

EVALUATION OF PROVINCIAL CHILD-RIGHTS ADVOCACY PROGRAMME AND DEVELOPMENT OF BEST PRACTISE MANUAL

Evaluation Report October 2013



Photograph: Taken by a child to show their right to play and have sports facilities



The CINDI Provincial Child Rights Advocacy Project and this evaluation would not have been possible without the generous support of the Delegation of the European Union to South Africa European Instrument for Democracy & Human Rights (EIDHR) Country Based Support Scheme (CBSS) – South Africa

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Executive Summary

Project Aims

The CINDI Provincial Child Rights Advocacy Project aimed:

To implement a Provincial Child-Rights Advocacy Programme (PCAP) to scale up and coordinate advocacy around children's rights issues at local, provincial and national level over a 24 month period.

The intended final beneficiaries of the programme were children infected and affected by HIV & AIDS.

Purpose of the Evaluation

This external evaluation was initiated by the CINDI Network to inform the funders of the outcomes of the programme as well as provide guidelines for future capacity development work with CBOs.

Methodology of the Evaluation

A Solution-Focused Approach (SFA) method of positive enquiry and participatory engagement was used for this evaluation, with an emphasis on:

- Identifying what is working well in the project that can be shared as lessons learnt
- Active beneficiary participation, including children, caregivers, CBOs, NGOs and project staff as the "experts" in determining what is most helpful to them

The CINDI Network office staff and management were interviewed during this evaluation. Availability sampling was used for this evaluation, with a focus on geographical representation and a cross-section of participants from the different activities within the project.

43 representatives from 39 organisations completed a written questionnaire. 13 child participants in Ladysmith and 14 child participants in Pietermaritzburg were observed and interviewed. 9 caregivers were interviewed during the Child Participation activities and another 7 caregivers were interviewed during the field visits. 23 Members were interviewed in focus group discussions during a CINDI Joint Cluster Meeting. Overall, 18% of the respondents were male and 72% were female. The evaluation was focused on the uThukela and uMgungundlovu districts of KwaZulu-Natal. A total of 96 adult respondents and 27 children participated in this evaluation.

Activities Planned and Accomplished

The review of CINDI progress reports shows that the targeted activities for the Project were met. The Child Participation Project was further extended to the uThukela District. The training, presentations and advocacy done at Cluster and District Working Group level seems to have been successfully implemented and developed in response to specific local needs. Children's Rights training and advocacy seems to have been mainstreamed in all activities. CINDI seems to have done well to represent Members and children's rights at several provincial, national and even international forums.

The activity which changed in form to encourage more active Member case-specific child rights access was the case-based escalated advocacy. The documentation of best practices is a product of this evaluation process and the final draft has been produced.

Results

Regarding Result 1 of the Project: **Greater understanding amongst 70% of CINDI members of children and caregiver rights**, the following was observed:

CINDI reports that 63% of their active Members have received explicit and direct training on the selected children's rights topics. It may be argued that through the mainstreaming of children's rights into all CINDI activities and through the reach via emails to people who did not attend the trainings, this result may be higher. This is further substantiated by the Member's actual understanding of children's rights, outlined below.

Although there is no formal baseline comparative data, the questionnaire and focus group discussions showed that there is a well-developed understanding amongst members of the concept of children's rights, with a good general knowledge of some of the key children's rights. Every Member (100%) questioned knew at least one child right. More than 50% of the sampled Members knew at least 4 children's rights and on average each Member knew 5 child rights. There was a more comprehensive understanding of children's rights and more specialized knowledge on how to access specific rights from the caregivers who were part of the Child Participation Project. The results show an increase in active citizenship from Members participating in this Project.

The caregivers who were interviewed reported an increase in not only awareness of, but confidence in addressing their own rights. The children participating in the Child Participation Project who were interviewed and observed had a very sophisticated understanding of children's rights, which they were able to apply experientially to

their own personal life experiences, as well as generalizing the concept to other people in their community.

The children spontaneously reported teaching other children about their rights, and it seems that there was an implicit "training of trainers" aspect to the Child Participation Project. An unintended positive outcome of the project was to raise empathic awareness of the needs and rights of others in the community, including adults.

During the individual interviews and many of the written questionnaires, the Members, caregivers and children all attributed their knowledge of children's and caregivers' rights directly to CINDI.

For Result 2: **50% increase in coordinated joint-action amongst CINDI members on advocacy issues relating children's rights at a local, district and provincial level**, the following was recorded:

CINDI addressed a broad range of advocacy issues through its local, district and provincial meetings. CINDI reports that in total eleven advocacy issues were addressed by more than three members, as evidenced through their participation in specific advocacy initiatives facilitated by CINDI. 52 meetings were held around these advocacy issues with an average attendance of 25 CINDI Members, and they report a 200% increase in attendance of Members in co-ordinated joint action initiatives.

Rather than a focus on escalation of case-based advocacy, the approach of the Network has been to support Members to access direct support for children's rights. The strategy was to:

- Provide information about how to address specific rights (processes, procedures and contact details)
- Bring government service providers to meet with CINDI Members to discuss barriers to accessing children's and caregivers' rights
- Promote awareness of children's rights in the communities where Members are living and working.

This approach seems to have yielded positive results and Members reported successes in accessing children's rights. Only where Members were finding barriers to having children's rights met, was coordinated action undertaken by the Network Office.

On Result 3: **Child participation formally incorporated into CINDI's advocacy strategy, the following was shown:**

The observations and subjective comments of Members and children involved in this Project show that CINDI has done well in achieving Result 3 on incorporating children's rights formally into their advocacy strategy. This was evidenced through the expansion of the Child Participation Project, which culminated in the 3 annual Imbizo events led by children and attended by government departments. The child participation approach is well known by CINDI Members and celebrated as a CINDI strategy. CINDI produced a draft Child Participation Policy.

Result 4: Best practise model available as a learning resource for members and other interested parties through the CNO and the CINDI website

CINDI has developed an effective and comprehensive monitoring and evaluation framework. They have been documenting key lessons learnt throughout the course of the project. The innovative strategies used by CINDI to run this project will be extracted from this evaluation process and published in the form of a user-friendly booklet. The booklet will be made freely available on the CINDI website.

In summary of the results observed, the project activities were highly directed towards achieving the 4 results described in the original proposal and seemed very successful in attaining the intended results. The only result which has not yet been fully achieved is Result 4 on making best practice documents available, but this result is being incorporated into this evaluation process and will be a product of this process.

Discussion of Results

The strategic role of the CINDI Network is a linking, encouraging role, providing information and access to government services. Equally importantly, CINDI's role seems to be about bringing hope and a sense of possibility in extremely under-resourced areas. This seems to be a highly specialized and well placed role for the Network which is achieving remarkable results with limited but highly focused energy.

Several aspects of the success of this strategic role emerged as core strengths during the evaluation:

- The type of context of extreme poverty in the areas which CINDI has targeted
- The value of networking, especially the gratitude from Members for connectedness with other local service providers
- CINDI's information sharing and skills development focus
- The dedication of the CINDI Members to addressing the needs and rights of children in their communities
- The quality of CINDI's relationship with its Members

- Internal team spirit and strength within CINDI
- The children’s rights model which was introduced in locally appropriate and culturally respectful ways
- The child participation approach which was celebrated by child participants, their caregivers and the CINDI Members
- The responsiveness of government in providing information and attending the CINDI activities.

Recommendations

Ideas for further strengthening of the strategic role of CINDI were provided and future advancement of this project may consider:

- Further expansion of the project through a training of trainers type of community model with Members (again this could be a combination of the focus on children’s rights and child participation)
- Extending the project to new under-resourced areas where requests for district-level networking has already been requested from CINDI
- Promoting even greater child-led action in the Child Participation Project and Imbizo events
- Doing more follow up on the issues raised by the children during these events and letting this inform future project planning
- More directed advocacy action against systemic barriers to children’s rights.

Should such expansion take place, it is recommended that creative ways be found to offer more support of the CINDI Network Office staff, as this is demanding and stressful work.



Photograph: CINDI mapping of the Members across the province of KwaZulu-Natal

1. Background Information

The Children in Distress Network (CINDI), founded in July 1996, is a multi-sectoral network of over 240 civil society and government agencies. The membership is made up of non-governmental organisations (NGOs), community based organisations (CBOs) and faith based organisations (FBOs) - capable of implementing diverse, effective and sustainable programmes for children affected by HIV & AIDS in the province of KwaZulu-Natal (KZN).

In July 2013, CINDI concluded its 24 month Provincial Child-Rights Advocacy Programme (PCAP), which sought to scale up and coordinate advocacy around children's rights issues at local, provincial and national level. The main objective of the programme was:

To implement a Provincial Child-Rights Advocacy Programme (PCAP) to scale up and coordinate advocacy around children's rights issues at local, provincial and national level over a 24 month period.

The specific objectives the programme aimed to achieve this were:

1. To educate CINDI members on key aspects of children and caregiver rights.
2. To work with CINDI members to develop strategies around advocacy for children's rights at local and provincial level.
3. To facilitate children's forum within CINDI to allow for child participation and dialogue around issues and policy development affecting them.
4. To record and share lessons learnt through the writing of a manual on best practise.

The target beneficiaries for the programme were the CINDI member with whom the following main activities were carried out:

1. Establish district working groups.
2. Develop provincial advocacy plan through these groups.
3. Training to working groups and clusters.
4. Develop key sector relationships and represent CINDI at key forums.
5. Facilitate Advocacy Desk and referral system.
6. Facilitate child participation process.
7. Develop best practice model.

The intended final beneficiaries of the programme were children infected and affected by HIV & AIDS.

The expected results for the programme were:

1. Greater understanding amongst 70% of CINDI members of children and caregiver rights.
2. 50% increase in coordinated joint-action amongst CINDI members on advocacy issues relating children's rights at a local, district and provincial level.
3. Child participation formally incorporated into CINDI's advocacy strategy.
4. Best practise model available as a learning resource for members and other interested parties through the CNO and the CINDI website.

The activities outlined in the original proposal were:

1. Establish district working groups.
2. Develop provincial advocacy plan through these groups.
3. Training to working groups and clusters.
4. Develop key sector relationships and represent CINDI at key forums.
5. Facilitate Advocacy Desk and referral system.
6. Facilitate child participation process.
7. Develop best practise model.

2. Purpose of the Evaluation

The evaluation was initiated by the CINDI Network to enable it to inform the funders of the outcomes of the programme as well as provide guidelines for future capacity development work with CBOs.

The purpose of the evaluation was to assess the extent to which the objectives of the programme have been achieved, whether the results were as intended and what change the programme has brought about for the target and final beneficiaries (CINDI members and children affected by HIV & AIDS).

The development of a best practise manual has been paired with the evaluation process in order to allow lessons learnt and recommendations from the evaluation to feed into the best practise manual. Although the two processes are separate, they were carried out simultaneously. The purpose of the best practise manual is to disseminate lessons learnt through the planning, implementation and evaluation of PCAP to others for their own learning. Resources developed through this process will be made available to CINDI members via the CINDI website.

The study was a retrospective outcomes and process evaluation of PCAP using both quantitative and qualitative research methods. The process assessed the following:

1. Was the intervention implemented as intended? (process evaluation)
2. What barriers did CINDI experience in accessing the intervention? (process evaluation)
3. What lessons did CINDI learn during the planning and implementation of the intervention
4. Did the intervention cause the expected results and what difference has this made to the target and final beneficiaries? (outcome evaluation)

3. Methods

A Solution-Focused Approach (SFA) method of positive enquiry and participatory engagement was used for this evaluation, with an emphasis on:

- Identifying what is working well in the project that can be shared as lessons learnt
- Active beneficiary participation, including children, caregivers, CBOs, NGOs and project staff as the “experts” in determining what is most helpful to them

This approach was used to develop specific tools for this evaluation, which included:

- Creative exercises for child participation in the form of small group activities facilitated in a workshop, followed up by specific SFA questions (see Appendix 1)
- Quiz questions and focus group questions for project staff and beneficiaries (see Appendix 2)
- Individual interviews with selected participants (see Appendix 4)
- Individually completed written questionnaires completed by CINDI Members (see Appendix 6)
- Observation of project activities

An effort was made to balance the gender of the beneficiaries involved in the evaluation process, though in the end there were more females than males involved in the group evaluation activities.

