related death rates everywhere."

There is widespread agreement among governments and multilateral institutions that a robust system of accountability is critical to monitoring and achieving the SDGs. This requires regular dialogue and the engagement of both governmental and nongovernmental actors, in all sectors and at all levels. The

success of the SDGs will depend in part on "strong, open, accessible, inclusive and participatory accountability mechanisms at all levels that allow rights holders to make sure governments and other decision-makers fulfill their commitments."[2] This includes specific emphasis on ensuring that children and other vulnerable and marginalized groups are able to engage in public and social accountability mechanisms.[3]

Violence against children

Abuse, neglect, exploitation and violence against children are universal and widespread. Violence against children threatens children's immediate survival, their long-term development, their protection and their ability to reach their full potential.[4]

Where do children experience violence?

Children experience violence in various environments or settings, such as:[5]

- domestic/family violence against children;
- violence against children at school and in education environments;
- violence against children while in institutional care and judiciary;
- violence against children in the workplace;
- violence against children in the community.

There is growing evidence that violence against children is preventable. There is also global recognition that protection from violence is a fundamental child right. Governments have strengthened their commitment to child protection and have acted to prevent and respond to violence against children.[6] Governments have almost globally ratified the UN Convention on the Rights of the Child (UNCRC), which includes numerous articles safeguarding children's right to protection.

[2] Child-to-child, Children International, ChildFund Alliance, Plan, Save the Children, SOS Children's Villages International, World Vision (2016) "Child Sensitive Accountability and the Post-2015 Agenda." https://childfundalliance.org/resources/publications/reports/1127-child-sensitive-accountability-and-the-post-2015-agenda-pdf

[3] Ibid.

[4] WHO (2016) "INSPIRE: Seven strategies for ending violence against children." https://www.unodc.org/documents/justice-and-prison-reform/who---inspire_-seven-strategies-for-ending-violence-against-children.pdf

[5] From Ulukot, Betul DR and Dr. Arzu Köseli (2013) "Training on Monitoring Violence against Children with Indicators: Participant's Manual," UNICEF and Protecting Children from Violence in South East Europe. http://www.unicef.org.tr/files/bilgimerkezi/doc/participants-manual-eng.pdf

[6] Save the Children, Child Protection Initiative (May 2013) "Save the Children's Child Protection Strategy 2013-2015." https://www.savethechildren.net/sites/default/files/cp_strategy_final_web_email1.pdf

Child protection

Improving local and national child protection systems to better prevent, detect and respond to violence, abuse, exploitation and neglect will help eliminate violence against children. Therefore, CFAcc aims to strengthen local and national child protection systems.

Child protection systems include formal and informal measures and structures that prevent and respond to violence, exploitation and abuse against children. The existence of these systems reflects the fact that children are surrounded by people who have legal, moral and traditional responsibilities to ensure their safety and well-being. As a starting point, it is wrong for adults (or other children) to subject children to violence. When they do experience violence, children should have access to services and appropriate support for addressing the problem.

According to international human rights law, States are the primary duty bearers for ensuring children's right to protection. Governments must establish child protection systems, including relevant laws and policies, and ensure that they function. They must provide support to families, schools and communities so that they are better able to protect children. While recognizing the primary role of States, CFAcc recognizes that all parts of society – families, communities and the private sector – are also obligated to protect children.

In well-functioning societies, child protection systems exist at the local, municipal, provincial and national levels. Entities within the system effectively prevent, detect, report on and respond to violence against children. To do this, they sustain well-coordinated prevention and response services in the health, education, justice and social welfare sectors (known as a systems approach). Close coordination between different levels and actors is essential in a functional child protection system.

Additionally, communities play a critical role in child protection, through both formal structures (e.g., religious institutions, grassroots organizations) and informal structures (e.g., family, friends, neighbors). Collaboration among different stakeholders is also essential at the community level. Similarly, safe and engaged families play a key role in supporting child protection systems.

CFAcc strives to strengthen the protective role of the family and the community and to encourage cooperation and collaboration.

Child participation

Child participation is inherently linked to child protection. The UNCRC describes child participation as the "ongoing processes which include information-sharing and dialogue between children and adults based on mutual respect, and in which children can learn how their views and those of adults are considered and shape the outcome of such processes."[7]

In the last 40 years, the international community has increasingly acknowledged that children have the right for adults to hear and consider their views regarding issues that are important to them. Further, including children's voices in relevant discussions and decisions improves their protection. CFAcc provides children with information, safe and accessible means and confidence to express their child protection concerns and challenge violence.

[7] UNCRC, 2009: paragraph 3.

C. Child safeguarding in CFAcc projects

At the core of CFAcc is a commitment to promoting children's rights and creating a safe and protective environment for children. This includes respecting the dignity and worth of each child; enabling child participation; promoting well-being, hope and resilience; and creating positive venues for social development, empowerment of children and learning and self-reflection.

CFAcc reflects a child rights approach consistent with the UNCRC. All CFAcc programs are grounded in and support the realization of the 4 guiding principles of the CRC:

- *Non-discrimination (Article 2)*: Children should not be discriminated against for any reason.
- *Best interest (Article 3):* The best interest of the child must be the primary consideration in all decisions that affect them.
- *Life, survival and development (Article 6):* Children have the right to live and develop to their fullest potential.
- *Participation (Article 12):* Children have the right to have their views taken into consideration, as appropriate to their age and maturity, in all decisions that affect them.[8]

Child protection policies and codes of conduct

All agencies and partners implementing CFAcc projects should have well-established child safeguarding policies and codes of conduct. All relevant staff should have knowledge of such policies and codes of conduct and should sign them as required by individual agencies.

For more information about instituting child safeguarding policies and codes of conduct, contact ChildFund Alliance at info@childfundalliance.org

D. Partnership and scale-up

ChildFund Alliance aims to mobilize like-minded organizations and governments to implement CFAcc programs around the world. ChildFund contributes to and works with the UN Special Representative of the Secretary-General on Violence against Children[9] and the Global Partnership to End Violence Against Children.[10] ChildFund Alliance promotes activities that complement and facilitate data-sharing, coordination and interconnectivity between existing child protection monitoring mechanisms at the local and international levels, including those specifically focused on monitoring the SDGs. Over time, ChildFund's engagement with partners in the implementation of CFAcc will increase its scale and impact. (See Section 4.E).

[8] Children's right to participation is central to CFAcc. See section 1.E: CFAcc Methodology and Approach for key principles for child participation in CFAcc. https://childfundalliance.org/resources/publications/58-uncategorized/1475-child-friendly-accountability-methodology-final-web-pdf

[9] http://srsg.violenceagainstchildren.org/

[10] http://www.end-violence.org/

SECTION 1: Child-friendly Accountability at a glance

1.A What is Child-friendly Accountability?

CFAcc is founded on the belief that it is possible to reduce violence against children, in part by holding leaders accountable for their obligations to protect children. To support children's meaningful participation in the effort to hold duty bearers to account and improve local and national child protection systems, CFAcc programs:

- empower children
- enable children's meaningful participation
- help children build knowledge
- support children in challenging negative social norms
- enable children to engage with duty bearers
- empower children to take direct action to address protection gaps
- promote joint action and scale-up of community-based action, including through use of the CFAcc web-based platform.

CFAcc engages children between the ages of 13 and 17, as well as their families and communities.

1.B Three pillars of Child-friendly Accountability

Three pillars are recommended for field-level application of the CFAcc methodology.

Further details about the CFAcc methodology are available at https://childfundalliance.org/member-resources/child-friendly-accountability-initiative/key-documents/document/download/1671

Note that the CFAcc methodology creates a modular process for each CFAcc activity, as well as a spiraling cycle in which project staff are repeatedly and continuously implementing activities within the three pillars. During early phases of the CFAcc cycle, children are likely to focus on the local child protection systems and over time will move outward toward regional and national systems. Also note that all three pillars include elements of capacity building.

PILLAR 1: Assessment - Building knowledge and fostering understanding

Pillar 1 objectives

- To build knowledge and access by children and communities to information about child rights, violence against children and child protection.
- To engage children and their communities in assessing the existing protection framework.

