# Building Evidence for Child Protection Programming

## Our Learning Year
2019/2020

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Message from the Board Chairperson

The past 12 months have been an unusual year of thirds. On one hand, the first two-thirds of the year was a time that IIDC and the partners did their work normally. During that time, we expanded the technical team, bringing on board staff with an impressive breadth of programmatic and technical expertise. On the other hand, the final third of the year was a tumultuous period with the world in virtual lockdown due to the COVID-19 pandemic.

As we entered uncharted territory in navigating the COVID-19 pandemic, we remained open for business. We have since been learning and adapting to new ways of working remotely and electronically. Thanks to our partners’ positive attitude and encouragement, IIDC stayed focused and adapted its methods of work with partners to various digital platforms like Zoom and Skype successfully supporting the partners to remain operational.

We also adapted by working from home during the lockdown from end-March to mid-June. We will continue to strengthen our capacity to support partners using technology and other emerging innovations.

We remain grateful to our donors, the Government of Uganda, and other stakeholders for continuing to walk this journey with us as we work to strengthen our partners’ efforts to protect children.

John Baptist Wasswa
IIDC Board Chairperson
Learning and unlearning
Evaluating the Learning Initiative on Prevention of VAC

Since 2016, IIDC has been implementing a pilot project, ‘Learning Project on Preventing VAC in schools in East Africa’ that sought to address learning and knowledge gaps among eight select partners in East Africa (Uganda, Kenya and Tanzania) working to address violence against children.

The 2019 evaluation provided an opportunity for IIDC and the project partners to review past performance, reflect on learnings and determine how these should influence future interventions. The evaluation revealed areas of impact, effectiveness of interventions, reviewed challenges, and highlighted good practices.

Overall Assessment: The evaluation found that IIDC as the facilitator of the project has played a critical role in supporting and encouraging partners to better understand and appreciate what it means to learn, and to have the confidence to review and refine their work in order to enhance impact around VAC prevention.

“IIDC is helping us be more deliberate in model development… they give us recommendations on emerging issues across the globe and strategically. They are getting us away from guess work.”
-FAWE-U

LEARNING COHORT PARTNERS
Kenya Alliance for the Advancement of Children’s Rights (KAACR)
Investing in Children and their Societies (ICS)
ActionAid Tanzania
HakiElimu
World Education Initiative (WEI)
Bantuana
Forum for African Women Educationists- Uganda (FAWE-U)
Raising Voices

KEY FINDINGS

Relevance of the Learning Initiative
Exposing partners regularly to new learning around models, measuring change around VAC initiatives provided partners with new ideas and approaches to improve their work.

Suitability of the approach
The approach to delivery of the interventions was also considered relevant, particularly because the IIDC team adopted a facilitator approach, were open to learning and working with partners especially based on the annual learning convenings facilitated by IIDC.

Attainment of project results
Partners were introduced to Theories of Change (ToC) and others supported to refine and develop existing ones to strengthen their interventions for greater impact. The revised ToCs provided improved programme activities focus and clarified important indicators to measure progress.

Documentation to support evidence-building
The importance of documentation for building evidence was promoted within all organizations with focus a focus on developing case studies to explore promising approaches that can be scaled up.

Evaluation summary: The project partners have a greater appreciation of what it means to learn, and the value of learning from each other. There is greater appreciation amongst project partners of the importance of using tested approaches and models, as well as openness to testing and further testing their own approaches.
Following the evaluation of the three-year pilot phase, IIDC shifted its focus to a more strategic planning approach to drive innovation in the learning initiative. This was driven by the dynamism in the VAC field which has attracted new players and new resources emerging to strengthen child protection efforts. This required the East African learning initiative to identify its niche and contribution to be able to align itself to the available resource base. Further, it was desirable to ensure that the key actors in the learning process were directly involved in shaping the future direction of the learning process through a more inclusive planning process.

Finally, articulating the value addition of the Learning Initiative requires innovative ways of translating internal organisational capacity into wider positive change on the VAC landscape at national and regional level in East Africa.

The strategic planning process engaged multiple stakeholders in reflection meetings to ensure a more inclusive and collaborative focus. Consultations were conducted with national, regional, and global experts from various institutions: RELI learning network, RISE learning network, International Society for the Prevention of Child Abuse and Neglect (ISPCAN), London School of Hygiene and Tropical Medicine, Global Partnership to end VAC, African Partnership to end VAC, UNICEF, USAID, Centers for Disease Control and Prevention, and the Ugandan Ministry of Gender, Labour and Social Development.