The following documents were reviewed as part of the evaluation process:

- Original project proposal
- Project narrative progress reports
- Monitoring and evaluation framework developed for the project
- Various handouts and materials given to participants
- Minutes of CINDI Network meetings

The following activities were undertaken as part of this evaluation:

Type of Activity	Project Focus Evaluated	Who was Involved
Consultation meetings	Overview of project, history and scope of evaluation	Director, Fundraising consultant and project staff
Observations	Child Participation Workshops	CINDI project staff, caregivers and child participants in Pietermaritzburg and Ladysmith
Observations	Children's Imbizo Public Events	CINDI project staff, caregivers, child participants, government officials and community members in Pietermaritzburg and Ladysmith
Photo-documentation review	Children's Rights Project	Photographs taken by children in Ladysmith and Pietermaritzburg
Individual interviews	Children's Imbizo Public Events	Caregivers, child participants, government officials and community members in Pietermaritzburg
Focus group discussions and group exercises	Child Participation Workshops	Caregivers and child participants in Pietermaritzburg and Ladysmith
Individual Interview	PCAP as a whole programme	Kuyasa Development Organisation, Ladysmith
Field Visits	PCAP as a whole programme	2 CBO partners in Ladysmith
Focus group quiz questions	PCAP as a whole programme	CINDI Members participating in Clusters
Written questionnaires	PCAP as a whole programme	CINDI Members participating in a joint Network Meeting in Pietermaritzburg
Focus group workshop	PCAP as a whole programme	Cindi management and project staff

Respondents

The CINDI Network office staff were interviewed during this evaluation. This included the CINDI Director, programme manager and project staff.



Photograph: CINDI Network Director Rekha Nathoo and PCAP Programme Manager Suzanne Clulow

For the selection of project participants, availability sampling was used for this evaluation, with a focus on geographical representation and a cross-section of participants from the different activities within the project.

43 representatives from 39 organisations from two of the targeted districts completed the written questionnaire. 13 child participants in Ladysmith and 14 child participants in Pietermaritzburg were observed and interviewed. 9 caregivers were interviewed during the Child Participation activities and another 7 caregivers were interviewed during the field visits. 23 Members were interviewed in focus group discussions during a CINDI Joint Cluster Meeting. A total of 96 adult respondents and 27 children participated in this evaluation.



Photograph: CINDI Network Members participating in an evaluation activity

Of the children interviewed, 30% were boys and 70% were girls. 1 of the 16 caregivers interviewed was male. 5 (15%) of the respondents to the questionnaire were male and 34 were female. 5 (22%) of the 23 Cluster Members were male. Overall, 18% of the respondents were male and 72% were female.

The participants of the evaluation described themselves as coming from the following communities:

- Swayimane
- Ntabeni KaShwi
- Enyanisweni Location
- KwaXimba
- Zayeka
- Nkabini Area
- Tambouille
- Elandskop
- Inadi (Gezubuso)
- Loskop (Escourt)
- Mbulwane
- Ezakhele
- Msunduzi central
- Umvoti
- KwaHaza Location
- Hammarsdale
- Esikodini
- Mpopomeni
- France
- Imbali
- Hopewell
- Copesville
- Thembalihle Eastwood
- KwaShange
- Vulindlela (Sweetwaters)
- Nhlazatshe
- Ekhokhwane Location
- Mpumalanga
- KwaGanda
- Qanda
- KwaPata
- Nhlazatshe
- KwaMpumuza

This shows that Members attending the joint meeting were from a wide geographical spread. The specificity of some of the community descriptions indicates how localized (community based) some of the CINDI Members are in their work.



Photograph: Caregivers participating in an evaluation activity

4. Description of Project Activities Accomplished

The following table shows a summarized comparison between the original activities planned in the proposal and the actual activities accomplished during this project period. The information is taken from the CINDI progress reports.

Table 1: Summary of CINDI PCAP activities planned and implemented

Activities Planned	Activities Accomplished
Result 1: Greater understanding amongst 70% of CINDI members of children and caregiver rights	
<i>Identify key aspects of children's and care giver's rights for training</i>	<p>The following 7 key aspects were identified for training through Member consultation processes and CINDI staff analysis of needs of Members:</p> <ol style="list-style-type: none"> 1. Training on the UN Convention on the Rights of the Child (UNCRC) 2. Child and youth headed households 3. Early childhood development 4. Strategic Plan for HIV & AIDS, STIs and TB with a particular focus on PMTCT 5. Child protection 6. Child participation 7. Enabling documents access
<i>Train members on children's rights within district working groups</i>	<p>CINDI established 3 District Working Groups, in uMgungundlovu, uThukela and uMkhanyakude districts. Training was facilitated in all three district working groups of the seven key children's rights issue identified.</p>
<i>Coordinate the Clusters and develop action plans:</i>	<p>Four clusters were coordinated by CINDI. The clusters focused on the following specialized sector areas: psychosocial support (PSS), home based care (HBC), children in care (CIC) and community development (CBO/CDC).</p>
<i>Provide capacity building training to members of the Clusters</i>	<p>Training and presentations were provided to Clusters and District Working Groups on the following topics:</p> <ol style="list-style-type: none"> 1. Department of Home Affairs on National Registration Campaign 2. Social Welfare Grants Access (SASSA) 3. Project Management 4. Financial management 5. Filing systems and the CLIP office organisation system 6. Fundraising: recent national and international donor trends, funding environment and current constraints CSOs are facing 7. How to conduct a situational analysis and how to build ties with local leadership 8. NPO registration 9. How to use Facebook 10. Child Protection 11. Enhancing the quality and management of cases of alleged

	<p>child abuse</p> <ol style="list-style-type: none"> 12. UN Convention on the Rights of the Child 13. Health rights access: ARVs, PMTCT, accessing of first aid kits for CBOs, HIV status, testing and health care, development of a vaccine for HIV and AIDS, circumcision as part of National Strategic Plan 14. Palliative care training 15. Department of Health on CARMMA – Campaign on Accelerated Reduction of Maternal and Child Mortality in Africa 16. A child’s right to education, 17. Early Childhood Development: new registration requirements for ECD facilities as per the amended Children’s Act 18. ICDP (Integrated Childhood Development Program) 19. School management programme of DoE in uThukela to reduce HIV infection, teenage pregnancy and substance abuse 20. Child headed households 21. War Rooms and Operation Sukhuma Sakhe 22. Millennium Development Goals 23. Department of Justice (child protection, court procedures for children, reporting cases of abuse and maintenance claims) 24. Advocacy campaigns 25. Psychosocial support for children with disabilities 26. Child participation
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Result 2: 50% increase in coordinated joint-action amongst CINDI members on advocacy issues relating children's rights at a local, district and provincial level

<p><i>Identify key sector relationships to be developed from mapping exercise:</i></p>	<p>119 organisations had attended at least one meeting organised by CINDI in the 6 months prior to the evaluation. During the course of the course of the project, 308 organisations have been involved with at least one or more meetings. Of these, 237 were still active within the last 15 months. This is a 200% increase in participation within the network.</p> <p>CINDI reports that in total eleven advocacy issues were addressed by more than three members. 52 meetings were held around these advocacy issues with an average attendance of 25 members. The advocacy issues addressed were:</p> <ol style="list-style-type: none"> 1. Department of Home Affairs: Accessing enabling documents 2. Department of Social Development: Requirements for accessing of grants 3. Training on the UN Convention on the Rights of the Child (UNCRC) 4. Provincial Strategic Plan for HIV & AIDS, STIs and TB 5. South African Police Services (SAPS): Child protection and child abuse 6. Child rights and child participation 7. Department of Education: Access to education 8. Department of Justice and SAPS: Gender based violence and child abuse 9. Child participation 10. Department of Social Development: Early Childhood Development 11. Child Headed Households
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<p><i>Create an ongoing advocacy plan responding to key sector advocacy issues identified in the mapping</i></p>	<p>Based on the findings of the Mapping Report, an Advocacy Plan was created for the Network. Four key strategies have been employed in the rolling-out of this plan:</p> <ol style="list-style-type: none"> 1. Provide regular opportunities for members to meet and network with one another in a location accessible to them. 2. Provide opportunities (at the request of members) for coordinated constructive engagement with government departments during these meetings 3. Establish a common platform of understanding amongst the member organisations around in 6 key areas relating to children and caregiver's rights 4. Develop campaigns for the address of key sector issues in conjunction with the
<p><i>Update, educate and mobilise members on emerging sector issues through facilitating and coordinating member action on key issues</i></p>	<p>Aside from the above-mentioned training and presentations, 22 emails were circulated to members on the database providing them with the opportunity to participate/comment on a number of sector related issues:</p> <ol style="list-style-type: none"> 1. National Strategic Plan on HIV and AIDS (NSP) 2012-2016 2. Children's Sector Implementation Plan for NSP 2012-2016 3. District Stakeholders Conference regarding issues facing children in schools 4. Draft Children's Bill 5. Fatherhood Project Provincial Consultative Workshop 6. Living Positively (OVC) 7. Open Forum Discussion on Human Trafficking 8. State of the World's Mothers Report 9. Judicial Matters Amendment Bill 10. 16 Days of Activism 2013 11. Information Guide on the Management of Statutory Services in terms of the Children's Act 38 of 2005 12. Sexual Offences Bill 13. Mayoral Special Projects Plan Stakeholder Meeting 14. Foster Care Crisis 15. PMTCT 16. Ratification of International Covenant on Economic, Social and Cultural Rights 17. Expanded Public Works Programme 18. Community Education and Training 19. Code of Governance for the NPO Sector 20. De-registration of NPOs 21. Refugees and Asylum Seekers <p>Two district campaigns on children's rights were facilitated in uThukela and uMngungundolvu.</p>
<p><i>Staff an advocacy desk</i></p>	<p>An advocacy desk was staffed for ad-hoc queries and advice (see referrals activities below).</p>
<p><i>Provide case-specific</i></p>	<p>An average of four to five queries a week were reported by CINDI Members and were referred on to the relevant government department, CINDI members or other service providers. Common</p>

<p><i>advocacy and setting up of referral systems</i></p>	<p>queries included care givers seeking help for their grandchildren to further their studies, caregivers seeking advice as to where they can refer children for counseling, accessing enabling documents for children and applications for social grants.</p> <p>The advocacy desk also consulted on five additional complicated cases which required more detailed follow-up. These were cases relating to physical abuse or complicated circumstances around enabling documents or seeking of foster care grants for orphaned children or children with disabilities.</p>
<p><i>Use cases to escalate key advocacy issues to a higher level for strategic interventions on legislative and policy frameworks:</i></p>	<p>CINDI was part of an advocacy process to have the Sexual Offences Courts Re-opened.</p> <p>Case-based advocacy addressing foster care grants was escalated together with Black Sash. Members were also empowered to follow existing government protocols and make direct contact with specific service providers. Specific incidents of children’s rights violations were tabled at the Child Participation Imbizo’s and the community awareness campaigns, including a Memorandum of Understanding which was handed to the Ladysmith City Mayor.</p> <p>Members were encouraged to bring cases to the attention of government representatives attending the District Working Group meetings. Members made good use of the question and answer sessions during the meetings and in some instances were provided with direct contact details for the official present to assist with more difficult cases. At the end of each meeting, members identify collectively which departments they would like to be present at the next meeting.</p>
<p><i>Represent CINDI at local and provincial levels</i></p>	<p>CINDI was represented at 12 different networks/forums or government departments:</p> <ul style="list-style-type: none"> • The Spousal Office at the Office of the Premier, KZN. • The Office of Women and Children under the Premier’s Office. (We have created a direct link between our members and the Office of the Premier). • KZN Provincial Council on AIDS (we are part of the Civil Society Secretariat) • KZN Provincial Advisory Council on Children • Local Victim Empowerment Forums • Provincial Gender Machinery • Provincial Community Safety Forum • Yezingane KwaZulu-Natal (Lead by the Director Rekha Nathoo) • District Aids Councils (DAC), • Local Aids Councils (LAC) • NACOSA • International Alliance on Children Without Parental Care

