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**Child-friendly Accountability Toolbox – Module 4, p. 63**

**Facilitators’ follow-up report template (part 1)**

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| **Location** | *Area or city where the activity took place and where the participants come from.* | **Participants****(disaggregated)** | *Brief description of the participants, including who they are (i.e., are they the core group of engaged children; peers not directly engaged in the project; community members? etc.), how many, and disaggregated information (as pre-established by program manager).* |
| **Type of activity** | *A brief description of the type of activity (example - workshop with children to develop child-friendly materials held over 2 weeks, advocacy campaign over 2 months, etc.).* | **Facilitators** | *Name of facilitators* |
| **Duration** | *Example - Workshop held on 5 afternoons over 3 weeks, etc.* |  |  |
| **Outcome of the activity** | *What was the result of the activity? A copy of the supporting documents (e.g., child-friendly laws, advocacy documents, etc.).* | **Next Steps** | *What will the group do next and how was this decided?* |
| **Analysis and recommendations:** | *Facilitator’s analysis of the activity, progress and participants. What could be improved? What changes need to be made? Is progress being made? What aspects can be capitalized on during the next activity?* |  |  |

**Facilitator’s report (part 2): Monitoring chart**

*Facilitators should update this chart after each activity and attach as an annex to the final report.*

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| --- | --- | --- | --- | --- |
| **Results** | **Outputs** | **Indicators** | **Data (disaggregated)** | **Data completed** |
| **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 violence against children (VAC) and child protection (CP). | 1.1 # of children trained in VAC and CP |  |  |
| 1.2 Community and duty bearers have been trained on VAC and CP. | 1.2 # of adults trained in VAC and CP |  |  |
| **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.  | 2.1 Child-friendly information (laws, policies, news related to CP and VAC) has been produced and is available on the CFAcc web-based platform. | 2.1 # of child-friendly CP-related laws and policies produced and available of the CFAcc web-based platform |  |  |
| 2.2 Community, duty bearers, youth and children not directly engaged in CFAcc have been introduced to the material. | 2.2.1 # of adults introduced to CP-related laws and policies through focus group discussions (FGD) |  |  |
| 2.2.2 # of children introduced to CP-related child-friendly laws and policies through child-led events |  |  |
| **Result 3:** Children and supporting adults collaboratively map formal and information child protection actors, mechanisms and services. | 3.2 Community, duty bearers, youth and children not directly engaged in CFAcc have been introduced to CP mapping. | 3.2.1 # of adults introduced to CP mapping through FGD |  |  |
| 3.2.2 # of children introduced to CP mapping through FGD |  |  |
| **Result 4:** Children, supportive adults, communities and national and international actors collect, and disseminate evidence on children’s concerns and experiences of CP systems, in the context of Sustainable Development Goal (SDG) 16.2. | 4.3 At-risk children are referred to services providers. | 4.3 # of children referred to services through the CFAcc referral system |  |  |
| **Result 5:** Children engage with peers and supportive adults to build and interpret evidence from children’s own voices about the CP systems and to make recommendations for remedial action to address protection gaps.  | 5.1 Children, their communities and duty bearers discuss CP systems and identify gaps. | 5.1 # and type of gaps in the CP system identified by children and their communities |  |  |
| 5.2 Children, their communities, and duty bearers identify remedial actions to improve CP systems. | 5.2 # and type of remedial actions to improve the CP system identifies by children and their community |  |  |
| **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 |  |  |
| 7.2 Children, 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 |  |  |
| **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 |  |  |
| 8.2 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) |  |  |