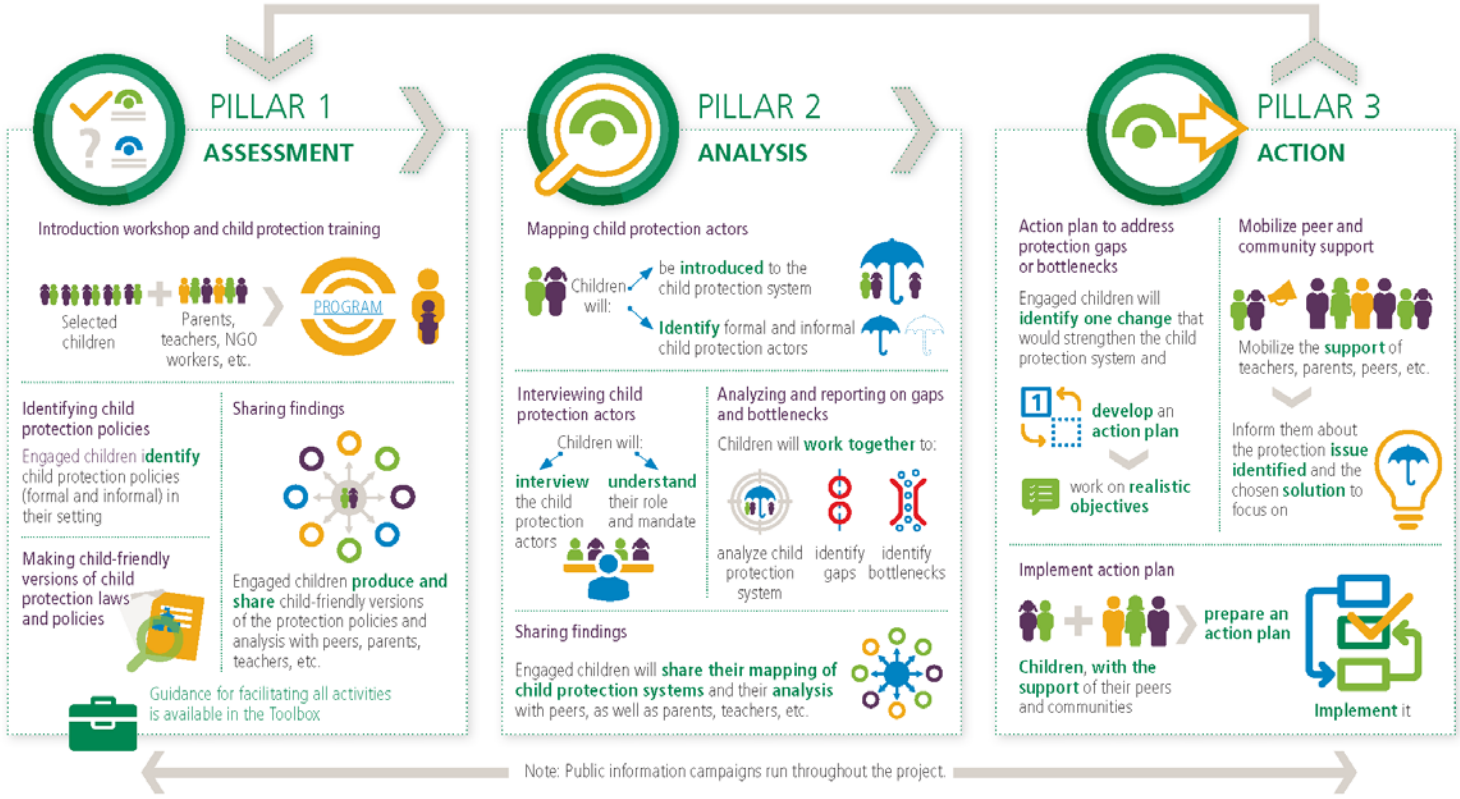
CFAcc strives to impart critical knowledge about formal and informal child protection mechanisms to children and their communities. This is based on the precept that change starts with knowledge and understanding. In many cases, children and their communities do not know about their rights or about the basics of child protection. CFAcc strives to build their knowledge and understanding about child protection, violence against children, and relevant laws and policies so that they can meaningfully monitor and improve the performance and accountability of child protection systems.

Child-friendly Accountability

ChildFund Alliance
free from violence and exploitation

DESCRIPTION OF ACTIVITIES

The following description of activities follows the structure of the Child-friendly Accountability methodology. The activities are grouped into three pillars: Assessment, Analysis and Action.



PILLAR 2: Analysis - Monitoring performance in the child protection system

Pillar 2 objectives

- To enable children to map the child protection system.
- To enable children and their communities to analyze the child protection system and report on gaps.

CFAcc is grounded in the belief that children are best placed to know if child protection systems are available, accessible and meeting children's needs. Activities under this pillar enable children to identify and map existing child protection actors and mandates and to identify accountability mechanisms at the local, community, provincial and national levels. Activities in this pillar also enable children to identify gaps in the child protection systems.

PILLAR 3: Action

Pillar 3 objectives

- To enable children and their communities to identify actions they can take to improve child protection in their communities.
- To enable children to work with duty bearers, community members and local youth to address protection gaps and bottlenecks.

Social mobilization, advocacy and corrective actions are methods for addressing gaps and bottlenecks in the child protection system (which children identified during Pillar 2 activities). Activities in this pillar, empower children and their communities to identify concrete ways they can improve the child protection system and work with duty bearers to bring about change.

1.C Guiding principles for Child-friendly Accountability

The following principles are central to the implementation of CFAcc. They should govern interaction with participating children and serve as a measure for assessing child protection systems.

Do no harm: Those engaged in child protection should ensure that children do not suffer unintended harm as a result of any intervention. The "do not harm" principle requires that "…efforts be made to minimize possible negative effects and maximize possible benefits." [11]

Best interest of the child: The best interest of the child must be a primary consideration in all actions affecting children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies. [12] The best interest principle should be a central consideration in all aspects of the child protection system and case management.

[11] ChildFund and Learning and Quality (June 2011), "A Handbook on Planning Children and Youth's Protection Through the Area Strategic Planning Process."
https://www.unicef.org/adolescence/cypguide/files/Handbook_on_Planning_Children_and_Youth-Participation.pdf

[12] UNCRC article 3.

Non-discrimination: Discrimination means treating an individual or a group of people less well because of who or what they are.[13] CFAcc projects should seek to ensure that the child protection system does not discriminate in any way.

Resilience: Resilience is the ability of a child to recover and develop positively, despite traumatic experiences. Child protection systems should seek to identify and strengthen resilience, both at an individual level and at a systems level.

Confidentiality: All information related to children should be used only to determine the needs of the child and to protect them from harm, exploitation and/or neglect. Exceptional measures must be put in place to ensure a child's privacy and to protect their identity. In the protection system, only professionals directly involved in protecting the child should have access to their personal files.[14]

Collaboration and case management: A functional child protection system must be well coordinated across sectors and levels of intervention, and should have a strong case management system, staffed with well-trained personnel.

Support to the family, social integration and participation in community life: Child protection services and CFAcc actions should seek to strengthen the family unit and its ability to independently care for the child.

Participation of children in decisions that affect them: Children have the right to participate in decisions that affect them, based on their age and maturity. Child protection decision-making processes should include child-friendly mechanisms that allow children to safely participate.

Safeguarding: CFAcc projects and child protection systems in general should be designed and implemented to ensure that children and their families are free from any form of abuse or exploitation and that all participating children are safe. All adults and children engaged in CFAcc will be asked to sign a Code of Conduct.[15]