Result 3: Child participation formally incorporated into CINDI's advocacy strategy	
<i>Select 15 CINDI members to be trained to run child participation groups</i>	<p>A draft Child Participation Policy has been developed and will be circulated to the members.</p> <p>Eight members, each with two children, participated in the Child Participation Project. In year two, these eight members trained an additional 10 CINDI members (each with two children) in child participation. These members were also responsible for assisting with the coordination and of the Imbizo and Photo Documentary.</p> <p>The model worked so well in the uMgungundlovu District that it was decided to extend the process to the uThukela District. 11 organisations and 22 children participated in the process in this district.</p>
<i>Host a weekend workshop around current policies affecting children and mechanisms on how to work with children</i>	<p>A two-day workshop in Child Participation and Child Rights was held in the uThukela and uMkhanyakude district districts. 28 member organisations were trained in Ladysmith and 20 in Empangeni.</p>
<i>Undertake a photo-documentary project</i>	<p>Two photo-documentary projects took place in PMB (2012 and 2013) and one in Ladysmith (2013)</p>
<i>Hold a Children's Imbizo around children's rights</i>	<p>Two Children's Imbizo events took place in PMB (2012 and 2013) and one in Ladysmith (2013)</p>
Result 4: Best practise model available as a resource for members and other interested parties through the CNO and the CINDI website	
<i>Develop and M&E plan for the project</i>	<p>The M&E framework for PCAP has been developed, two staff members from the Membership Office and two social work interns as well one member of staff from Administration received training in project management and monitoring and evaluation. A consultant has been contracted to provide M&E technical assistance and mentorship to the staff. Tools were developed to assist with data collection to monitor and verify intended results in accordance with the Log-frame indicators submitted with the proposal.</p>
<i>Record lessons learnt</i>	<p>Lessons learnt during the course of the project were systematically recorded by PCAP Monitoring and Implementation Manager.</p>
<i>Write up manual</i>	<p>The written manual will be a product of this evaluation. It will be made freely available to Members and published on the CINDI website.</p>

The table shows that the planned project activities were implemented. In particular, the Child Participation Project seems to have been well implemented, and this was extended to the uThukela District. The training, presentations and advocacy done at Cluster and District Working Group level seems to have been successfully implemented and developed in response to specific local needs. Children's Rights training and advocacy seems to have been mainstreamed in all activities. CINDI seems to have done well to represent Members and children's rights at several provincial, national and even international forums.

The case-based escalated advocacy encouraged more active Member case-specific child rights access. This is discussed further in the sections below. The documentation of best practices is not yet fully realized, but will be a product of this evaluation process.



Photograph: CINDI Member Project (uThugela District)

5. Description of Results and Outcomes Observed

Each of the intended results of the project activities is discussed below in terms of what was observed or recorded during the evaluation, as well as through staff reporting and documentation.

Result 1: Greater understanding amongst 70% of CINDI members of children and caregiver rights

Members Exposure to Children's Rights Training:

Indicator 1 of the monitoring and evaluation logframe was: "The number of members who have been trained in 6 key areas". Training was facilitated in all three district working groups on the seven key children's rights issue identified (with the exception of the Child Headed Households topic which has not yet been facilitated in uMkhanyakude district due to a cancelled meeting). CINDI reports that of the 237 active organisations, 79 (33%) of these organisations have been trained in less than 3 key areas and 151 (63%) in more than three key areas. 23 (10%) organisations have been trained in 6 or more key areas. The remaining organisations attended meetings during which no specific training was provided in the key areas. The target (as adjusted in the interim narrative report) was to train 70% of members in three or more key areas. The result of 63% is within a 10% variance of this target. The statistics and way in which the indicator has been interpreted only take into account explicit and direct training on the 7 selected children's rights topics. It may be argued that through the mainstreaming of children's rights into all CINDI activities and through the reach via emails to people who did not attend the trainings, this result may be higher. This is further substantiated by the Member's actual understanding of children's rights, outlined below.

Members' Understanding of Children's Rights:

The second indicator for Result 1 of the M&E framework is the percentage of Members showing increased knowledge as a result of training. In the written questionnaire of this evaluation, which was answered by 43 representatives from 39 Member organisations, participants were asked "Please can you write down as many children's rights as possible and how you can get help if you see that this right is not well met". The table below summarises the number and percentage of respondents referencing each type of children's right (described in their terms), with some selected examples provided.

Children's and Caregiver's Right to:	No. of respondents	Percentage of respondents	Where and how to get practical help to address this children's right
Education, schooling, to learn	35	89%	Department of Education Schools War Rooms CINDI
Safety, to be protected from abuse, to not be involved in war	24	62%	"Meet with the family and discuss the abuse." Social worker / welfare Police "We must provide awareness in our community against abuse"
To a home, shelter	24	62%	Department of Housing NGOs Department of Social Development
Nutrition, food	23	58%	Department of Social Development
Play, be involved in sports, to rest	17	44%	"Parents should watch their children play" "Children should play sport or go to dancing classes" Department of Social development Department of Recreation and Sports
Identity, a name, a birth certificate	14	36%	Home affairs "From their parents" Department of Justice
Health care, the right to life, immunization	13	33%	Clinics Hospitals
Clothing, school uniforms, to be warm	12	31%	Department of Social Development
Social assistance, to have a grant, to be free from poverty	11	28%	Department of Social Development SASSA
Love and care, family, to have parents, not to be isolated	11	28%	"Parents should love their children." Friends and family

Participate, be heard, free speech	5	12%	NGOs Department of Social Development
Respect, privacy, dignity	3	7%	NGOs
To be free from exploitation or labour	2	5%	Families
To have their best interests met	2	5%	Child Advocacy Centre
To live in a clean community	2	5%	Municipality
To information, to know about their rights	2	5%	NGOs
Transport	1	3%	
To not practice sex until they are 16	1	3%	
Cultural activities, religious affiliation	1	3%	Churches

On average each respondent listed 5 children’s rights. The most commonly listed children’s rights were the right to education, safety and shelter. This was closely followed by the right to nutrition, play and identity. Respondents referenced both children’s rights and caregiver’s rights in relation to these factors.

In the focus group research with caregivers of the children involved in the Child Participation project, there was even greater awareness of children’s rights. The caregivers listed between 6 and 14 children’s rights each. They cited more specialized ways to address specific neglected rights, including more specialized organisations, specialized departments within the government services and specific action to be undertaken. They included reference to neighbours, community leaders and ward councillors to assist children to access their rights.

Although there is no baseline comparative data, the questionnaire and focus group discussions showed that there is a well-developed understanding amongst members of the concept of children’s rights, with a good general knowledge of some of the key children’s rights. More than 50% of the sampled Members knew at least 4 children’s rights and every respondent (100%) knew at least one child right. On average each Member knew 5 child rights. There was a more comprehensive understanding of children’s rights and more specialized knowledge on how to access specific rights from the caregivers who were part of the Child Participation Project. The outcomes showed that Members were active in implementing their new

knowledge about children's rights and the results showed an increase in active citizenship from the Members participating in this Project.

Knowledge about How to Access Children's Rights:

Most respondents had appropriate ideas about where to access children's rights, though there was a reliance on the Department of Social Development to address unmet children's rights. There was a sense of community and family responsibility to uphold children's rights, not just expecting government departments to address unmet rights. This community focus was stronger in the Child Participation caregivers than in the general CINDI Members.

Interestingly, the one respondent who listed the least children's rights (2) and who did not seem to understand the concept of children's rights, wrote in the questionnaire that she had just joined CINDI.

Caregiver's Understanding of Their Rights:

The caregivers who were interviewed reported an increase in not only awareness of, but confidence in addressing their own rights. For example caregivers said:

- "My husband forces me to have sex and I have learnt that I can say no. I feel stronger now."
- "I am HIV positive and now I feel confident to say this to other people."
- "What I love about CINDI is the focus on HIV. We learnt more about not discriminating against a person who has HIV and we are now talking about it everywhere. I liked this point very much because no-one is talking to us about these things."
- "As a caregiver I was very shy to talk about issues like rape in the community. But now I have moved to the point of being able to talk to councilors about it."

Children's Understanding of Their Rights:

Training sessions were facilitated with the children in the Child Participation Project on what are children's rights and responsibilities and user-friendly handouts were given to the children on:

- "Why do children have rights" (in both English and isiZulu)
- The Child Friendly Health Charter
- The metaphor of a Children's Rights.

These materials were developed by the Children's Rights Centre, and it was notable to see CINDI using the materials developed by an expert partner in the sector.

During the photo-documentary project, where the children were given cameras to capture images of their rights violations, the children focused on the following rights:

- Right to safety (they showed dangerous areas where criminals gather, unsafe ways to school (for example they had to climb over barbed wire fences too get to school and had to go through a forest where a child was killed by a bush pig)
- Right to education
- Clean and healthy environment (showing poor toilets, unsafe structures and rubbish)
- Clean water
- Lack of health care (showing poor hygiene at local clinic)
- Poor shelter (for example they showed a shack which they said leaks when it rains and is very cold, and they showed an outside dog shelter where a man is living)
- Right to play (they showed a tree where they made swings out of rope because there is no proper equipment)

The children participating in the Child Participation Project who were interviewed and observed had a very sophisticated understanding of children's rights, which they were able to apply experientially to their own personal life experiences, as well as generalizing the concept to other people in their community.

Here are some of the comments from the children:

- "I like this project because they are changing our lives – they give us a better life that we deserve."
- "They help us with a lot of things, like our right to education."
- "We want men to respect our rights because they take advantage of young people like us."
- "We want to stop our teachers from abusing us."
- "We want to stop violence at schools."
- "We want people to protect our environment."
- "We tell other children about their rights. They must respect their rights and when their rights are abused they must tell someone – they must not be scared."



Photograph: Taken by a child to show an unsafe route where they walk through a dark forest with bush pigs to get to school

The children spontaneously reported teaching other children about their rights, and it seems that there was an implicit “training of trainers” aspect to the Child Participation Project. The caregivers assisted the children to give formal feedback to the other children in their organisations and community about children’s rights.

The children also focused very empathically on the rights of other adults in the community – those who were living in very unsafe and difficult conditions. This seems like an unintended positive outcome of the project – to raise empathic awareness of the needs and rights of others in the community, including adults.

Attribution of Knowledge About Children’s Rights:

During the individual interviews and many of the written questionnaires, the Members, caregivers and children all attributed their knowledge of children’s and caregivers’ rights directly to CINDI. For example when asked how CINDI has helped them, almost every person spontaneously said that CINDI introduced them to the concept of children’s rights and that now they know that children and caregivers have rights.

Therefore it is the observation of this evaluation that CINDI has done well in achieving Result 1 on increasing CINDI Members’ understanding of children and caregiver’s rights. The outcomes even extended beyond this result where caregivers and children involved in the Child Participation Project did awareness raising with other children and community members about children’s rights.

Result 2: 50% increase in coordinated joint-action amongst CINDI members on advocacy issues relating children's rights at a local, district and provincial level

Advocacy Issues Addressed by Members:

Indicator 1 of Result of the CINDI M&E Framework was that 6 advocacy issues would be addressed by more than three members. CINDI reports that in total eleven advocacy issues were addressed by more than three members, as evidenced through their participation in specific advocacy initiatives facilitated by CINDI.