KEY RECOMMENDATIONS FROM THE EVALUATION REPORT

- Support partners to roll out new tested models
- Invest in evaluations, baselines and incorporate findings in action plans
- Strengthen organisational capacity for learning and application to programming decisions
- Increase emphasis on documenting, testing and developing replicable models

FOCUS OF THE NEW PHASE OF THE LEARNING INITIATIVE

- Layering and twining organisations to scale-up tested models
- Training adaptation teams and setting up institutional structures for scale-up
- Increasing government commitment and leadership in supporting scale up of tested models
- Evidence-generation through rigorous testing
- Organizational learning viz-a-viz project-based learning
- Advocacy and influencing government programmes
- Structuring and documenting models
- Systematic scale-up of interventions working in collaboration with other actors
Knowledge exchange & experience sharing

Lessons from the Annual Learning Convening

Every year, IIDC facilitates learning among the seven-member cohort partner organizations working to address violence against children in East Africa. In 2020, World Education Inc. Bantwana Initiative (WUBP) hosted the cohort to share its experiences in transforming social norms to address VAC in schools and communities. Participants included the Ministry of Gender, Labour and Social Development, and technical and advisory support organizations, Wellspring Philanthropic Fund and CivSource Africa.

“Children are now reporting cases freely and many of these are managed at the school. However, enforcing positive discipline is not easy and some cases take a long time to be resolved.” - Basaliza Christopher Jolly, Head Teacher, Butiti Primary School, Kyenjojo District

Bantwana leverages the social influence of children, teachers, parents, and community members to address the underlying social norms that support, accept, or allow indifference to VAC in 20 school-communities in Kabarole, Kyenjojo, and Bunyangabu districts. WUBP delivers contextualized, evidence-informed content at multiple levels through integrated and layered programming and curricula based on the INSPIRE framework.

Social norms transformation is a long-term process and difficult to measure especially when addressing multiple norms around multiple groups.

Social norms must be contextualized to ensure a shared understanding with communities.

Use the right mix of tools and resources, approaches to measure change

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Use the right mix of tools and resources, approaches to measure change
Gender is central to social norms change - gender constructs, gender roles (motivation, reflection, action) - these should be considered when designing programme activities.

Community involvement in shifting social norms is key. Keep talking until you find common ground. All stakeholders at different levels play a great role including teachers, government officials, parents and caregivers.

Social norms can be integrated into programming through sanctions, reference group, rules which encourage alternative behaviour targeting multiple actors with key messages to nudge social norms.

Monitoring and evaluation teams should focus on using multiple sources of data at the national, community, school and programme level. E.g record books, progress reports, survey reports, Qualitative and quantitative data (KAP survey, pre and post-tests, annual surveys) including triangulating findings with the key stakeholders.
SUPPORTING THE SCALE UP OF THE REAL FATHERS MODEL

The REAL (Responsible, Engaged, and Loving) Fathers model is a proven, effective and scalable integrated violence prevention approach being implemented under the leadership of the Ministry of Gender, Labour and Social Development (MGLSD), IIDC in collaboration with University of California San Diego Center for Gender, Equity and Health. This collaboration is leading the scale-up of the REAL Fathers approach through integration in early childhood development (ECD) programmes. REAL Fathers works with first-time fathers with toddler-age children (0 – 3 years). Respected men in the community are selected to mentor young fathers and their partners using a curriculum that promotes positive child discipline, caregiving, gender equity and communication. The 14-session father-mentoring programme is designed to reduce child exposure to violence at home, breaking the cycle of intergenerational violence.

IIDC facilitated advocacy meetings to engage relevant stakeholders to build a constituency and commitment to support the REAL Fathers scale-up. The advocacy meetings gave stakeholders an opportunity to identify potential entry points and mechanisms for integrating REAL Fathers into ECD programmes in Northern Uganda and Karamoja sub-region. Research shows that over a seven-month period, REAL Fathers can reduce family violence in both the short and long term. In an evaluation of REAL Fathers implementation in Northern Uganda and Karamoja sub-region, researchers found that REAL fathers are significantly less likely to perpetrate intimate partner violence (IPV) after one year, and to practice positive parenting more frequently.