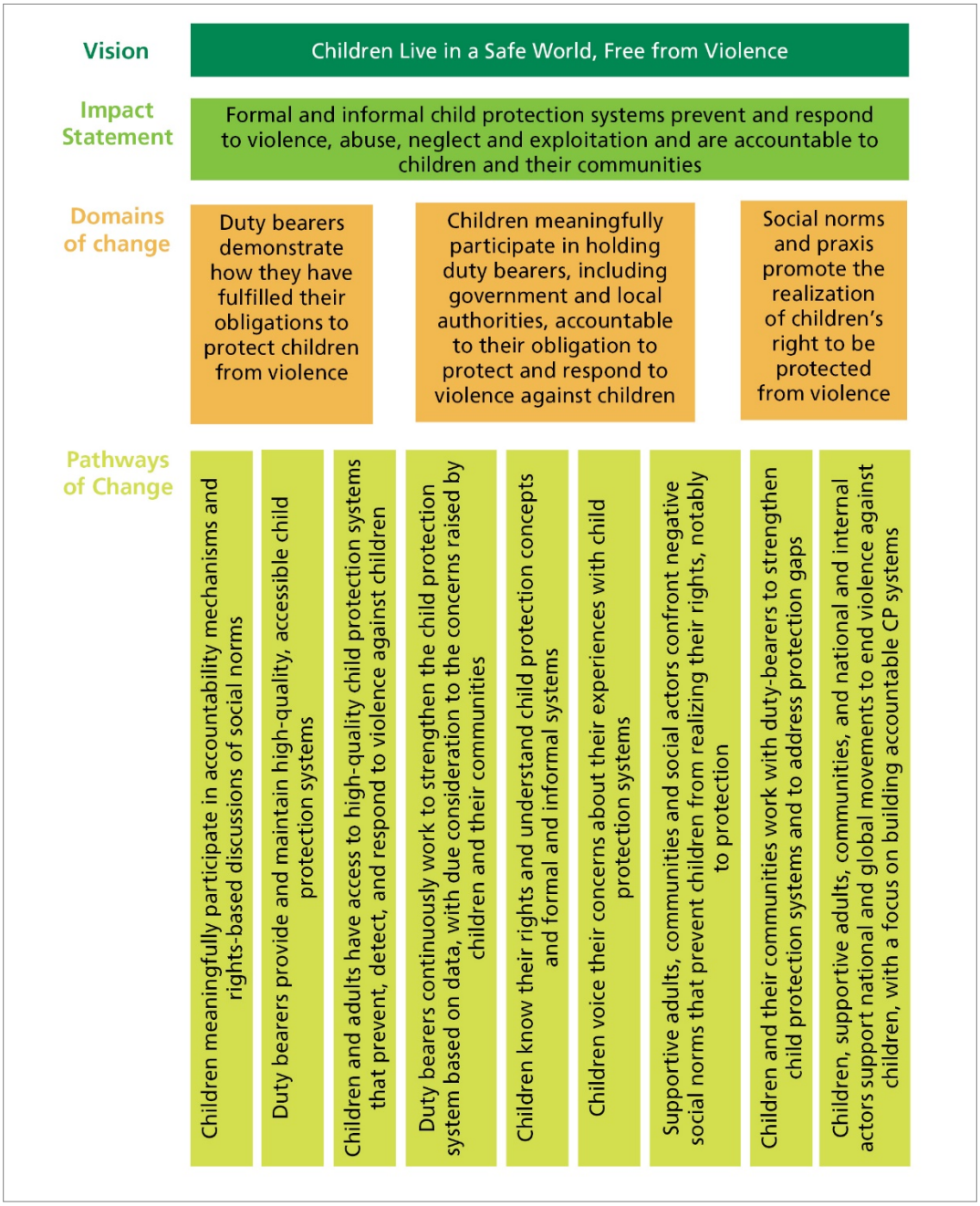
[13] ChildFund and Learning and Quality (June 2011), "A Handbook on Planning Children and Youth's Protection Through the Area Strategic Planning Process." https://childfundalliance.org/zdocs/9f407570-5f18-4799-8d81-4b4536e67d32/Handbook_on_Planning_Children_and_Youth-Participation.pdf

[14] Such as professionals in social care institutions, judges, social workers and other staff directly involved in child protection.

[15] If your organization does not have child safeguarding policies or a code of conduct, please contact ChildFund Alliance at info@childfundalliance.org

1.D Theory of change

CFAcc helps children and their communities hold governments accountable to their obligation to end violence against children through the development of robust child protection systems.



It should be noted that CFAcc will contribute to the pathways of change shown above (particularly the second and third), but must be paired and implemented in conjunction with other efforts.

1.E Child-friendly Accountability approach

Approach to child participation

By bringing children into discussions and decisions that impact their lives, child participation acknowledges children as key stakeholders who must have a permanent seat at the decision-making table.[16] Based on this premise, CFAcc revolves around training and supporting children so that they have a voice and a role in holding duty bearers accountable for their obligations to protect children.

Before beginning CFAcc activities, project staff work with relevant decision-makers to ensure that they will take children seriously and treat them with respect. To do this, project staff must be well trained in working with children in participatory methods and understand the ethical boundaries of child participation, in terms of scope, content and practice.

Child participation is a *process* between children and adults that evolves over time. It is not a single event. Adults often act as intermediaries between children and other adult decision-makers. The form of child participation and the level of adult intervention should depend on the context, capacities and potential risks for children. Digital technology has increased opportunities for children to directly engage in with adults on political and social processes.[17] Children should not participate in actions that might be harmful to them.

Approach to child involvement in research

CFAcc aims to ensure that children's role in research activities does not put them at risk. To this end, children should **not** engage in the following research related activities:

- reporting on individual incidents of violence against children;
- collecting and reporting on individual stories of children's experience with violence or protection;
- reporting directly on their own experience with the protection systems, (however, this information inevitably informs their analysis).

At the same time, CFAcc does promote children's safe involvement in some research activities. Children engaged in CFAcc projects may undertake the following research-related activities, under the guidance of well-trained facilitators:

- researching, analyzing and reporting on child protection systems (e.g., in schools or communities);
- identifying and analyzing laws and policies related to child protection;
- mapping child protection mechanisms, actors and gaps/bottlenecks;
- interviewing child protection actors to better understand their mandates.

See Annex 1: Guidelines for Engaging Children in CFAcc Research.

[16] Lansdown, Gerison (2011) "Every Child's Right to be Heard: A Resource Guide on the UN Committee on the Rights of the Child General Comment No. 12" UNICEF and Save the Children.
[17] UNICEF (March 2015) "Accountability for Children's Rights, With Special Attention to Social Accountability and its Potential to Achieve Results and Equality for Children."

Approach to gender sensitivity

CFAcc activities strive to promote girls' and boys' understanding of sociocultural gender roles, and combat discrimination with the aim of reducing violence against children and improving child protection for all.

Gender is defined as, "social and cultural interpretations of biological sex, of what is considered 'female' and 'male' in a given cultural setting; and of roles and relations between these sexes."[18] In many parts of the world, power relationships that put girls a lower status than boys shape gender roles. Policies, laws, institutions and social and culture norms often perpetuate this imbalance.

Gender inequality is one of the most pervasive forms of discrimination worldwide. Social and cultural norms around gender often determine a child's ability to access child protection services and her or his vulnerability to violence. Girls are often more vulnerable to certain types of violence, exploitation and abuse than boys and tend to have fewer opportunities, including education, employment, participation in the public sphere, etc.

Gender is a primary consideration throughout the CFAcc process, including in knowledge building, access to information, building analysis skills and implementation of activities. All implementing agencies and partners must undertake all necessary measures to ensure that all CFAcc programs prevent harassment of any kind, including sexual harassment and discrimination.

Gender sensitivity means taking gender as a primary consideration throughout the programs and activities and taking all necessary measures to ensure programs prevent harassment of any kind, including sexual harassment and discrimination. It also means that programs strive to promote girls' and boys' understanding of sociocultural gender roles, and combat discrimination with the aim of reducing violence against children. This is based on the understanding that gender inequality is one of the most pervasive forms of discrimination in the world and that girls, in general, have fewer opportunities than boys and are often more vulnerable to certain types of violence, exploitation and abuse.

See Annex 2: Guidelines for Gender Sensitivity in CFAcc.

[18] Save the Children (2002) "Child Rights Programming: How to Apply Rights-based Approaches in Programming, A Handbook for Save the Children Alliance Members." https://resourcecentre.savethechildren.net/library/child-rights-programming-handbook-how-apply-rights-based-approaches-programming

Section 2: Preparing for Child-friendly Accountability projects

Preparing properly for CFAcc helps ensure smooth implementation of activities and overall project success. It also reduces potential risks, including as related to engaging children in accountability activities. Systematic preparation is essential for small- and large-scale projects and requires dedicated allocation of time and resources. Module 1 of the Toolbox provides detailed guidance for the 10-step preparatory process. The following is a brief summary.

Step 1 – Conduct a context assessment: This involves developing a holistic and context-specific CFAcc project and provides baseline data for impact evaluation. (See Toolbox Module 1: Step 1).

Step 2 - Select project setting and local partner: This involves identifying the location of CFAcc activities (e.g., schools, alternative care institutions, places of work) and identifying and training an appropriate local partner or institution to support implementation of CFAcc activities.

Step 3 – Undertake risk assessment: This involves undertaking a comprehensive assessment of potential risks (particularly relating to child safeguarding) and identifying relevant risk mitigation strategies.

Step 4 – Connect with key adult stakeholders: This involves identifying, briefing and working to gain the support of local stakeholders for CFAcc activities.

Step 5 – Identify a referral network: This involves identifying or establishing a functioning referral network to provide protective services to children and families in need, as identified during CFAcc activities.

Step 6 – Identify psychosocial support: This involves identifying trained personnel to provide psychosocial support to children and families participating in CFAcc activities as needed.

Step 7 – Sign up to CFAcc web-based platform: This involves connecting the CFAcc staff and participants to the global CFAcc web-based platform to upload and access country-specific information.

Step 8 - Select child participants: This involves identifying children to participate in CFAcc activities and obtaining informed consent, with parents or other appropriate caregivers/guardians.