For indicator 2 of Result 2, "7 advocacy meetings held addressing these issues," 52 meetings were held around these advocacy issues with an average attendance of 25 CINDI Members.

In the questionnaire used in this evaluation, the following examples were given of action which had been undertaken by CINDI Members to address children's rights in their communities:

- Helped a child to get access school (14 respondents)
- Visited and intervening in a family where children were being neglected (11)
- Taught children in my community about their rights (9)
- Helped families to get food and access grants (9)
- Intervened in situations of sexual abuse of a child (5)
- Helped children and families to apply for grants (4)
- Helped a disabled child get access to school (4)
- Taken specific children to a social worker (3)
- Taught families gardening to grow food (3)
- Helped children get access to birth certificates (3)
- Taught parents in my community about children's rights (2)
- Taught children to report abuse to an elder in the community (2)
- Accommodated or sheltered children (2)
- Was donated a place to work in safety with children
- Facilitated a drug awareness campaign for youth
- Got health care for a sick child
- Facilitated awareness raising about child abuse
- Facilitated awareness raising about HIV and AIDS
- Helped children with their homework (to learn)
- "I sew children's school uniforms and I make them toys"
- Helped a mentally challenged child get access to school
- Reported cases of poverty to War Rooms
- Taught children dance and drama
- Gave children food through a soup kitchen

- Helped children to voice out their feelings
- Supported children who are HIV positive
- Provided food parcels
- Built a jungle gym for the children
- Monitored the use of child care grants

The following specific comments are noted:

“I am proud that I was able to teach children I work with about their rights and now they stand up for themselves.”

“A child who was disabled was kicked out of school because of his disability. I approached the school to talk about this and let them know that they are abusing the child’s right. After several meetings the child was taken back to school and given special care.”

“I taught children about not letting people touch them on their private parts and to report this to the elders in the community.”

“I am proud of the respect I get from children - if you respect them too and explain things to them clearly.”

“One child was being locked up by his mother. I reported the mother and the child was taken to a Place of Safety.”

“A child was raped within the family and they advised her to keep quiet about it. That could have an impact on a child being traumatised just because of an undealt-with situation, so I asked for the social worker’s help.”

“What I am most proud of is that the children’s parents were also taught about children’s rights. I stayed calm always so that I can be on their level.”

“Children now do not go hungry – they have food to eat and the right for them to have food to eat was met.”

“I assist children to get support grants so that they are like other children.”

These examples show that Members were able to implement their knowledge about how to help children to access their rights with direct advocacy action.

Assisting children to access their rights, especially gaining information about how to help children to access their rights was again directly attributed to CINDI, as shown by these respondent's comments:

"Most children in my organization are now attending school regularly because CINDI provided us with uniforms."

"I have helped one Gogo in the community to apply for an ID, but yet we are still waiting for her ID document to arrive. But I know from CINDI where to go for such help and I am proud of that."

"The CINDI Network taught me to speak well to children and not to shout at them"

"CINDI informs us about everything so it is easy to work with children and even people at large."

"CINDI has helped us in that now I know the importance of listening to the voices of children and giving them what they want to talk to us."

"In Ogagwini there was a child who was hit by a car. We were able to take photographs of the area and make everyone aware of that dangerous area."

The approach of the Network has been to support Members to access direct support for children's rights. The strategy was to:

- Provide information about how to address specific rights (processes, procedures and contact details)
- Bring government service providers to meet with CINDI Members to discuss barriers to accessing children's and caregivers' rights
- Promote awareness of children's rights in the communities where Members are living and working.

This approach seems to have yielded positive results and Members reported successes in accessing children's rights. Only where Members were finding barriers to having children's rights met, was coordinated action undertaken by the Network Office.



Photograph: Taken by a child to show their right to nutrition

Development of Key Sector Relationships

In terms of the development of key sector relationships, CINDI reports that the following government departments have presented at District Working Group meetings at the request of members as follows (in one instance a presentation was made by CINDI on behalf of the department):

Government Department	uThukela	uMgungundlovu	uMkhanyakude
Health	X	X	X
Education	X	X	X
Home Affairs	X	X	
Social Development	X		X
SASSA	X		
SAPS	X		
Local Municipality		X	
Justice		X	X
Office of the Premier		X	

In two instances, government representatives had been booked to attend CINDI meetings, but withdrew just before the meetings.

The results show that CINDI has identified appropriate government departments relevant to the needs of the Members. They have done well to secure attendance of these officials at CINDI meetings and they were commended for this by Members during the questionnaires, focus group discussions and individual interviews.

Case-Specific Advocacy

The CINDI Network Office undertook the following cases for further coordinated action, since the Members encountered barriers to meeting these rights:

- Collective action on having the Sexual Offenses Courts Re-opened
- Cases relating to physical abuse
- Complicated circumstances around enabling documents
- Seeking of foster care grants for orphaned children or children with disabilities.

The CINDI Network Office recorded the following impact and effective methods of coordinating joint advocacy action to promote children's rights:

Outcomes Observed
CINDI managed to link Members with local government; CINDI strengthened Members' access to local government by providing correct procedures and processes; CINDI was part of the advocacy movement to have the sexual offenses courts re-opened; CINDI was invited to sit on several government platforms and their advice and opinions were highly valued; At a district level, the meetings were well attended ("people are hungry for information"); In Ladysmith the district working group has been taken over by Members themselves; There have been requests for CINDI to start similar district working groups in other parts of the province

One of the focus groups respondents said that "If we are not happy about something in the province, we can take collective action through CINDI." Another comment was made by a Member that "if CINDI leaves we won't be able to talk to government anymore." This showed that there is still an important role for CINDI to play in linking Member organisations to government.



Photograph: Taken by a child to show their right to clean water

Representing CINDI at Local and Provincial Levels

CINDI represented children's issues at twelve forums, which included provincial, national and even international structures. Not only was CINDI represented at these structures, but:

1. CINDI currently leads the tasks teams on OVC at both the Local AIDS Council and the District AIDS Councils. CINDI has been selected to be part of the Secretariat of the Provincial AIDS council and represent the Children's Sector.
2. CINDI played a part in the provincial mobilisation of the KZN Advisory Council on children.
3. CINDI was nominated to join the International Alliance on Children Without Parental Care being developed by EveryChild UK, an international development charity working to stop children growing up vulnerable and alone.

More is said about this approach to advocacy in the Discussion section which follows later in this document.

Result 3: Child Participation Formally Incorporated into CINDI's Advocacy Strategy

Child Participation Project and Imbizo Events

Result 3 was well achieved by CINDI, even beyond the original plans. The Child Participation Project was expanded beyond the uMgungundlovu District to the uThukela District. The Project culminated in the 3 Children's Imbizo events.

The Imbizo events targeted government service providers and community members to give voice to children's rights and needs. The children themselves developed the performances for the events, scripted and posed the questions and responded to the comments by government.

In their drama presentations, the children showed government service providers as quite slow to respond, initially selfish and resourced (for example drinking a lot of tea, sitting in fancy offices, all driving cars). But they also showed the government representatives as eventually willing to come and help when asked. The government service providers were shown to take action to help children, although at times this was extreme, for example in the one drama a policeman pulled out a gun and held it to the head of the abuser. Neighbours were seen as a source of support and intervention in difficult families

The following government departments attended the events:

- Department of Health
- Department of Sports and Recreation
- South African Police Services
- The Pietermaritzburg Deputy Junior Mayor
- A councilor attended the Ladysmith event

The second CINDI Photo Documentary and Children's Imbizo in the uMgungundlovu District was held on 23rd June 2012 at the Sinodale Centre in Pietermaritzburg. 150 people attended with representatives from the Office of the Premier, SAPS and the Departments of Social Development, Health and Education as well as several community leaders, ward councillors and CINDI members.

The third Photo Documentary and Imbizo in uMgungundlovu took place 28 June 2013. 155 people were present with representatives from Department of Health (provincial and district), Sports and Recreation, Social Development, SAP Youth Desk, SAPS Social Crimes Unit, ward councillors, Junior City Council Mayor, . This event was followed by the first Photo Documentary and Imbizo in Ladysmith (uThukela District) on 12 July 2013. 140 people with present with representatives from the Department of Health, Home Affairs, the General Manager from the local municipality, local clinics and the Mayoral Office including the Deputy Mayor.

Here are some of the examples of questions raised by the children in addressing the government departments:

- "Why when women go to the police to report a problem, instead of helping them do the police ask them out on a date?"
- "Why is the child care grant stopped if a person is in 18 when we still need the grant to be in school?"

- “Why if a rural or poor community asks for sports grounds it takes forever, but if someone from a suburb asks it happens so much more quickly?”
- “Why are some teachers going out with learners in front of others?”
- “Why are learners who fail matric not allowed to repeat matric in the same school?”
- “Why are teachers asking learners out and then if the learners refuse the teachers say that they will fail a learner?”
- “Why are there not enough mobile clinics, not enough medication in mobile clinics, and the clinics are often closed?”
- “Why don’t psychologists come to assess children once a month in schools?”



Photograph: Taken by a child to show their right to play and have sports facilities. The session where children came up with these questions was observed and it was indeed the children who thought up these questions. It was children themselves who asked the questions during the Imbizo.

Child Participation Approaches Known by Members

In each of the interviews, focus group discussions and several of the questionnaires, the approach of child participation was spontaneously mentioned by CINDI Members. They commended CINDI for involving children in a participatory way and requested more of this in future. This observation shows that not only has CINDI incorporated the child participation approach into their own activities, but Members are showing increasing interest in this approach and they requested more training in this regard to use in their own community work. It would seem that alongside children’s rights, the approach of child participation is becoming mainstreamed into the CINDI Network.

Child Participation Policy

CINDI has developed a draft Child Participation Policy which formally documents its approach to child participation. The draft will be shared with Members and finalized.

The observations and subjective comments of this evaluation, as well as the formal progress reports of CINDI, show that CINDI has done well in achieving Result 3 on incorporating children participation formally into their advocacy strategy. This was evidenced through the expansion of the Child Participation Project which culminated in the annual Imbizo events led by children. Child participation approach is known by CINDI Members and celebrated as a CINDI strategy. CINDI has developed a draft Child Participation Policy.

Result 4: Best Practise Model Available as a Learning Resource for Members and Other Interested Parties through the CNO and the CINDI Website

CINDI has received several requests to share its model of advocacy and networking with other networks in the country. The intended vehicle for making this knowledge available is through publication of a learning resource which will be a product of this evaluation. The innovative strategies used by CINDI to run this project will be extracted from this evaluation process and published in the form of a user-friendly booklet. The booklet will be made freely available on the CINDI website.

An important basis for the learning for this best practice model has been the development of the monitoring and evaluation system for this project. This was achieved through:

- Attendance tracking which helped to understand membership patterns better
- The development of a comprehensive reporting system for capturing outputs
- Conducting mid-term participatory review processes where all participants were able to reflect on the process and results of the project, with clear recommendations for the future
- CINDI was able to immediately incorporate these suggestions into the planning for the next phase of the project.

With hindsight, the CINDI Network staff recommended that there could have been better alignment between the original proposal, monitoring and evaluation systems developed and the budget. The staff also said that they could have made better use of the effective monitoring and evaluation systems developed by other CINDI projects, like the May'khethele Project.

In summary of the results observed, the project activities were highly directed towards achieving the 4 results described in the original proposal and seemed very successful in attaining the intended results. The only result which has not yet been fully achieved is Result 4 on making best practice documents available, but this result is being incorporated into this evaluation process and will be a product of this process.

6. Discussion of Results and Key Learning

In this section, the emerging cross-cutting themes of the evaluation are discussed in more depth. The first of these relates to all 4 result areas of PCAP, which is the strategic role and position of CINDI in this sector and context.