13 partners have expressed interest in becoming user organizations, while 6 others are interested in integrating REAL Fathers in their on-going ECD programmes. Other organizations are focusing on resource-mobilization for the approach.

FACILITATING VIRTUAL DIALOGUES ON THE DAY OF THE AFRICAN CHILD

IIDC supported Raising Voices to hold a virtual dialogue with civil society organizations to commemorate the Day of the African Child, under the global theme: ‘Access to a Child-Friendly Justice System in Africa’. The webinar hosted 40 civil society organizations and more than 20 school administrators who provide response and referral for legal aid services for VAC related cases. The key advocacy areas included:

- Protection of child victims and witnesses providing shelter and protection in case their communities are no longer safe.
- Creating a child friendly justice environment where children get justice without threat, fear, or harm.
- Access to adequate and child friendly information about the justice services in Uganda.

TRAINING ON CHILD SAFEGUARDING

In March 2020 five staff of No Means No Worldwide (NMNW) attended a training on child safeguarding. The training which was organized and facilitated by IIDC is an on-going initiative that supports OAK Foundation partners. The initiative is aimed at improving safeguarding standards and practices in 10 OAK Foundation partner organizations, with the aim of creating/maintaining child-safe organizations. NMNW is one of the partners of OAK Foundation implementing the IMPower programme aimed at building positive masculinity skills of boys and rape prevention life skills for girls. This capacity build process includes child safeguarding assessments in partner organizations, 3 modular capacity building trainings and support to implement, monitor and review child safeguarding standards in each organisation.
KEY SUPPORT ACTIVITIES

Training partners in child safeguarding
- Training partners on the first and second module of child safeguarding
- Child safeguarding IEC materials development

Organizational development
- Supported partners to refine their Theory of Change for their VAC prevention work
- Supported nine partners to analyse the risks which their organisations can pose to children. The risk analysis was a basis for developing contextualised child safeguarding policies by each of the nine partners.

Monitoring, Evaluation and Learning
- Producing the Project Endline Survey Report: Promotion of the INSPIRE Package in Selected Districts of Uganda
- Developing the REAL Fathers Scale-up Mapping report

Partner capacity for project documentation and communication
- ICS Initiative to End Child Marriage in Shiyanga Region, Tanzania
- ICS ‘Whole School Approach’ Success story documentation support

Building partners’ knowledge base
- IIDC Facilitator’s Guide for Learning Events
- Topical readers
- Learning briefs

OUR KEY LEARNING

Adaptation and change is inevitable in the development sector which necessitates modifications in the way we work which means we must remain learners, and therefore flexible in our programming.

In our work of supporting partners, we have enriched partners knowledge and understanding of the scale up process and learned about the need for a clear scale-up strategy which can take up to 18 months to fully articulate.

Documentation does not create the evidence. The evidence must exist for good documentation to take place.

IIDC needs to ramp up support to partner organizations to undertake in-depth problem analysis in order to design programmes that provide sustainable and impactful solutions.

It is critical to provide technical support that bridges the gap between ideation and innovation by empowering partner organizations to apply the knowledge and insights leading to programme enhancements.
Resource Base

Funding Allocation
IIDC is grateful for the financial support received from its funding partners to support the realization of the organization’s mission.

Within the financial year July 2019 – June 2020, IIDC received funding from Wellspring Philanthropic Fund, Oak Foundation, Children Rights and Violence Prevention Fund and University of California San Diego. Actual expenditure amount to $520,000 with the following funding allocation:

- Personnel: 39%
- Activities: 38%
- Operational Costs: 9%
- Equipment Costs: 13%
- Institutional Development: 1%
OUR VALUES

Results oriented and a passion for change: We are ambitious, set high but clear and measurable targets and consistently work to achieve our targets.

Innovativeness: We explore new ideas and promote change for the wellbeing of vulnerable groups.

Accountability: We work earnestly to add value, take responsibility for efficient use of resources to remain accountable to stakeholders.

Collaboration: We respect, learn, value and work in partnership to create change in the lives of vulnerable groups.

Integrity: We aspire to leave a legacy both as an institution but also as individuals; we have high standards of personal honesty and behavior and we strive never to compromise our reputation.

Visit us at: www.iidcug.org
Plot 175/176 Kyaddondo II Road Kagugube Zone
P.O. Box 27516, Kampala, Uganda
Email: admin@iidcug.org
Phone: +256 392 002 512