Step 9 – Establish internal feedback and complaints mechanism: This involves setting up an internal mechanism for participants in CFAcc activities to safely and confidentially provide feedback and suggestions for improving CFAcc projects.

Step 10 – Reconfirm child safeguarding measures: This involves a final review of child safeguarding procedures before implementing CFAcc activities to reduce potential risks to participating children.

Child-friendly Accountability

ChildFund Alliance
free from violence and exploitation

PREPARATORY ACTIVITIES

It is strongly recommended that the following actions be taken before the pilot begins:

1. CONDUCT CONTEXT ASSESSMENT
2. SELECT PROJECT SETTING AND LOCAL PARTNER
3. UNDERTAKE RISK ASSESSMENT
4. CONNECT WITH KEY ADULT STAKEHOLDERS
5. IDENTIFY REFERRAL NETWORK
6. IDENTIFY PSYCHOSOCIAL SUPPORT
7. SIGN UP TO THE CFACC WEB-BASED PLATFORM
8. SELECT CHILD PARTICIPANTS
9. ESTABLISH INTERNAL FEEDBACK & COMPLAINTS MECHANISM
10. RECONFIRM CHILD SAFEGUARDING MEASURES

Section 3: Project design

Intentional project design is essential to the success of CFAcc projects and requires dedicated allocation of time and resources. Project design should include a complete process of preparation, implementing project activities, budgeting, allocating (and developing) human resources and undertaking monitoring and evaluation.

All CFAcc projects should reflect the following key characteristics:

- ***Based on the CFAcc theory of change****:* CFAcc projects should be based on the theory of change (see page 10).
- ***Adapted to the local context****:* CFAcc projects should be tailored to local needs, sociocultural norms and behaviors, power dynamics, forms of violence and protection, legal framework, and buy-in.
- ***Adapted to available capacity and resources****:* CFAcc projects should be designed for sustainability, with activities mainstreamed into ongoing programs to the extent possible.
- ***Based on a long-term vision****:* CFAcc projects aim to establish a long-term monitoring and action mechanism with ongoing and cyclical activities.
- ***Flexible****:* CFAcc projects should be flexible so that children and communities can determine locally relevant activities and other aspects.

Reminder: Goal and objectives of Child-friendly Accountability projects

CFAcc projects should have fixed goals and objectives that remain static across programs and countries of implementation. The standardization of objectives ensures that a range of actors, implementing various activities across several geographic areas, can contribute to developing a single monitoring mechanism and support common action.

The three pillars of CFAcc are reflected in the three objectives. It is essential that all involved national staff and partners read, discuss and understand the goal and objectives.

Goal: Formal and informal child protection systems prevent and respond to violence, abuse, neglect and exploitation and are accountable to the voices and experiences of children and their communities.

Objective 1 (Refers to Pillar 1: Assessment): To improve knowledge and understanding among children, youth, their communities and duty bearers about child rights and child protection, challenging negative social norms and praxis.

Objective 2 (Refers to Pillar 2: Analysis): To enable children to meaningfully participate in holding duty bearers accountable to their obligation to prevent and respond to violence against children.

Objective 3 (Refers to Pillar 3: Action): To enable children and their communities to work with duty bearers to improve the child protection system in their communities and countries**.**

The following is guidance for designing several key areas of all CFAcc projects:

- Advocacy
- Monitoring and evaluation
- Preparing a budget
- Organizing human resources

3.A Advocacy conducted by ChildFund or other implementing agency

The CFAcc methodology is designed to complement the larger efforts of the *Global Partnership to End Violence Against Children*[19] and other joint initiatives working to achieve SDG Target 16.2. In some contexts, CFAcc project staff will create a CFAcc advocacy plan (in some cases this is part of a broader organizational advocacy plan and in other cases it will directly build on the action of the participating children), which is informed by the information and evidence generated through implementation of CFAcc activities.

The typical steps for creating an advocacy plan include:

- identifying and articulating advocacy goals and objectives
- analyzing advocacy targets and influencers
- developing advocacy messages
- identifying advocacy actions
- identifying the role of local/national/global partners.

* Note: Participating children may decide to conduct a separate advocacy campaign during Pillar 3 activities. The child participants' campaign may complement ChildFund's or the implementing agency's advocacy campaign, however, they are two distinct activities. Child participants should be open to choose the subject of their advocacy and to design implementation independent of this campaign and should not be tied to a predetermined advocacy plan.

3.B Monitoring and evaluation

Indicators

The first step in establishing a monitoring and evaluation plan (M&E plan) is to establish a standard set of indicators that serve as the basis for monitoring. This includes two types of indicators:

- *Impact indicators:* These indicators monitor progress towards achieving a goal. They may be both qualitative and quantitative. Monitoring at this level generally reflects the fact that the implementing agency is contributing efforts toward a goal that is also shared by other actors.

- *Process indicators:* These indicators monitor the objectives of the specific CFAcc project. These indicators are primarily quantitative.

[19] www.End-Violence.org

Baseline

After establishing the M&E indicators, the project staff should establish baseline data. The "baseline" serves as a point of reference for future monitoring for assessing impact and change. Examples of baseline data points include:

- children's and their community's perception of violence and protection
- prevalence of violence against children
- existing formal and informal mechanisms that prevent, detect and respond to violence.

If possible, project staff should collect baseline data during the context assessment (See Module 1). Note that it is good practice to disaggregate data by gender, school status (in school/out of school), location and age. For adults, it is useful to disaggregate data by role (e.g., parent, teacher, local authority, etc.), gender and location.

See Annex 3 Global CFAcc M&E Logical Framework (this includes objectives, expected results, outputs, indicators and means of verification).

Impact monitoring

Impact monitoring consists of collecting data (ideally the same data points as used in the baseline) that can be compared to the baseline data to assess the change/impact that result from project implementation. This process of reflection allows the organization, project staff, children and communities to assess the impact of their activities and to agree on modifications for the next stage of the project. This monitoring should occur at regular intervals. Program staff can use the context assessment tool (See Toolbox Module1: Step 1) to compile the baseline data for impact monitoring and evaluation.

Project staff should upload the results of the impact evaluation to the CFAcc web-based platform and discuss findings with project participants and their communities.

Process monitoring

Project staff should monitor process indicators consistently during project implementation, and should explicitly monitor other aspects through reports submitted by the facilitators after each training or workshop. The CFAcc web-based platform will automatically collect data for several aspects of the process indicators.

See Annex 3:Global CFAcc M&E Logical Framework and Annex 4: Perception and Evaluation Tool for Children (this assess children's perceptions about improvements in the child protection system).

3.C Preparing a budget

The scale and form of CFAcc projects in each context depends on available resources and capacity. Activities may expand or narrow over time.

Costs associated with most CFAcc activities include salaries, travel costs, meeting rooms and refreshments for participants. Some activities may require additional financial resources, for example:

- *Capacity building for local partners*: Capacity-building support is often needed for local partners, particularly those that implement activities directly.

- *CFAcc web-based platform*: CFAcc staff and participants will need to access the CFAcc web-based platform. This may require a financial commitment. In some countries, children will already have access to mobile phones or computers. In other countries, project staff may need to purchase smart phones to enable children to access the CFAcc web-based platform. Costs associated with internet usage, text messages or other aspects of technology may be needed in some contexts.

- *Public awareness campaigns*: Public awareness campaigns and advocacy may require financial resources, such as to buy radio or television ads, billboards, posters or other materials.

- *Engaging other children*: This will vary based on how deeply participants want to engage with other children and communities to share findings.

- *Publishing reports and participating in national, regional or international reporting mechanisms*: Expenses related to publishing reports may include editing, design, printing, translating and shipping. Costs associated with participation in national, regional and/or international reporting mechanisms entail travel costs.

- *Advocacy, social mobilization and direct action*: Depending on the local context and the design of the advocacy campaign or direct action, these activities may have financial implications beyond those associated with publishing reports, such as hosting a community-wide gathering or a media event.

See Annex 5: Template for Assessing Budget Gaps.

3.D Organizing human resources

Skilled staff are essential for successful CFAcc projects. The presence, engagement and long-term commitment to children and communities is also critical. Implementing agencies must be committed to working with communities for several years. Prior to beginning activities, all project staff should sign a child protection code of conduct and should have completed the training on the CFAcc methodology.

CFAcc projects include the following staff ("project staff"):

Project manager: A dedicated project manager should implement and monitor the CFAcc project. This person is responsible for ensuring the implementation of activities, following up on the budget, problem solving, overseeing the quality of facilitation at the local level, and monitoring and evaluation. The project manager is also responsible for ensuring that implementing partners receive appropriate capacity support.