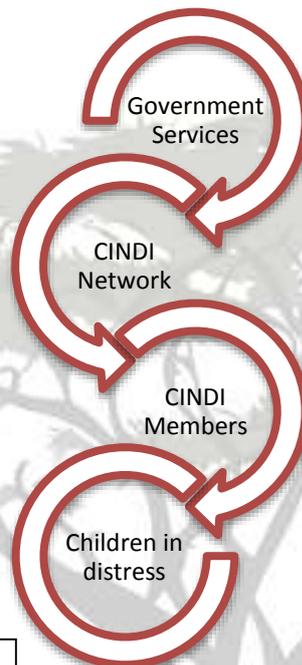
Strategic Role of CINDI

CINDI Network

Provides information and skills;
Brings a focus on children's rights
Strengthens community action to assist children;
Facilitates networking and sharing of ideas;
Plays a linking role to government;
Organises collective advocacy power;
Gives hope and courage

Government Service Providers

Have general policies, programmes and resources in place to assist children and families;
May not cope well with children and families without the necessary requirements to access the programmes and resources in place



CINDI Members

Working in contexts of extreme need;
Identify areas of vulnerability and gaps in the systems;
Assist the most vulnerable children to access their basic rights;
Bring energy and dedicated efforts to implement ideas and effect change in their communities;
Are willing to share ideas and support one another

Children in Distress

The most vulnerable children who fall through the cracks of the community and government support systems;
Empowerment of children through child participation approach

The strategic role of the CINDI Network is summarized in the diagram above. It shows the role of CINDI as a linking, encouraging role, providing information and access to government services. Equally importantly, CINDI's role seems to be about bringing hope and a sense of possibility in extremely under-resourced areas. This seems to be a highly specialized and well placed role for the Network which is achieving remarkable results with limited but highly focused energy and resources.

Several aspects of the success of this strategic role are expanded further below:

- The type of context and the needs of children in the areas which CINDI has targeted
- The value of networking
- Managing the Multiple Needs of Network Members
- The quality of CINDI's relationship with its members
- Internal team spirit and strength within CINDI
- The children's rights model
- The child participation approach
- CINDI's information sharing and skills development focus
- The dedication of the CINDI Members
- The responsiveness of government
- Ideas for further strengthening of the strategic role of CINDI

The Type Of Context And The Needs Of Children In The Areas Which CINDI Has Targeted



Photograph: Taken by a child to show the right to clean water

Context and Needs

Many of the CINDI Members' projects appear to have been started out of goodwill of women in the community who wanted to respond to children living in extreme poverty (for example seeing children in their area who are not clean and not eating well). These Members, who are themselves living in situations of relative poverty, are responding to the needs of the children in their immediate environment.

The following stories were shared by caregivers during the field visits to the uThukela district Members:

There was a two year old boy, who was born in this community. His mother and father passed away. He was left alone and his mud house fell apart. He would move from family to family to get food. I called him to come to the crèche on a daily basis. I saw that he was not clean and he told me that he had been to the rubbish dump to get food. I decided that he should come and stay with me. I went to the mayor to report the case. I got 3 months of support from SASSA, but I have been waiting for the child support grant for 2 years, because I have no documentation from the family. But up until now he is staying with me. It was a very proud day for me when I saw him going into Grade 1, and he got a very good report. I became very happy - it keeps me going.

Caregiver of an early childhood development centre

A mother passed away and left two boys, one was 1 year old and the other was 1 week old. The boys were left with their grandmother. I collected the children every day from the grandmother's house to take them to our crèche. We got donations of food and clothing. The grandmother had a heart attack, but still we managed to keep the children in school. Finally we got the child support grant for the grandmother which is helping a lot.

Caregiver of an early childhood development centre

We are giving food to children after school from our own pockets.

Caregiver of an early childhood development centre

The woman who started this crèche lost all three of her own children. She was coming to us every day, crying. I encouraged her to start this project, to help other children as a way of coping with her own grief. Now there are more than a hundred of the poorest children in the community coming to the crèche every day.

Lead Partner, Kuyasa, in Ladysmith

These stories show the contexts of extreme poverty and need in which the CINDI Members are working.



Photograph: Taken by a child to show their right to a clean and safe living environment

The severe poverty and plight of both the children and caregivers linked to the CINDI Members was evidenced during the fieldwork visits. It was observed that:

- Many of the Members are working in informal settlements and extremely under-resourced rural communities, without basic services and limited infrastructure (this was further shown by the photographs produced by the children of their living environments)
- Many of the caregivers are working without any form of remuneration, out of their dedication to assist children
- Many of the children are orphaned children without parents, living with grandparents or the Member organisation's caregivers.

It was also noted that Members have limited access to government opportunities because of being in far outlying rural areas. This means that even transport into a government office is costly.

A further key barrier in addressing children's rights is the slow responsiveness from government services. While the policies and systems are theoretically in place to address these needs, the resources are reportedly often not reaching the most marginalized and vulnerable children. The government systems were said to be slow to respond especially in cases of extreme need where there are missing basic resources, for example:

- Children needing grants but missing documents because of deceased parents;
- Members trying to get early childhood development centres registered with the Department of Social Development for salaries and ongoing support;

- The need for bigger crèches and better equipment as several projects are meeting in people's homes with very limited resources
- Despite being able to access schooling, Members experience difficulties accessing school uniforms for children to be able to attend school.

Documents were shown of letters written to government departments more than two years previously to access child care grants, and more than 8 years ago to receive state support for an early childhood development centre.

The basic needs and context of poverty of the CINDI Members was also shown in their responses to the question in the questionnaire about what they appreciated from CINDI:

CINDI was thanked for assisting the Members with the following:

- Providing information and training (22)
- Donating school uniforms (7)
- Donations of food, toys, exercise books, furniture, swings, clothing (4)
- Helping to intervene in specific complicated cases (4)
- Help us to solve problems in the community and fulfill our goals (4)
- Making connections to different Government Departments (4)
- Networking with other people (4)
- Organisational capacity development (4)
- Teaching children to access their rights (2)
- Teaching us how to communicate with other people to get more assistance
- Holding a children's party for us once a year
- Helping people to disclose their problems
- Teaching caregivers about parenting skills
- Celebrating the talents of children
- Teaching people to trust themselves

Four respondents said that they did not receive help from CINDI this past year, especially citing lack of donations of school uniforms and funding as help that they had expected from CINDI, which they did not receive.

There was not a strong divide between the results of the rural versus urban district working group, and the feedback to CINDI about this project and the requests for further assistance were similar coming from both groups. The urban uMgungundlovu Working Group made more requests for funding, whereas the rural uThukela Working Group made more requests for material support (donations of clothes, food etc). Both groups valued information sharing, skills development and advocacy with government. The rural uThukela Working Group expressed more gratitude for having

opportunities to meet with other people working in the sector, and showed more hopefulness and less loneliness as a result of this networking. This may be because the Members are so geographically spread out from one another, and because this is the newer working group so the experience of networking is still more novel to them.



Photograph: Taken by a child to show an unsafe area

Within these contexts of extreme poverty, where the needs are so basic and the numbers so vast, the work of a network like CINDI can be quite overwhelming. There is a tension between dealing with smaller numbers of children, caregivers and organisations in depth, versus trying to improve systems to help many children. CINDI is balancing this tension well by working in depth with a few organisations and children, for example through the Child Participation Project. Yet these intensive projects have fairly far-reaching impact, especially through the "training of trainers" type of approach.

The broader children's rights training and awareness raising which was conducted with all Members is an effective strategy to promote far-reaching access to children's basic needs and rights in these areas of extreme poverty.



Photographs: Taken by children to show their right to safe shelter

The Value of Networking

The strategic role of CINDI is made possible through highly committed members who seem to prioritise the needs of the most vulnerable children in their communities.

Within such contexts of extreme poverty, the value of networking may be questioned. Yet throughout the evaluation, the CINDI Members commented on the value of networking with other people working in the same sector. They said that this networking allowed for sharing of ideas about how to deal with specific types of problems.

District Level Networking

The Members of the district working groups mentioned that it reduced loneliness and it seems that one of the most valuable outcomes of this type of district level networking was a sense of hope that it is possible to do something about the barriers being encountered. The joint platforms brought a sense of power in engaging government service providers in an anonymous and collective way. The district level networking through a local lead partner was an effective way of networking, providing local support and continuity without incurring too many additional office and personnel costs.

The success of the District Working Groups as networking and advocacy platforms was commended by most people involved in the project, especially by those most actively involved in the project.

The least successful District Working Group, in the Empangeni (Zululand) District encountered the following barriers:

- Highly politicized Members and a faction which developed between groups of Members
- Competition between Members (for resources, power and control)
- Mistrust and miscommunication between a former CINDI staff Member and one Member of the District Working Group.

This is not uncommon in the highly politicized and under-resourced context of KwaZulu-Natal.

Having a Strong Lead Partner at District Level

CINDI attributes its success in the UThukela district to the strong, neutral, apolitical lead partner Khuyasa. This partner clearly has the interests of children and its own members at heart. The lead partner played an important role in:

- Inviting and introducing CINDI to the district
- Identifying committed local member organisations
- Coordinating communications with members
- Providing a venue and logistical support for the district networking
- Providing follow up support in terms of implementation of the concepts covered in the district networking
- Becoming a reference point for further liaison with district government services

Key Learning about Starting a District Working Group

The CINDI Network Office were asked about their key learnings in starting and maintaining an effective district working group, and they reflected on the following:

