EVALUATING SYSTEMS CHANGE

Insights and Challenges from UNICEF Evaluations in the Area of Child Protection
(GENDER) TRANSFORMATIVE CHANGE IN CHILD PROTECTION PROGRAMMING

Gender transformative
• Prevention of violence
• Social norms work

Gender sensitive
• Response
• Systems change work
• Humanitarian settings

Usefulness of “protection” label?
## UNICEF’S CHILD PROTECTION PROGRAMME-IMPACT PATHWAY, 2017

### VISION

A world free of violence against girls and boys, including adolescents.

### IMPACT/GOAL:

All girls and boys, including adolescents and those living in situations of vulnerability, grow up with greater freedom from all forms of violence; and those who do experience violence benefit from greater access to care, support, justice and other services needed to ensure physical, mental and social wellbeing.

### CROSSCUTTING OUTCOMES:

- Policies and programmes across all results areas integrate attention to implications of armed conflict, forced displacement and other humanitarian/emergency situations.
- Policy makers, professionals, leaders, community members, caregivers, girls, boys and adolescents have greater awareness of violence against children as a human rights and public health problem and greater agreement with social norms that support freedom from violence, harmful practices, gender inequality and discrimination, particular against vulnerable groups.

### ALL OUTCOMES: contribute to impact/goal but also influence one another across the results chain. In other words, the chain of results flows horizontally and vertically.

<table>
<thead>
<tr>
<th>National, multi-sectoral action</th>
<th>Legal/policy frameworks</th>
<th>Systems and institutions: prevention, reporting mechanisms and response services across all sectors (including but not limited to sectors listed below)</th>
<th>Society/Communities</th>
<th>Families and caregivers</th>
<th>Children and adolescents</th>
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<td>Countries have strengthened national commitment to fund and implement comprehensive, evidence-based, multi-sectoral, coordinated plans and actions (including MRM plans) to prevent and respond to violence against girls, boys, and adolescents.</td>
<td>Countries have strengthened legal and policy frameworks (as written and implemented) to protect girls, boys and adolescents from violence and discrimination, in accord with international norms (e.g. CRC and CEDAW).</td>
<td>Whole systems and institutions have improved the quality, coverage, access to and multi-sectoral coordination of prevention, reporting mechanisms and response services.</td>
<td>Communities are more engaged in: • protecting the right of all girls and boys to grow up free of violence and discrimination, regardless of age, sex, disability or any other social or economic disadvantage; • creating safer environments for girls, boys and adolescents and have greater awareness of violence against children and gender-based violence against women and children.</td>
<td>Households/families have greater social and economic stability and security, more gender equitable attitudes and practices, and lower levels of violence against women in the home.</td>
<td>Girls, boys and adolescents are more empowered to exercise rights and agency to live free of violence, and seek help when violence occurs; build healthy, gender-equitable, non-violent relationships; and postpone marriage and childbearing till adulthood.</td>
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<td>Countries have: • identified reforms needed to strengthen laws and policies in accord with international norms (e.g. CRC and CEDAW); • increased public and policy-maker support for legal reform; • strengthened Justice sector capacity to enforce laws.</td>
<td>Each sector has strengthened capacity of whole systems and institutions to address violence against girls, boys and adolescents in accord with a ‘systems approach’, including: • Normative frameworks for addressing violence and child protection issues, e.g. policies, regulations, guidelines, protocols, minimum standards, codes of conduct and plans of action (developed with child participation, adopted, costed, funded and implemented); • Evidence and data collection systems related to violence and child protection, including research, mapping, surveillance, administrative data systems, monitoring and evaluation.</td>
<td>Education systems and institutions provide greater access to safe, inclusive, gender-equitable education, life-skills and livelihood programmes, responsive to all forms of violence against girls, boys and adolescents.</td>
<td>Vulnerable households have greater access to social and economic support programmes that integrate attention to gender equality, family violence prevention and safe transitions to adulthood.</td>
<td>Mothers, fathers and caregivers have greater access to: • education, life-skills, livelihood and violence prevention programmes; • age appropriate information about sexuality and healthy relationships; • knowledge about rights and where to seek help for violence.</td>
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### NOTES:

**Violence against children** includes all forms of physical, sexual and emotional abuse, including violent discipline and sexual abuse and exploitation of girls and boys, including adolescents, in all settings (e.g. home, schools, community, online).

**Situations of vulnerability** include girls and boys with disabilities, in institutional care, deprived of liberty, in extreme poverty, unaccompanied/separated from family, affected by HIV or any other social or economic disadvantage.
THREE ENTRY POINTS FOR ASSESSING TRANSFORMATIVE CHANGE (Latham, 2014)

Seeing systems change:
How can initiatives build systems that work better for individuals?

What keeps systems from working well for individuals?

Structural Barriers that restrict ability of actors to improve
- Adverse Incentives
- Undesirable Constraints
- Limited Opportunities

Ineffective Pathways which lead to
- Insufficient Capacity
- Missing Connections

Limited Individual Outcomes

How do systems change initiatives contribute to systems change results?

Effective Collaboration supports

Effective Systems Change Initiatives contributing to

Conducive Structures that enable actors to build
- Altered Incentives
- Relaxed Constraints
- New Opportunities

Improved Pathways which lead to
- Increased Capacity
- Improved Connections

Improved Individual Outcomes
ASSESSING COLLABORATIVE FUNCTIONING: WHAT WORKED?

LEARNINGS
• Explicit focus of evaluations: UNICEF’s leadership, leveraging and convening roles
• Build on existing stakeholder analyses and systems mapping/assessment exercises
• “Connectedness”

CHALLENGES
• Intangibility of “system”
• Boundaries of system, overlap
• Perspective? Reliance on UNICEF self-reporting in data collection
• In KII’s with partners: focus on coordination mechanisms etc. blurs focus on results
ASSESSING STRUCTURES: WHAT WORKED?

LEARNINGS
• Assessing legal and policy frameworks
• Process tracing (e.g. pathway to passing Mexican General Law on Girls’, Boys’ and Adolescents’ Rights)

CHALLENGES
• Assessing implementation/service provision
• Focus on UNICEF contribution – national structures seen as given
• Focus on national (rather than decentralized) levels
• Identify leverage points
## ASSESSING PATHWAYS/LIVED EXPERIENCE: WHAT WORKED?

### LEARNINGS
- **Case study** approach
- Affected populations as **informants** (but: weaker on involving boys, younger children)
- Key role played by **national consultants**
- **Focus groups**: gaining better, more authentic data

### CHALLENGES
- More upstream work
- Limited gender-transformative aspirations (local level: response; slow trickle-down from prevention work, intangible)
- Use of **impact** criterion
- Affected populations as partners/true participants – empowerment
- **Ethics** (e.g. anonymity, selection of children)
SUMMARY OF KEY MESSAGES

• UNICEF’s systems strengthening work in the area of child protection fits the definition of “transformative change” but probably not that of “gender-transformative change”

• While evaluations were solid in assessing collaborative functioning and structural elements of transformative change, more needs to be done to gauge how (whether) the programme-impact pathway is experienced by girls and boys themselves
Thank you!

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