Facilitators: Facilitators may be staff of the implementing agency or a local partner. Facilitators work directly with children to implement the activities and should have proven skills in facilitating learning and activities with young people. Ideally, they should be fluent in the local language, have a strong understanding of the local context and a sound understanding of child protection, child rights and problems associated with violence against children. Program managers will train facilitators in CFAcc before activities begin. Training materials are available in Module 2 of the Toolbox.

CFAcc web-based platform manager: The CFAcc web-based platform requires moderating and monitoring. One staff person should be responsible for overseeing use of the CFAcc web-based platform either on a part-time or full-time basis, depending on the scale of the projects.

See Annex 6: Capacity Assessment for the Implementing Actor.

Section 4: Implementing Child-friendly Accountability

CFAcc has three implementation pillars (see infographic, page 7). Activities within each of the pillars should be continuous and ongoing. The "setting" or the location, issues under consideration, participants and staff will evolve over time. Project staff must prioritize the safety and security of child participants at all times. The impact of the CFAcc project depends largely on the quality of the facilitation of the activities.

Supporting Tools

The CFAcc project comprises a set of tools: the methodology, field manual, Toolbox and web-based platform. See box on page 2.

See Annex 7: Template for Developing a CFAcc Program.

Note on using the CFAcc web-based platform:
Throughout the activities in the three pillars, facilitators should encourage participants to upload their findings and results in the web-based platform. This includes uploading:

- child-friendly reports
- child protection laws and policies
- child-friendly versions of laws and policies
- details about child protection actors and other stakeholders
- information about child protection mechanisms and systems
- analytical findings
- advocacy plans.

With increasing usage over time, the CFAcc web-based platform will become a repository of information on key CFAcc-related issues at local, national and international levels. It will also become a tool for bottom-up monitoring of child protection systems and may contribute to reporting and advocacy at various levels. Also, participants and facilitators can use the platform to coordinate action across and between communities and to mobilize support.

4.A Suggested Activities for Pillar 1: Assessment

Host introductory action-training workshops (See Toolbox Modules 7 and 8)

The Toolbox recommends that project staff hold at least two introductory workshops at each site, including one for children and one for adults and/or other groups of stakeholders. The purpose of the workshops is to launch the CFAcc project with the local community by introducing the objectives, approach and activities of CFAcc. In some cases, project teams will use these introductory workshops as platforms for identifying the children who will participate in the CFAcc cycle. (See Toolbox Module 1: Step 8 and Module 7).

In a second stage, project staff should conduct a training for participating children to develop their understanding of child rights, child protection and violence prevention. Ideally, children should participate in this training before engaging in any other CFAcc activities.

Identify relevant child protection policies (See Toolbox Module 10)

Children participating in CFAcc activities should undertake an activity to identify the child protection laws and policies relevant in their context. This may begin with identifying local laws and policies (e.g., in schools, community centers) and continue to the regional, national and international levels. In some cases, children will find that protection policies do not exist and may note this finding as a protection gap.

Participants may use the internet, site visits, libraries, interviews/meetings, the CFAcc web-based platform or other data-collection methods. In some instances they may collect paper or electronic copies of the relevant documents. They may upload electronic versions to the CFAcc web-based platform, which is intended to act as a repository for relevant laws and policies over time. Facilitators should support data collection efforts, such as helping to arrange and accompany children to site visits.

Create child-friendly versions of relevant laws and policies (See Toolbox Module 11)

Through this activity, children transform relevant child protection laws and policies into child-friendly formats. Project staff should work with participating children and communities to determine a suitable process for developing child-friendly formats. For example, they may work with participating children in a workshop to:

- read and discuss the laws and policies
- identify key laws and policies they want other young people to understand
- use creative methods to transform the laws/policies (e.g., cartoons, illustrations, photography, video).

Share findings (See Toolbox Module 18)

Project staff should support child participants to disseminate the child-friendly versions of the laws and policies to other children and community members, such as through workshops, community events, schools, child clubs or hanging posters at community centers or other venues.

Launch public information campaign (See Toolbox Module 9)

Public information campaigns may take place in parallel to other activities. Campaigns may focus on child rights and child protection roles and responsibilities with the goal of shifting cultural norms and behaviors related to violence against children. Campaigns are most effective when they focus on local issues and engage the target population directly. For example, participants may roll out campaigns through the education system or other wide-ranging entities. Most public information campaigns have long time horizons for creating change.

4.B Suggested activities for Pillar 2: Analysis

To protect the safety and security of participating children, project staff should inform local communities and most relevant and appropriate local and national child protection actors prior to beginning these activities.

Map child protection actors (See Toolbox Module 12)

Facilitators can arrange workshops or other events for participating children to identify relevant child protection actors and their mandates, roles and responsibilities. They may focus on local actors (e.g., schools, religious institutions, community structures), as well as national, regional and international actors as appropriate.

As a follow-up activity, children may hold interviews with some of the identified child protection actors, when safe and appropriate. This can help children to gain a deeper understanding about the actors' mandates and roles, including methods for children to contact them.

Analyze the child protection system - reporting (See Toolbox Module 13)

Participating children should assess the mandate, scope and efficacy of the child protection system as it relates to their community and specific setting. This analysis is based on the findings of the previous mapping exercise. Points for consideration in this exercise include:

- Are there groups of children who have less access to protection actors? Why or why not?
- Do protection gaps exist? Why or why not?
- Where are there bottlenecks in the protection system? Why do they exist?

Activity 3: Share findings and solicit inputs (See Toolbox Module 18)

Facilitators should support child participants to engage other children, youth and community members in discussion(s) about child protection gaps and bottlenecks that affect their community. Child participants can share research findings and conclusions as an opening to such discussions. These discussions can take place as part of a participatory workshop or focus group or through other creative formats.

As a follow-up, child participants can compare the ideas of the other children, youth and community participants to their own conclusions.

Activity 4: Identify a problem that can be addressed

Participating children can take analysis to a deeper level by identifying potential actions that could improve child protection in their communities. After developing such proposals, children can share their ideas and solicit input and support from other stakeholders.

4.C Suggested activities for Pillar 3: Action

Identifying required change and creating action plans (See Toolbox Module 14)

Child participants should identify a tangible protection gap or bottleneck that needs attention, as well as concrete remedial action for addressing this gap. It is most effective when child participants identify a gap that is specific and measurable and create a plan for tackling it that is achievable, realistic and time bound. Once the child participants have identified a gap to focus on they should create an action plan for promoting the necessary change. They should consider sharing their selected topic and approach with other members of the community to solicit input and validation and to begin mobilizing support around the action plan.

Publish reports (See Toolbox Module 15)

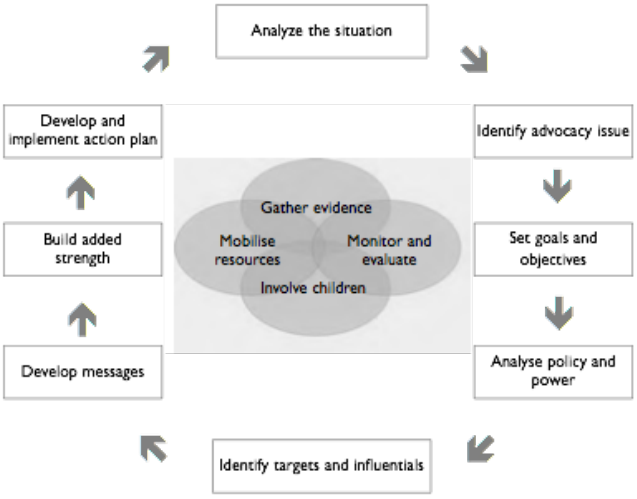
Child participants can draft and publish reports summarizing their findings about the protection system, areas they have identified that need improvements, and their plans for achieving those improvements. They can circulate reports, with recommendations, at the local level and/or submit to relevant national or international entities, such as alternative reports to UN mechanisms. In the latter case, children may wish to attend relevant events at the UN or regional body.

Facilitators can also encourage children to use creative formats for disseminating their findings, such as poetry, theatre, videos or other forms of artistic expression. They can encourage children to think about creative ways to talk about their findings. They can also help child participants to identify opportunities for dissemination related to local children's day activities or other community events.

Conduct advocacy (See Toolbox Module 16)

Participating children may decide to develop an advocacy campaign to influence decision-makers to change or address a protection gap or bottleneck in the child protection system. Facilitators should work with children to ensure that the advocacy objective is specific, realistic, measurable, achievable and time-bound (SMART). Facilitators should make sure that children do not undertake advocacy actions that will put them at risk.