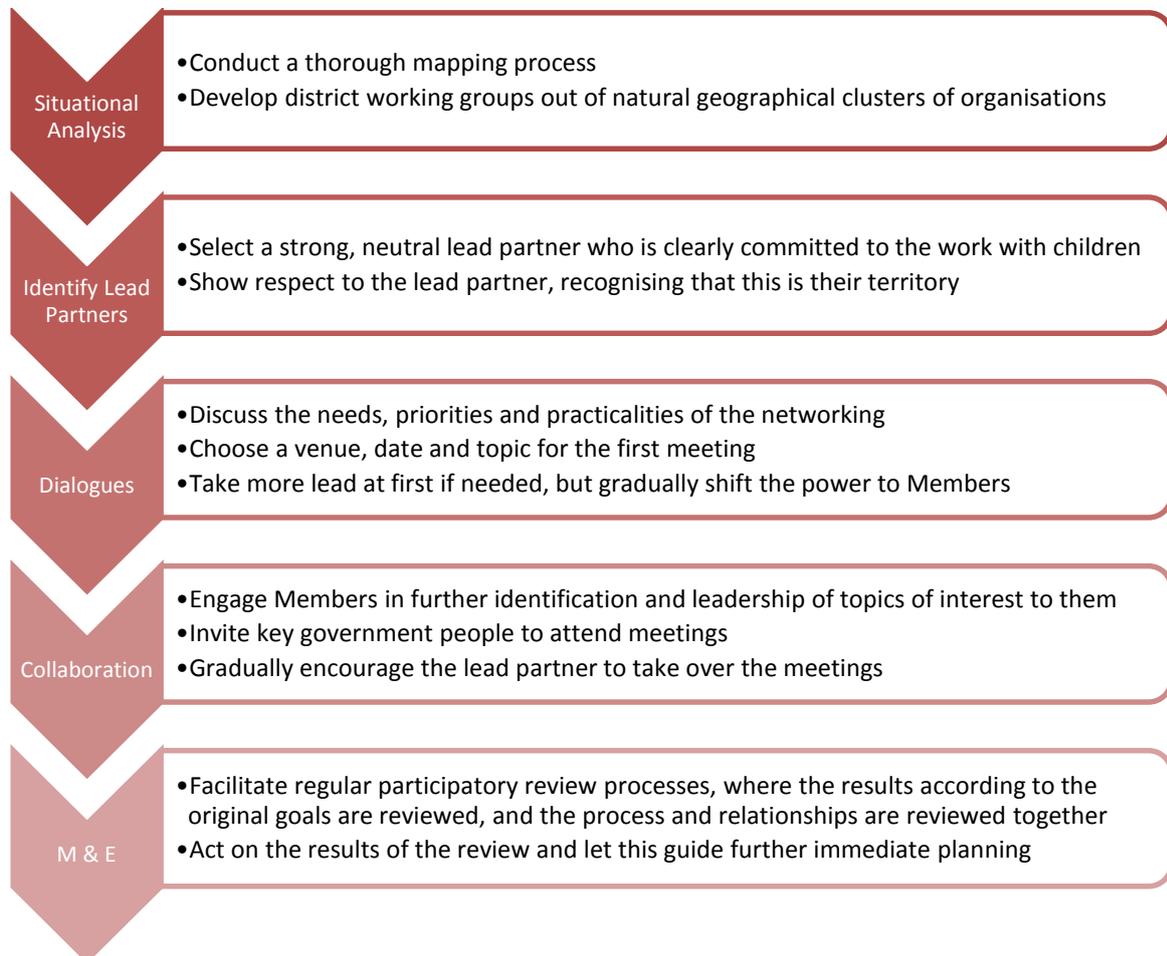
- Start with thorough situational analysis (mapping)
- Listen to people's needs
- Make the issues real for people by focusing on their needs and interests
- Have a humble attitude – “it's not about us”, but rather “how can we help?”
- Be warm and respectful, for example use appropriate physical contact
- Keep delivery informal
- Treat adults like adults
- Get the right people to attend the meetings
- Embrace and live out the principle of empowerment in everything that you do – do not try to take over what people are doing or be a hero – empower people to do things for themselves
- Strong and neutral district level leadership is vital
- The uThukela District Working Group worked very well because we linked with an existing network structure
- Give respect to the district working group lead partner – this is their territory and CINDI is a guest
- Consistency in delivery is important
- Do thorough planning, monitoring and evaluation throughout the process
- Attendance in Pietermaritzburg has remained constant but there is an ongoing struggle between the different capacity of members and their different needs. To some extent this was met through allowing Members to choose whether to attend meetings, training or received information via email and documents produced by CINDI
- Statistics show that members are attending 50% or less of meetings so it is difficult to establish a common platform of understanding. This relies on much repetition and documentation and circulation of the information covered at each meeting
- The level of information in rural areas is different to that required in urban centres, due to the capacity of members. This also presents difficulties in establishing a common understanding. There is a need to be adaptable and adjust topics to the needs of local districts
- Monthly updates were used to try and fill gaps in knowledge
- Members in the outlying district are “hungry” for knowledge and because of this they tend to retain and apply learning more actively

Ideas for the future adaptation of this networking aspect of the project include:

- To facilitate community dialogues on children's rights issues, in partnership with local organisations
- Increase ownership of the district level working groups
- Target more localized issues (rather than coming with generic or pre-determined issues)

Emerging Model of Project Phases

The CINDI staff were able to produce the following model highlighting the recommended steps in implementing a successful networking and advocacy project like this one:



Managing the Multiple Needs of Network Members

CINDI's Information Sharing and Skills Development Focus

The role of the Network and PCAP Project in sharing information was highly appreciated by members. 51% of the Members reported finding this one of the most helpful aspects of the work of PCAP. The training and skills development that CINDI did with Members was also highly appreciated. This included training on children's rights, specific techniques of working with children and organizational capacity development training. When asked about what more they would like from CINDI, Members' responses showed their interests in even more information sharing and skills development.

From the observations of this training, it would seem that especially Members in outlying areas had limited access to information and skills development opportunities, and they greatly appreciated this aspect of the networking. Active use was made of the information and skills provided, and there was a request for more information and training from CINDI in the future.

Attrition of Bigger NGOs

The CINDI staff mentioned with concern that there has been a loss of the bigger and more established NGOs amongst the Network Membership, and this was attributed to:

- The shift in needs of the majority of the Member organisations to less developed organisations with more basic needs
- The funding crisis in the sector and the feeling that CINDI is no longer seen to be addressing this need directly
- Some frustrations expressed about the more fun, less formal style of the networking relationships.

It is unclear whether this is a natural attrition as the focus of CINDI has become more directed towards the needs of the less developed members working in extremely under-resourced and increasingly rural areas, or whether this could be a source of future strengthening to bring back these more established NGO Members. The idea of dividing the networking platforms into more developed and less developed organisations was vehemently resisted by the less developed Members.

What members are requesting from CINDI:

During the individual interviews, focus group discussions and in the questionnaires, Members were asked what further support they would appreciate from CINDI in the future. Members requested the following from CINDI in the future:

- Funding (20 respondents)
- To train other people (eg train caregivers, community members and young people on children's rights) (15)
- More skills development training (unspecified, and bookkeeping, administration, trauma workshops and play therapy training were requested) (14)
- To carry on with the good work (9)
- More training and more in-depth information about children's rights (8)
- To continue or expand the child participation project (8)
- Donations of toys, clothing, food (8)
- Donations of school uniforms (7)
- Evaluate our standards and monitor our work (6)
- Communicate with us on time, not being given late notice for things (6)

- Help children gain more knowledge about their rights (5)
- To help us to train other children and people about children's rights (5)
- To visit our organization and community (5)
- Help us build a shelter for children (4)
- To engage government effectively on issues relating to children's rights (2)
- Develop referral systems
- To keep in touch via email
- Keep updating the website
- Develop a data base of potential donors
- Link us to relevant donors
- Link us to NGOs
- To not have workshops separately for different clusters
- More charts on children's rights to put on their walls
- Create a stronger network for people working in crèches to learn from each other
- Help every child in KZN
- Involve children in sports
- Organise a trip for the children
- Organise Christmas parcels for the children
- More advocacy on behalf of children
- Involve more children
- Work more in deep rural areas.

The requests of Members from CINDI may be crudely categorized into these themes:

- Continue and expand the existing work, especially around:
 - Information sharing, training and promoting children's rights
- Assistance with funding, access to donors and material support (donations of material things)
- Improved communication and more contact with CINDI (including more community visits)
- Stronger internal monitoring and evaluation of CINDI Members.

These requests may be considered by CINDI in future strategic planning and project planning, and they seem in keeping with the networking function of the CINDI Network.

Gender

In a sector that is highly dominated by female-led and staffed organisations, it is the opinion of this evaluation that CINDI has done well in promoting greater involvement of men and boys in undertaking caring roles. 18% of the respondents

who participated in this evaluation were male. This is a fairly high percentage in a sector so strongly led by women.

The gender balance was not strictly arranged in the Child Participation Project, yet there was significant male participation.

It has also been found that when men are involved in the health care and caregiving sector, they tend to be given positions of more responsibility than women (cited in the Thogomelo Project). Yet in the CINDI activities observed, even young women played an active role in leading the activities and functions.

Amongst the CINDI staff, the managers and facilitators of this project were all female. This is a strength in showing female leadership, but may benefit from more gender balance in future.

The X Factor: The Quality of CINDI's Relationship with its Members

It is apparent that one of the key features of the success of CINDI's networking is the quality of the relationships between CINDI and its Members. This is especially apparent where Members had more direct contact with CINDI staff. The Members and children involved in the child participation project described the CINDI staff as:

- Friendly and approachable ("not putting themselves above us")
- Fun and playful ("always laughing", "have smiling faces")
- Respectful
- Caring and kind, not judgmental
- Passionate about their work
- Open and trustworthy
- Trusting themselves
- They do visit some NGOs and CBOs
- They attend some of our functions
- They offer us lifts so that we can travel together
- They have good communication.

During the evaluation, these interpersonal factors were repeatedly observed, between CINDI staff and the adult Members and child participants. The Child Participation Project participants were all treated with respect and equality, and even the younger children spoke freely and expressed themselves directly to the CINDI staff. The caregivers were very open in giving constructive criticism in front of the CINDI staff without any hesitation. There was a sense of trust in the CINDI staff. Positive feedback given to the children, as well as constructive advice.

The CINDI staff themselves commented on the importance of the quality of the relationships with Members and participants, and they cited the following indicators which they use to assess positive relationships between themselves and Members (including children):

- Members are not afraid to approach us
- Members become more confident and outspoken during meetings
- Members become more willing to work together than to compete
- Members are constantly harassing us with their topics and reminding us to follow up on issues that are important to them
- Members take more of a stand for themselves after being introduced to government departments
- Members stand on behalf of CINDI now
- Members feel that meetings are a safe space to talk.

When asked how they achieve this collaborative working relationship with Members, the CINDI staff recommended the following:

- To make conscious choices to promote equality and encourage free participation
- To admit mistakes and limitations and to try to give power and decisions back to the Members where possible
- Show respect for all Members, for example in the correct way of greeting Members
- Treat all Members equally (whether they are a big NGO or small CBO)
- Remember people's names
- Take time to attend to people, even when you are busy and stressed
- Listen to people's stories
- You cannot be too strict about time frames and boundaries – sometimes you end up listening to long stories or helping people with individual cases.

The only constructive criticism leveled at the CINDI staff was:

- "They should visit our projects more regularly"
- "They should not accept all people"
- "They must keep their promises"
- "They must inform us in advance of any changes"
- "They should improve their communication as there is a lack of communication"
- "They should not invite their friends to activities"
- "They should contact us directly, not only through our directors."

Internal strengths within CINDI

Team Spirit

The respectful and collaborative relationships were evidenced between CINDI and its Members as well as within the CINDI Network Office itself. The team spirit amongst CINDI staff was noted on many different occasions. One CINDI staff member even said "This is a more supportive place than my own home."

The team was asked about the secrets of their success in this regard. The staff reflected on the following key learnings about how to build a team spirit to ensure the success of this type of project:

- Use a participatory approach to the work, which encourages ownership
- Have constant consultation and open communication
- Have regular formal and informal debriefing, with opportunities for venting and processing experiences
- Work with people's strengths in a team
- Help staff to develop tangible deliverables
- Align reports to these deliverables
- Have good systems of monitoring and evaluation, with detailed tracking sheets
- Have someone in the management who can play "good cop" and someone else who is prepared to play the role of "bad cop"
- Let leaders and administrative staff be involved in service delivery, so that they can understand the realities of the work on the ground
- Encourage an attitude of "how can we serve you?" from leaders and administrative staff to the project staff
- The actions of the leadership must sell CINDI
- Use experts where needed for technical assistance.



Photograph: CINDI PCAP Project Manager Nomhle Soni and CINDI PCAP Administrator Kerry McKay

Staff Care

It was observed throughout this evaluation that the CINDI staff all worked long hours and did a lot of work on weekends. During the one Saturday Child Participation workshop, almost the entire CINDI staff complement came in to work. The CINDI staff did not describe this as a problem and they seem so passionate about the projects that they do not seem to find this a hardship. However the threat to wellbeing and potential burnout is high. More attention may need to be paid to staff care in future, with:

- stricter attention to manageable workloads
- less duplication of efforts (though again this seems to be source of support to the staff to have many people involved in one activity)
- debriefing and counseling
- enforced time off
 - with clear boundaries about not disturbing one another during time off
 - and encouraging staff not to come in to the office during their time off.

The inherent stress of being in a networking role should also not be underestimated. The CINDI staff is the linking point for many different levels in the sector. They carry the role of meeting multiple needs and expectations, for example the tension of trying to meet the expectations of:

- the less developed CBOs (who are carrying often desperate needs of suffering children from their communities)
- the expectations of the more developed NGOs for funding and professional, high level networking
- the CINDI Board who is appropriately focused on the governance and financial sustainability of the CINDI Network Office
- the increasingly rigorous needs for accountability systems of donor partners.