With the facilitator, participating children should review all stages of the advocacy cycle:[20]



Facilitators should provide action training to children as they develop the advocacy campaign and implement the advocacy action plan. For example, they should support children while they prepare for meetings with duty bearers, prepare media spots, etc.

Conduct direct action and social mobilization (See Toolbox Module 17)

Child participants may choose to mobilize their community to directly resolve a protection gap or bottleneck in the protection system. Facilitators should work with children to ensure that the planned direct action is specific, realistic, measurable, achievable and time-bound. Facilitators should ensure that the children do not engage in direct actions that put them at risk.

Facilitators should support children through action training while they develop the social mobilization and direct-action strategy, as well as when they implement the action plan.

Participating children may apply for funding to support activities under this pillar or they may work to raise funds from within the community, which can have secondary effect of strengthening social mobilization and community ownership over the final product.

Share findings (See Toolbox Module 18)

Participating children can encourage community members to work with them to implement remedial actions, such as publishing a report or undertaking advocacy or direct action. Participating children should hold participatory sessions to keep other youth and community members informed about their progress.

[20] Save the Children (2007), "Participant's Manual, Advocacy Matters: Helping children change their world, An International Save the Children Alliance guide to advocacy."

4.D Capacity-building support

Capacity-building activities support children and adults engaged in CFAcc to strengthen their skills related to CFAcc. To this end, action-training workshops aim to support participants and other stakeholders as they grow from knowledge-building to action.

The CFAcc Toolbox contains guidance for running action-training workshops to build the capacity of adults and children. In this context adults could be parents, teachers, government authorities, community leaders, CBOs, provincial government authorities and government child protection actors (See Toolbox Modules 5 and 8) and children could be participating children, vulnerable children, children in the community who do not directly participate in CFAcc activities (See Toolbox Modules 7-19).

4.E Scale-up

ChildFund aims to mobilize like-minded organizations and governments to support the realization of CFAcc in-country and around the world, particularly contributing to and working in synergy with the ongoing efforts of the UN Special Representative of the Secretary-General on Violence against Children[21] and the Global Partnership to End Violence Against Children.[22] Activities should complement and facilitate data-sharing, coordination and interconnectivity between existing child protection monitoring mechanisms at the local and international levels, including those specifically focused on monitoring the SDGs.

CFAcc and the CFAcc web-based platform are designed for scale up based on:

a) the protection settings addressed (through phased implementation), starting in schools and settings external to schools for out-of-school youth and later expanding to other entry points, such as hospitals, the judicial system, alternative care institutions, etc.;
b) the number of communities and scale of intervention; and
c) the number of countries implementing CFAcc.

Over time, ChildFund Alliance will engage other local and international partners to contribute to the implementation of CFAcc, thereby increasing its scale and impact. Ultimately, scale-up and successful national and global monitoring will require close collaboration among multiple partners. As CFAcc expands within a country and partner organizations are brought on board, coordination among actors will become critically important. Over time implementing actors should establish a coordination body at the national or provincial level to ensure synergy between programs and avoid duplication.

All implementing actors and partners should use a standard approach across projects, particularly regarding child protection standards and outputs. The CFAcc web-based platform and Toolbox play a central role in promoting a standard approach, as they provide all actors with a standard set of training materials and with a central platform on which all information and outputs can be collected. At the national level, the use of the web-based platform helps ensure that partner organizations can contribute data that they collect through their existing programs. Additionally, actors working on other monitoring mechanisms can use the data collected on the CFAcc web-based platform to support and enhance their efforts.

[21] http://srsg.violenceagainstchildren.org/
[22] http://www.end-violence.org/

Annexes

Annex 1: Guidelines for Engaging Children in CFAcc Research

The following guidelines should govern the engagement of children in monitoring and research in the context of CFAcc:

Safety: Children's safety and well-being, and that of their families, is of the utmost importance. Their engagement in research must not compromise their safety in any way. Research that puts children at risk must stop immediately. The research team is accountable to participating children, especially with respect to ensuring their safety and well-being, as well as the surrounding community and the local system of authority.

Research experience: Research about violence and protection can be an emotional experience for researchers, as some of the participating children may have personal experiences with violence or abuse or group discussions may invoke trauma. CFAcc teams should provide emotional and physical support systems when needed to all individuals participating in research.

Confidentiality: It is important for all CFAcc teams to take practical measures to maintain privacy and confidentiality during and after the research process. However, CFAcc does not involve collecting primary data from peers or first-hand reporting of experiences with violence because of the potential risks to participating children. Therefore, confidentiality is less critical than in other types of research with children.

Data protection: The CFAcc web-based platform includes stringent data protection measures to ensure that children can safely report findings about protection systems. CFAcc staff should never publish children's names, locations and other personal details through the web-based CFAcc platform . The system provides information about service referrals for children but does not have capability to allow children to report individual incidents of violence.

Referrals: The CFAcc methodology requires teams to establish a referral network to ensure that participants who show signs of distress have access to appropriate service providers.

Research methods: CFAcc teams should make relevant materials available in child-friendly formats.

Limits of child participation: Researchers must be clear and honest about what the teams will do with the collected data. They should never make promises that they cannot keep and should ensure that children understand the limits of their role.

Credibility: It is important at the beginning of a research process to take the time to develop relationships with relevant authorities (i.e., schools, local authorities, community leaders, national authorities, etc.) towards ensuring that they are open to receiving findings of children's research.

Annex 2: Guidelines for Gender Sensitivity in Child-friendly Accountability

The following principles should underpin all actions related to CFAcc:

Equality and non-discrimination as a right: CFAcc programs should address gender equality, which is an essential component of child rights, as described in the UN Convention on the Rights of the Child (UN CRC) and the UN Convention on the Elimination of all forms of Discrimination Against Women (CEDAW).

Addressing root causes of gender-based discrimination: CFAcc should acknowledge, and address when possible, the root causes of gender inequality, including discriminatory social norms and institutions.

Holistic approaches: CFAcc programs should recognize gender equality as largely dependent on relationships and should contribute to building supportive, discrimination-free communities. They should do this in collaboration with male and female stakeholders.

Meaningful participation: CFAcc programs should support girls and boys in their role as active citizens, including by ensuring equal opportunity to engage in dialogue and to participate in decision-making processes.

Collaboration and learning: CFAcc context assessments should include gender analysis. CFAcc project monitoring should also cover gender analysis. Stakeholders engaged in CFAcc should work with communities of practice, other organizations and key actors working on gender.

Annex 3 (M&E): Global CFAcc Monitoring and Evaluation Logical Framework

Results	Outputs	Indicators	Means of Verification	Baseline	Year 1
Formal and informal child protection systems prevent and respond to violence, abuse, neglect and exploitation and are accountable to the voices and experiences of children and their communities.		- Decreased frequency and type of violence against children	- Baseline/ Context Analysis and Impact Assessment Tool		
		- Improved quality of the child protection system			
		- Improved youth perception of the child protection system			
Result 1: Children, youth, their communities and duty bearers have a deeper understanding of child rights, child protection, and negative social norms and praxis that contribute to violence against children.	1.1 Children have been trained in VAC and CP	1.1 # of children trained in VAC and CP	1.1 Facilitator's report		
	1.2 Community and duty bearers have been trained in VAC and CP	1.2 # of adults trained in VAC and CP	1.2 Facilitator's report		
	1.3 Public awareness campaign challenging negative social norms and praxis	1.3 # of people reached by public information campaign	1.3 Surveys or opinion polls conducted with the target audience to measure knowledge and awareness at the outset and in later stages of the campaign		
Result 2: Children and supportive adults have access to and produce child-friendly information about actions, policies and laws put in place by duty bearers towards building an available, accessible and quality child protection system focused on prevention,	2.1 Child-friendly information (laws, policies, news related to CP and VAC) has been produced and is available on the CFA App	2.1 # of child-friendly CP-related laws and policies produced and available of the CFA App	2.1 Facilitator's report; CFA App		
	2.2 Community, duty bearers, children and youth not directly engaged in CFA have been introduced to the material	2.2.1 # of adults introduced to CP-related laws and policies through FGD	2.2.1 Facilitator's report		

detection, reporting, response and rehabilitation.		2.2.2 # of children & youth introduced to CP-related child-friendly laws and policies through youth-led events	2.2.2 Facilitator's report		
		2.2.3 # of hits on the child-friendly information site on the CFA App	2.2.3 CFA App		
Result 3: Children and supporting adults collaboratively map formal and informal child protection actors, mechanisms and services.	3.1 A map of child protection actors (local, regional and national), including their contact details, location and mandate, is available on the CFA App	3.1 # of protection actors identified, interviewed and mapped on the CFA App	3.1 CFA App		
	3.2 Community, duty bearers, children and youth not directly engaged in CFA have been introduced to CP mapping	3.2.1 # of adults introduced to CP mapping through FGD	3.2.1 Facilitator's report		
		3.2.2 # of children & youth introduced to CP mapping through FGD	3.2.2 Facilitator's report		
		3.2.3 # of hits on the CP mapping site of the CFA App	3.2.3 CFA App		
Result 4: Children, supportive adults, communities and national and international actors collect and disseminate evidence on children's concerns and experiences of child protection systems, in the context of SDG 16.2.	4.1 Children & youth report on bottlenecks and gaps in the child protection system	4.1 # of reported bottlenecks and gaps by children & youth	4.1 CFA App		
	4.2 Children & youth have access to the reports of other children & youth and trending data through the CFA App	4.2 # of hits on the summary page of the reporting site on the CFA App	4.2 CFA App		
	4.3 At-risk children are referred to service providers	4.3 # of children & youth referred to services through the CFA referral system	4.3 CFA App; Facilitator's report		
Result 5: Children & youth engage with peers and supportive adults to build and interpret evidence from children's and youths' own voices about	5.1 Children, their communities and duty bearers discuss protection systems and identify gaps	5.1 # and type of gaps in the CP system identified by children and their communities	5.1 Facilitator's report		

the child protection systems and to make recommendations for remedial action to address protection gaps.	5.2 Children, youth, their communities and duty bearers identify remedial actions to improve child protection systems	5.2 # and type of remedial actions to improve the CP system identifies by children and their communities	5.2 Facilitator's report		
Result 6: Children are informed and participate in the process that is led by technical experts to transform their observations and experiences on child protection systems into policy recommendations for national and global policymakers (including reporting to the High-Level Political Forum).	6. Reports published describing the experience of children in the protection system, identifying gaps, and making recommendations for improvements	6.1 # of published reports describing the experience of children in the protection system	6.1 CFA App		
		6.2 Improved quality of published reports and recommendations	6.2 Report quality evaluation tool		
Result 7: Children and their communities work collaboratively with duty bearers to put in place measures that will strengthen child protection at the local level.	7.1 Children and supporting adults mobilize the community and duty bearers around direct action to address protection gaps	7.1 # of people directly engaged in the direct action agenda	7.1 Facilitator's report		
	7.2 Children, youth, their communities and duty bearers take direct action to address a child protection gap	7.2.1 # and type of direct actions take to address protection gaps	7.2.1 Facilitator's report		
		7.2.2 Children & youth perceive an improvement in child protection system as a result of the direct action	7.2.2 Perception evaluation tool		
Result 8: Children and their communities are supported to develop advocacy campaigns focused on encouraging social change and/or duty bearers to address a protection gap.	8.1 Children and their communities put in place advocacy or media actions addressed to gaps in the child protection system	8.1.1 # of advocacy actions taken	8.1.1 Facilitator's report		
		8.1.2 Children & youth perceive an improvement in the child protection system as a result of the advocacy campaign	8.1.2 Perception evaluation tool		
	8.2 International and national actors (including the ChildFund Advocacy Task Force) support advocacy/media initiatives	8.2 # of people directly supporting advocacy campaign (disaggregated by role)	8.2 Facilitator's report		

Annex 4: Perception Evaluation Tool with Children

Teams can use this tool for context assessment as well as for M&E data collection. This tool evaluates children's perception of violence and protection. It should be used as part of baseline/context assessment and should be repeated every year to evaluate progress.

Interview a sample of 50 children (ages 13-17), using the tools below, in groups of 5-8. The sample should include both boys and girls, as well as particular minorities (e.g., children from minority ethnic groups, children with disabilities) in the given setting. Ideally, the sample should include at least 3 groups of children who have been in contact with child-friendly accountability activities and at least 3 groups of children who have not participated in child-friendly accountability activities. If the children are illiterate, the facilitator should use symbols on the drawings, instead of words.

There are three components to this tool:
- *Mapping violence and protection:* This tool is used to identify safe and unsafe areas, to gauge the degree of insecurity children feel in their surroundings.
- *Spider diagram:* This tool is used to identify the degree to which children are aware of and have access to protective actors and mechanisms.
- *Focus group discussion:* This tool allows children to discuss their perception of violence and child protection in their community.

It is essential that these activities be conducted by two persons – one to facilitate and one to take notes. At the end of the session, they should go through the notes to ensure that they agree on the content.

A. Mapping Violence and Protection

Ask the participants to draw a map of their community. The participants should mark on the map areas that they consider safe and areas that they consider unsafe. As a group, discuss. In particular, ask participants if there has been a change in the last year.

B. Spider Diagram

Draw a spider in the middle of a big piece of paper. Ask the children to label each leg with a type of violence that children in their "setting" experience. The participants should rank which forms of violence are the most common and which are the least common. For each leg, the participants should identify who or where a child/youth should go to for protection or help if they experienced that type of violence (never personalize, always talk about it in third person) and write them next to the "feet" of the spider. As a group discuss the "feet": Are they easy to contact? What happens after you reach out to them? Are they able to help children?

C. Focus Group Discussion

Lead the group in a discussion using the following three questions:
- Do you think that children are safe in [insert setting]? Why or why not?
- Who do you go to for help or protection? Are they able to help?
- Do you think children are safer now than they were [insert a time reference, e.g., last school year or before the planting season, etc.]?

Annex 5: Template for Assessing Budget Gaps

Goal:					
Objectives	**Activities**	**Estimated costs**	**Finance available**	**Finance required**	**Financing strategy**
1.	1.1				
	1.2				
	1.3				
	1.4				
2.	2.1				
	2.2				
	2.3				
	2.4				
3.	3.1				
	3.2				
	3.3				
	3.4				

Annex 6: Capacity Assessment for the Implementing Actor

Objective	Required Human Resources	Existing Human Resources	Capacity Gaps	Strategy to Address Capacity Gaps
1.				
2.				
3.				

Annex 7: Template for Developing a CFAcc Program

Objectives	Expected Results	Activities
Goal:	Formal and informal child protection systems prevent and respond to violence, abuse, neglect and exploitation and are accountable to the voices and experiences of children and their communities.	
Objective 1 (Assessment): To improve knowledge and understanding among children, youth, their communities and duty bearers about child rights and child protection, challenging negative social norms and praxis.	**Result 1:** Children, youth, their communities and duty bearers have a deeper understanding of child rights, child protection, and negative social norms and praxis that contribute to violence against children.	
	Result 2: Children and supportive adults have access to and produce child-friendly information about actions, policies and laws put in place by duty bearers towards building an available, accessible and quality child protection system focused on prevention, detection, reporting, response and rehabilitation.	
Objective 2 (Analysis): To enable children to meaningfully participate in holding duty bearers accountable to their obligation to prevent and respond to violence against children.	**Result 3:** Children and supporting adults collaboratively map formal and information child protection actors, mechanisms and services.	
	Result 4: Children, supportive adults, communities and national and international actors collect and disseminate evidence on children's concerns and experiences of child protection systems, in the context of SDG 16.2.	
	Result 5: Children engage with peers and supportive adults to build and interpret evidence from children's own voices about the child protection systems and to make recommendations for remedial action to address protection gaps.	
Objective 3 (Action): To enable children and their communities to work with duty bearers to improve the child protection system in their communities and countries.	**Result 6:** Children are informed and participate in the process that is led by technical experts to transform their observations and experiences on child protection systems into policy recommendations for national and global policymakers (including reporting to the High-Level Political Forum).	
	Result 7: Children and their communities work collaboratively with duty bearers to put in place measures that will strengthen child protection at the local level.	
	Result 8: Children and their communities are supported to develop advocacy campaigns focused on encouraging social change and/or duty bearers to address a protection gap.	

Action Plan Template

Activities	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	Focal Point
1.1													
1.2													
1.3													
1.4													
2.1													
2.2													
2.3													
2.4													
3.1													
3.2													
3.3													
3.4													

Glossary of Key Terms

Accountability: Inclusive and transparent practices used to monitor the effectiveness and usefulness of local, provincial, national or international policies, providing the evidence to improve upon said policies. It is about people – working together in some organized way – identifying and tracking the priority issues that affect their communities, so that barriers to progress can be addressed and solved, with support as necessary from public sector and other accountable agencies.

Advocacy: A series of planned and strategic actions to influence the formulation and implementation of public policies at the local, national, regional or global levels.