At times during the evaluation there has been a sense that the CINDI staff act cheerfully and respectfully, but are treading a difficult tightrope and carrying a lot of tension. Their ability to absorb this tension has depended heavily on the internal support and sense of teamwork amongst the CINDI Network staff and this makes the CNO sensitive and fragile to any internal tensions and perceived lack of internal support. Therefore the Network may be strengthened by more emotional and social support to the CINDI staff, with active help processing some of the more hurtful comments and diverse expectations from Members.

The high workload of the CINDI staff would benefit from further attention in future, to avoid burnout and staff attrition. This may be reviewed in terms of:

- Individual responsibilities and workload

- Where it is possible to hire specialized consultants to undertake certain aspects of the work (to avoid increasing the financial risks of hiring too many permanent staff)
- Increasing the number of interns assisting CINDI, who seem to be playing a very valuable role in supporting the staff
- Avoiding duplication of staff involved in the various projects (though again, this seems to be a source of support and team-building).

Development of Systems

The development of effective organizational systems was cited several times as a key success of the project. One of these systems was the monitoring and evaluation system. The CINDI staff extracted the following key lessons in developing their monitoring and evaluation systems for this networking project:

- Develop the proposal and project outline on the basis of the results of a thorough situational analysis (like the Mapping Project which was undertaken by CINDI in 2010)
- Given the small staffing capacity of CINDI, staff need to be multi-skilled. Administration skills are often the weakest link and may need strengthening
- Train staff in monitoring and evaluation and report writing, and make this experiential and fun
- Use templates for reporting
- Offer mentorship, support and follow up
- People need to understand the value of monitoring and evaluation in order to do it
- Use human capital effectively – apply people’s strengths and combine their abilities in a team
- End the evaluation process with another participatory mapping exercise, to review which of the intended goals were met and identify the focus for the future.

There was a call from Members for the development of a more comprehensive referral system and improved communication, so although work has already started on the improvement of these systems, it would be helpful to Members if this is continued and even further strengthened in future.

CINDI has a Child Protection Policy, which is an important resource to share with its Members to encourage greater attention to child safety in this sector.

Project Planning and Management

CINDI added the following key learnings about their internal development and project management capacity, which would be helpful to document and heed in future:

- PCAP was a new process for CINDI as this was the first time that the CINDI Network Office staff would be running the project
- It is important to include staff from all aspects of the programme in joint planning - the project activities, budget and proposal were not always consistent
- CINDI did not initially employ a Project Manager which placed additional strain on the Director
- The CINDI staff needed mentorship in project management

The Children's Rights Model



Photograph: Taken by a child to show their right to clean water

As was presented in the Results section of this report, the CINDI Members, caregivers and children have good knowledge of children's rights which they attributed directly to the training received from CINDI. What was interesting to observe was that the Members have responded very enthusiastically to this approach. It has often been found in the past that communities espousing traditional communal views tend to resist a human rights approach as being individualistic (REPSSI Child and Youth Care Certificate Module 2). Yet there seems to have been no resistance to this children's rights approach, even from highly traditional rural communities. Members have been able to relate the concept of children's rights and have applied this to very practical needs in their context.

Rather than causing dissonance, the children's rights approach seems to have resonated with the CINDI Members.

The reasons for this acceptance and even celebration of the children's rights approach may be because of:

- Recipients having developed respectful and trusting relationships with the CINDI Network
- The Members being passionate about children's wellbeing and becoming involved in this work out of their concerns for children's needs
- The focus on both rights and responsibilities of children
- The introduction of culturally respectful ways of addressing children's rights deficits.

The respectful way of having introduced and promoted children's rights is supported by these participants' comments:

"We also have responsibilities to respect people." (comment from a child participating in the project)

"CINDI makes children aware of what is dangerous in life and to be able to identify and exercise their rights in the correct way." (comment from a rural caregiver)

Strengths-based Approach

The children are all passing on information to other children in their communities (this was reported spontaneously by the children and caregivers during the interviews). This action shows the interest and engagement of the children in this project and the extent to which they embraced the children's rights message and followed this up with child-led action.

In terms of the children's rights model, it was observed that the facilitators initially followed more of a deficit approach - identifying rights abuses and gaps, rather than resources and sources of help. They were encouraged to also ask the children to do an assessment of where their rights are well met, to identify their local assets and resources, and to think of people they trust in their communities. This strengths-based focus may help to balance the approach and provide children with positive ideas about where to address their rights.

The Child Participation Approach

The children from the rural uThukela district came up with the idea of doing traditional praise poetry for the Imbizo. It was their idea to wear traditional clothes for the presentation of the poems. Once again, child participatory approaches are not always immediately accepted in traditional African communities (REPSSI Mainstreaming Child Participation). Yet the child participation approach seems to have been accepted and adopted by the CINDI Network Members, probably thanks to the way this approach has been integrated into traditional African cultural practices.



Photograph: uThukela Children's Imbizo

Extract from the traditional poems written and presented by children at the uThukela Imbizo:

Child abuse! Enough is enough!
If you are abusing children you are destroying yourself.
You are destroying your future.
Some of the children here have been raped and abused by others.
There is no hope – it is like life did not happen to them.
Bring back our rights to children.

Second extract from the traditional poems written and presented by children at the uThukela Imbizo:

What kind of generation are we going to be?
When all we have known is violence and abuse?

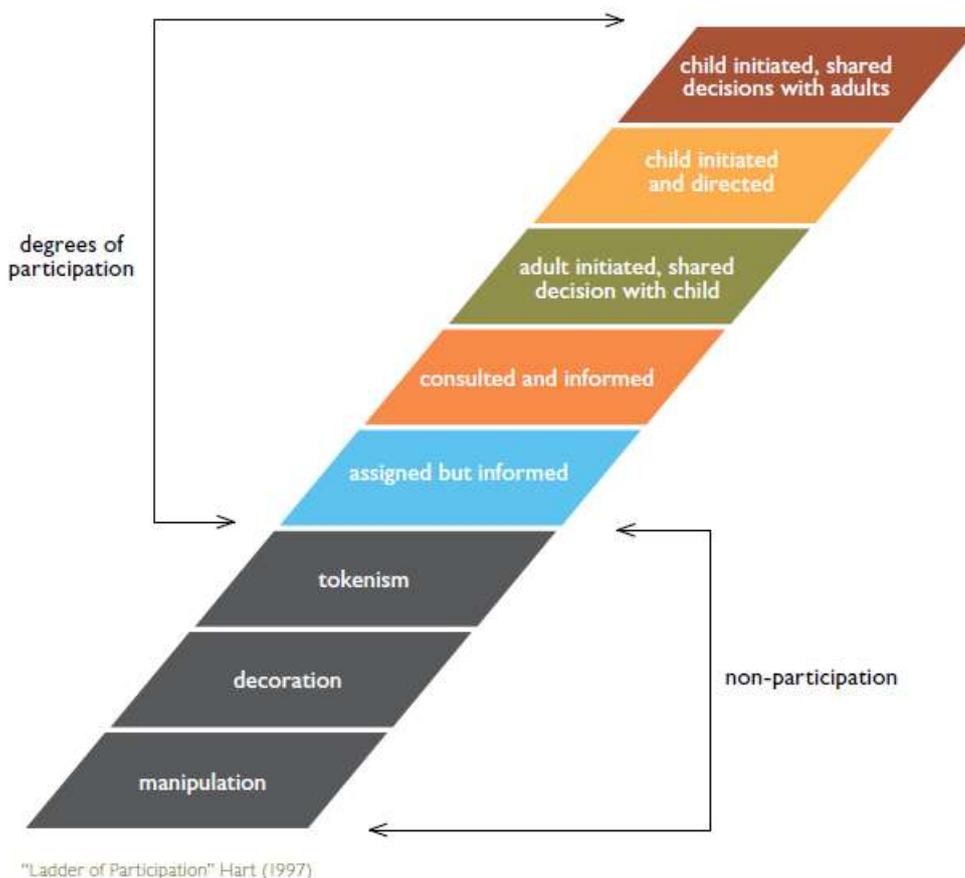
You who love to be known, love to be seen, but hate honour!
Love, hope, dignity and honour to our generation!

Extent of Child Participation

The extent of active participation of children throughout the Child Participation Project was impressive. The following were observed:

- Active engagement of children, with high levels of ownership
- Decisions about what to include in the Imbizo event being made by the children themselves
- Caring and constructive relationships between the children who worked well with one another
- Respectful, collaborative and inclusive relationships with the caregivers.

One can measure the extent of the genuine commitment to child participation on a theoretical model like Hart's Ladder of Participation, this version coming from REPSSI's Mainstreaming Child Participation Guide:



Clearly the CINDI Child Participation process is already operating at the levels of "adult initiated, with shared decision-making", with evidence of "child-initiated and directed" action (for example the children training other children in their communities about children's rights, and the children coming up with the idea of

doing traditional praise poems at the Imbizo). Looking again at the REPSSI model, CINDI is already able to place itself in the middle and right hand column of this table:

Consultative processes	Participative Initiatives	Promoting self-advocacy
<ul style="list-style-type: none"> • Adult-initiated; • Adult-led and managed; • Children have no control over the outcomes; • Children may be provided with opportunities for organising together; acquiring skills and confidence and contributing towards influencing outcomes. 	<ul style="list-style-type: none"> • Initiated by adults; • Involve collaboration with children; • Involve the creation of structures through which children can challenge or influence outcomes; • Usually involve children taking self-directed action once the project is underway. 	<ul style="list-style-type: none"> • The issues of concern are identified by children themselves; • The role of adults is to facilitate, not lead; • Children control the process.

However Hart’s Ladder and the REPSSI model shows a progressive approach to child participation which encourages opportunities for even greater levels of child-led action. As with most organisations, there is room for even further growth by CINDI in terms of realising full child-led action. This is where children themselves come up with ideas, initiate action, carry out the action, control the process, and the adults’ role is to facilitate the process from behind, rather than leading it from in front.

For example, the Imbizo events were to some extent adult led, with the project being explained by adult speakers, having additional adult officials speaking and the children’s performances being introduced by adults. This event could have been led entirely by children, without any adult speakers. There were some confident, well-spoken older children in each of the two Child Participation groups who would have been competent at introducing the project and subsequent performances.

Another example is that the older children could increasingly take over the running of the child participation workshops. For example one older child did very well in facilitating an energizer. The CINDI staff’s role could become progressively more specialized in supporting the children to lead one another, rather than structuring opportunities for children to respond to their questions and exercises. In the early stages of the project, there would be more of a need for adult-led action, but in the later stages of the project there could be more child-led action throughout. The children could even plan the agenda of the day and work out who should facilitate which sessions.

Having said this, many of the children participating in the project were quite young (as young as 8 years of age), so the appropriateness of this idea would need to be

assessed by the experienced CINDI staff and discussed with the caregivers and children.

There was also a suggestion (from the CINDI Network Office) to be more active in following up on the specific issues raised by children during the Child Participation Project, and to use these issues as a basis for further planning.



Photograph: Group exercise during Child Participation Project

Facilitation of the Child Participation Project

Throughout the different activities observed in the Child Participation Project:

- The CINDI staff showed a respectful, easy manner with children, which was not at all patronising yet very trustworthy and open
- The facilitation was done in isiZulu, the children's first language
- There were fun activities, like the photo-voice project which the children thoroughly enjoyed
- There were energisers, games and songs used
- Children making jokes and laughing at one another's jokes
- The children were given regular snacks to keep their energy levels up

During the UThukela Child Participation workshop two children broke down during a group drama, saying that the stories of child abuse that were being depicted were true of their own lives. The one child had been sexually abused by her mother's boyfriend, and for her the worst part was that when she told her mother she did nothing about it. The other child had been taken in by a foster family, but described having been "treated as a slave" and had to do all the housework, including washing and ironing the other children's clothes. Other experiences of child rights abuses shown in the role plays were about being street children whose families hate them,

experiencing violence by step-fathers, being denied access to school, parents abusing substances and becoming abusive to the children, and children being removed from the situation of abuse.