Alternative care: Care provided to children by caregivers who are not their biological parents. This care may take the form of informal or formal care. Alternative care may be kinship care; foster care; other forms of family-based or family-like care placements; residential care; or supervised independent living arrangements for children.[23]

Case Management: The process of helping individual children and families through direct social work-type support and information management.[24]

Caseworker: The key worker in a child protection case; this person maintains responsibility for the child's care, from identification to case closure.[25]

Child: In line with the United Nations Convention on the Rights of the Child, a child is defined as anyone under the age of 18 years.

Child abuse: Acts that damage the child's prospect of a safe and healthy growth and development into adulthood. It may be a deliberate act, or it may result from a failure to ensure a reasonable standard of care and protection.

Child-friendly accountability: The ability to make certain that those charged with protecting and fulfilling children's rights actually do what they are supposed to do, and if they do not or cannot, that children and their representatives have some recourse.[26]

Child participation: All activities conducive to the realization of children's right to have their opinions considered in the decision-making processes that affect their lives, according to their level of maturity.

Child protection: Actions, means and mechanisms that prevent and respond to violence, exploitation, abuse and neglect affecting children.

---

[23] Global Protection Cluster (January 2014) "Inter Agency Guidelines for Case Management and Child Protection."
[24] Ibid.
[25] Ibid.
[26] UNICEF (March 2015) "Accountability for Children's Rights, With Special Attention to Social Accountability and its Potential to Achieve Results and Equality for Children."

Child protection policy: A statement of intent that demonstrates a commitment to safeguard children from harm and makes clear to all what is required in relation to the protection of children. It helps to create a safe and positive environment for children and to show that the organization is taking its duty and responsibility of care seriously.[27]

Child protection system: The set of laws, policies, regulations and services needed across all social sectors – especially social welfare, education, health, security and justice – to support prevention and protective responses.[28] The child protection system can include formal and informal actors, mechanisms and services.

Community-based child protection mechanisms: Networks of organizations and people in specific geographic areas that are jointly engaged in protecting and ensuring the well-being of children by preventing and responding to violence, abuse, neglect and exploitation of children.[29]

Convention on the Right of the Child: Multilateral human rights treaty that promotes the rights of all children worldwide. Adopted by the United Nations General Assembly on November 20, 1989.

Discrimination: Unequal treatment of children based on personal or group characteristics. There are many forms of discrimination based on characteristics such as, but not limited to, religion, ethnicity, gender, language and disability.[30]

Emotional abuse: Any form of psychological maltreatment, mental abuse, verbal abuse and emotional abuse or neglect. This may take a variety of forms, including scaring, threatening, rejecting, humiliating, insulting, isolating or ignoring. Also, the denial of emotional responsiveness or the neglect of mental health, medical and educational needs. Emotional harm is also caused by imposing humiliating or degrading conditions of detention, including placement in solitary confinement.[31]

Exploitation: The abuse of a position of vulnerability, differential power or trust for sexual purposes. This includes profiting monetarily, socially or politically from the exploitation of another.

Gender sensitivity: Gender sensitivity means taking gender as a primary consideration throughout the programs and activities and taking all necessary measures to ensure programs prevent harassment of any kind, including sexual harassment and discrimination. It also means that programs strive to promote girls' and boys' understanding of sociocultural gender roles, and combat discrimination with the aim of reducing violence against children. This is based on the understanding that gender inequality is one of the most pervasive forms of discrimination in the world and that girls, in general, have fewer opportunities than boys and are often more vulnerable to certain types of violence, exploitation and abuse.

---

[27] ChildHope UK (2005), "Child Protection Policies and Procedures Toolkit: How to Create a Child-Safe Organization" Consortium for Street Children.
[28] Global Protection Cluster (January 2014) "Inter Agency Guidelines for Case Management and Child Protection."
[29] The definition is adapted from ChildFund Vietnam, "Program Description, Child Participation and Child Protection 2015-2018."
[30] ChildFund Alliance (2008), "Child Protection Policy."
[31] Global Partnership to End Violence Against Children, 2016. Global Partnership Strategy. Available at: http://www.end-violence.org/resources.html

High-level Political Forum on Sustainable Development: The United Nations central platform for the follow-up and review of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals.

Informed consent: Capacity to freely give consent based on all available information, according to the age and evolving capacities of the child.[32]

National child protection systems: A coordinated national system to prevent and respond to violence against children, including:
- Laws and polices protecting and responding to abuse, neglect, exploitation of and violence against children;
- A central government coordination mechanism for child protection which enables coordination across governmental departments, provincial and local authorities, and civil society;
- Effective regulation and monitoring of child protection laws, policies and standards;
- A committed workforce with relevant competencies, mandates and oversight;
- Mechanisms to bring perpetrators to justice.[33]

Neglect: This is the deliberate failure to meet children's physical and psychological needs, protect them from danger or obtain medical, birth registration or other services. This includes intentional physical neglect, psychological or emotional neglect, neglect of a child's health or education needs or abandonment.[34]

Physical abuse: This includes corporal punishment, torture, cruel or degrading treatment and physical bullying. It also includes harmful practices such as female genital mutilation, binding, scarring and branding, as well as violent or degrading initiation rites, exorcism, sex selection and "honor" crimes. Other forms of physical violence include physical child labor, slavery, trafficking and the use of child soldiers.[35]

Protective factors: Conditions or attributes in individuals, families, communities or the larger society that mitigate or eliminate risk in families and communities and increase the health and well-being of children and families.[36]

Psychosocial support: Care and support which influences both the individual and the social environment in which people live and ranges from care and support offered by caregivers, family members, friends, neighbors, teachers, health workers and community members daily but also extends to care and support offered by specialized caregivers.[37]

---

[32] ChildHope UK (2005), "Child Protection Policies and Procedures Toolkit: How to Create a Child-Safe Organization" Consortium for Street Children

[33] Adapted from Save the Children, Child Protection Initiative (May 2013) "Save the Children's Child Protection Strategy 2013-2015."

[34] Global Partnership to End Violence Against Children, 2016. Global Partnership Strategy. Available at: http://www.end-violence.org/resources.html

[35] Ibid.

[36] Global Protection Cluster (January 2014) "Inter Agency Guidelines for Case Management and Child Protection."

[37] Ibid.

Referral: The process of formally requesting services for a child or their family from another agency (e.g., special protection, cash assistance, health care, etc.) through an established procedure and/or form; caseworkers maintain overall responsibility for the case regardless of referrals.[38]

Resilience: The ability of children and their families to deal with, and recover from, adversity and crisis, influenced by individual characteristics and external factors like: diversity of livelihoods, coping mechanisms, life skills such as problem-solving, the ability to seek support, motivation, optimism, faith, perseverance and resourcefulness.[39]

Risk assessment: Methodology to determine the nature and extent of risk, taking into account potential hazards and existing conditions of vulnerability that together could harm children and their families. Risk assessments should take into account community capacity to resist or recover from the hazard's impact.[40]

Sexual abuse: This covers any form of sexual abuse and exploitation including child prostitution, sexual slavery, child sex tourism, trafficking or selling children for sexual exploitation and visual images of child sexual abuse. Sexual violence also includes the inducement, coercion or arrangement of children into forced or early marriages.[41]

Sexual exploitation: The abuse of a position of vulnerability, differential power or trust for sexual purposes. This includes profiting monetarily, socially or politically from the exploitation of another. Child prostitution and trafficking of children for sexual abuse and exploitation are examples of this.

Sustainable Development Goals (SDGs): The 17 SDGs are universal goals that seek to eliminate key development challenges in the world. They appear in *Transforming Our World: The 2030 Agenda for Sustainable Development*, adopted unanimously by the United Nations in September 2015 after a multi-year process of consultation and negotiation. SDG target 16.2 and its related targets focus on eliminating violence against children.

Violence against children: All forms of harm (violence, injury, abuse, neglect or negligent treatment, maltreatment and exploitation), perpetrated by an individual or group of people, resulting in actual or potential harm to the child's health, survival, development or dignity. Violence may be sexual violence; physical violence; emotional violence; neglect or negligent treatment.

Vulnerability: Physical, social, economic and environmental factors that increase the susceptibility of a community or individuals to difficulties and hazards and that put them at risk as a result of loss, damage, insecurity, suffering and death.

Youth: The transitional period between childhood and adulthood, generally understood to be between the ages of 15 and 25.

---

[38] Ibid.
[39] Ibid.
[40] Ibid.
[41] Global Partnership to End Violence Against Children, 2016. Global Partnership Strategy. Available at: http://www.end-violence.org/resources.html

ChildFund Alliance
545 Fifth Avenue, Suite 1205
New York, NY 10017

+1.212.697.0859
info@childfundalliance.org
www.childfundalliance.org