These are stories of extreme child rights violations. The level of personal sharing is an indicator of the trust in the facilitators. It shows the safety of the space which was created for the children. The CINDI facilitators, caregivers and other children were able to offer supportive responses which contained the children. The children even insisted on doing these real drama presentations for the Imbizo (despite the advice of the facilitators), which shows that they were able to be sufficiently contained and were motivated to share their stories.

The facilitation methods therefore seemed well thought through for children and there was a high degree of safety and trust.

The children themselves described the project as fun. There was, however, a drop in attention and some boredom in both the workshops observed, when there were lulls in-between activities or very unstructured activities. In future it may be possible to plan a tighter programme, with even more active and fun ice-breakers throughout to assist with short attention spans. In this way the whole workshop could be run over a shorter time period.

The snacks which were given were thoroughly enjoyed by the children. Perhaps these could be balanced with more healthy snacks and nutritious meals in future, to model the idea of healthy living, especially in a time of HIV and AIDS. For example maybe one of the snacks could be a piece of fruit and perhaps real fruit juice could be given to the children. This will however have cost implications.

The Role of Caregivers

The caregivers of the children in the Child Participation Project stayed present and involved throughout. They went with the children out onto the street during the photography sessions and seemed very conscious of the safety and wellbeing of the children in their care. They gave their input to the sessions and seemed very committed to the project. Half way through some of the caregivers took over facilitating the sessions (in a constructive way). The dual focus of the project on both children and caregivers seems to be a key strength of the work.



Photograph: Caregivers in the Child Participation Project

Follow up

There was a request for the caregivers involved in this project that the project be extended, and that more follow up be done with the children involved in the project last year. This seems worth considering, since the experience appears to have been an intensely meaningful one for the children and caregivers in the project.

The Responsiveness of Government

All Members and children commended CINDI in linking them with government service providers. This bridge seems to have opened many opportunities for Members to assist specific children and families in their community, as well as giving a sense of empowerment and direction.

When asked about the “secrets of their success” in engaging government departments, CINDI summarised their efforts in the following way:

Secrets of Success
CINDI was patient and not fighting with government (they adopted an approach of constructive engagement) CINDI was persistent and followed up on cases and interactions; CINDI staff attended meetings and made sure that CINDI was seen and heard at government meetings; CINDI kept a finger on the pulse of government changes, through emails, reading newspapers and following social media; Children addressing government was an effective way to raise awareness about children’s rights and needs; CINDI got to know government officials on a one-to-one basis

Areas For Further Strengthening Of The Strategic Role Of CINDI

While there seems to have been significant success in bringing government people to share information and hear the needs of children and Members, yet there are complaints of little follow up action by government service providers dealing directly with CINDI Members.

Cases of Extreme Need

This was especially the case in situations of extreme need, where all the necessary documents and basic resources were not in place to be able to follow the systems and protocols to access government support. One Member said:

“We tried to help her. But we don’t get help from the Department. No-one responded.”

For example, situations where children were found living in extremely dire situations, had lost both parents and had no identity documents, there were multiple challenges to process these cases using the usual systems. These cases of the most extreme need often resulted in the most delayed access to basic support.

Another example is where early childhood development centres were established in areas of extreme poverty to assist the poorest children whose caregivers could not afford to pay fees. When these centres applied for government assistance they were repeatedly rejected (some since 2004!) because they did not meet the basic facility standards, for example the requisite numbers of toilets and parking spaces, deemed necessary in order to access government support. Again the centres in most need did not meet the systemic requirements to access support.

Therefore the least resourced communities and families seem least able to access immediate support. In this regard care needs to be taken by CINDI that the surge of hope instilled in Members doesn’t get squashed when there is no follow up of service delivery. There may be opportunities to pilot active advocacy process, from start to finish of a collection of specific cases, such as:

- Children who have lost their parents and where there are documents missing
- Early childhood development centres that have applied to the Department of Social Development for support, but are given equipment and infrastructure demands
- Collective fundraising for buildings and equipment

- Some of the situations prioritized by children in both children's Imbizo's (for example inappropriate sexual advances being made by government service providers like teachers and police officials).

In this way CINDI may use collective action to target specific barriers to children's rights, and in doing so paving the way for Members and many other people in the country to access assistance. This is resource-intensive work which would require substantial funding, professional expertise (for example legal experts) and high levels of follow through energy.

Inappropriate Behaviour of Government Service Providers

During both the Imbizo, the themes expressed in the questions by children to government service providers showed a sensitivity to:

- Limited, uneven or misuse of government resources
- Communities being treated differently because they are poor or rural
- Inappropriate sexual behaviour by people in positions of power who are supposed to be helping people.

Once again during the responses from government, and from the responses of CINDI Members, there is an underlying theme that the policies and processes are in place to assist people fairly, but a lot of public and government action needs to take place to ensure appropriate behaviour by specific government officials and concrete delivery on children's rights.

CINDI Members and the children involved in this project are raising similar concerns, but when these complaints were expressed, the higher government officials asked for specific cases, registered complaints against specific offices or individuals or else they gave general promises to improve. The collective approach of the Imbizo events meant that children and Members were able to challenge government services and even refute the superficial or placating answers given by government officials. CINDI did well to keep the focus of the day clear – children have said and shown that their rights are being violated and that the role of those present was to listen and strengthen their courage. CINDI called for Members to bring to them specific cases for further advocacy action.

Collective Advocacy Action

In this next phase of the project, CINDI may be able to follow up on the issues raised by children and Members, and may develop a more directed advocacy strategy for addressing inappropriate behaviour of government officials and non-delivery.

The risk for CINDI is that they have worked hard to establish a positive collaborative relationships with a wide range of government departments, and this approach could compromise their cooperative relationships. Therefore this advocacy strategy of challenging inappropriate behavior or lack of service delivery from specific individuals and types of cases may need to be given some in-depth thought. It could make use of a combination of:

- Positive feedback
- Uncovering systemic barriers and collaboratively finding ways through these barriers
- Using case-based advocacy
- Challenging selected officials directly
- Following government protocols for reporting inappropriate behavior
- Advertising help-lines and encouraging Members to report inappropriate behavior.

If the above-mentioned strategies are not effective, CINDI could consider media exposure of selected cases to make an example of an official, although this is likely to damage the respectful, collaborative relationships established by CINDI with key sector representatives.

7. Conclusion

The CINDI Network is pioneering the children's rights sector through:

- Respectful and locally appropriate ways of promoting children's rights
- Showcasing child participation with integrity and genuine child-led action
- Forging collaborative relationships with government departments
- Sharing information and developing skills of its Members
- Facilitating platforms for networking which is bringing hope and reducing loneliness amongst extremely under-resourced Member organisations
- Reflecting on its own successes and strengths and making these freely available to other organisations and networks.

Future advancement of this project may consider:

- Further expansion of the Project through a training of trainers type of community model with Members (again this could be a combination of the focus on children's rights and child participation)
- Extending the Project to new under-resourced areas where requests for district-level networking has already been requested from CINDI
- Promoting even greater child-led action in the Child Participation Project and Imbizo events

- Increased follow up on the specific issues raised by children, which may become a basis for further project planning
- More directed advocacy action against systemic barriers to children's rights.

Should such expansion take place, it is recommended that creative ways be found to offer more support of the CINDI Network Office staff, as this is demanding and stressful work.

The key learning of this evaluation will be extracted and published free of charge on the CINDI Network website www.cindi.org.za.

The staff and donors are CINDI are thanked for their energetic and committed engagement in this Project and in this evaluation, and this report is dedicated to their passionate contribution to the children's rights sector.

Appendices

Appendix 1

CINDI PCAP Evaluation Workshop with Children Facilitator's Guide and Group Tasks

Community: _____

Number of children: _____

Number of males: _____

Number of females: _____

Age Range: _____

Introduction:

CINDI would like to learn and grow. Please will you help us to look at this project so that we can try to help more children and communities in future.

Every person has different talents. Some are good at singing. Others are good at dancing. Others are good at drawing. Others are good at acting (drama). Please choose your group. We will give each group a different job to do. Then we will ask you to present your ideas to us. We will add more ideas to what you present.

Group 1: The Artists

Please draw a big picture of yourselves how you were before this project started. Tell us about what you have drawn.

Now draw a picture of how you are now, after having been a part of this project. Again please tell us about what you have drawn.

Now please answer these questions:

- How has CINDI helped you to get to where you are now?
- How can CINDI help you better to get to the next level?

Thank you for helping us to learn and grow!

Group 2: The Musicians

Write your own words to some music that you love to create a song that you would like to sing to CINDI.

Use these questions to guide your thinking. Please write down the answers to the questions:

- When did you feel happiest during this project? Why did you feel happy at that time?
- What else have you enjoyed most about being a part of this project?
- When did you feel least happy during this project? Why did you feel unhappy at that time?
- What could be done to make this project even better? What should CINDI do more of?

Thank you for helping us to learn and grow!

Group 3: The Drama Queens

Prepare a short drama. It should be a News Broadcast for television, reporting on what the project has managed to achieve.

Use these questions to help you design your show. Please write down the answers to the questions too so that we may look at them:

- What did this project do well in this past year?
- What have you gained from being part of this project?
- If this project had a bit more money, what do you think they should do more of?
- If this project had less money, what do you think they should do less of?

Thank you for helping us to learn and grow!

Appendix 2: CINDI PCAP Evaluation Workshop: Cluster and Caregivers Quiz

Who Wants to be a Millionaire? Facilitator's Guide and Group Tasks

Communities: _____

Number of participants: _____

Number of males: _____

Number of females: _____

Organisations:

Introduction:

CINDI would like to learn and grow. Please will you help us to evaluate the PCAP Project on Child Rights so that we can offer you the best possible programme to make a difference in your lives and in your community.

Today we are going to play a game show. There is no actual money involved (aaah!) but you can win sweets and valuable personal development rewards (yay!).

Here's how the game show works: There are three rounds:

- Round 1: Million Sweets Drop
- Round 2: Million-Dollar Debate
- Round 3: Million-Dollar Questions

Round 1: Million Sweets Drop

I am giving you a million sweets to start with (well ... almost). These sweets represent energy, time and money. You need to decide where CINDI has helped you most in the past two years.

Step 1: Issues that are important to your organisation (and children in your community)

Place your sweets on your choice of topic. Choose how much of your million CINDI invested on:

- Access to documents
- Access to social grants
- Child protection and safety
- School fee exemption

- Access to nutrition (e.g. food parcels) for children and people living with HIV and AIDS
- Access to health care (and equipment)
- Understanding children's rights
- Other (name your topic)
- Other (name your topic)

Step 2: Methods or strategies of working on these issues

Choose how much of your million CINDI should invest on:

- Advocacy with government departments
- Giving information about how to access specific children's rights
- Community awareness raising campaigns on children's rights
- Workshops (training) with CBO members
- Child participation activities
- Other (name your idea)
- Other (name your idea)

Round 2: Million-Dollar Debate

Divide the participants into two teams. Set up a debate between the two teams.

The one team should argue: The CINDI Children's Rights Project should continue exactly as it is in future (explain why).

The other team should argue: The CINDI Children's Rights Project should change the way it is run in future (explain how).

The winning team (both!) should get a bar of chocolate to share.

Round 3: Million-Dollar Questions

Divide the participants into two teams. Give each team cards with these questions.

They must come up with as many answers to these questions as they can within the space of one minute per question. Only the answers which are written down will be counted.

Here are the questions:

- What I love about the CINDI Children's Rights project is ...
- What I love about the CINDI Team (staff) is ...
- Name as many children's rights as you can think of ...
- Name as many practical strategies that could help a child or family whose rights are not being met ...
- What I wish CINDI would do more of is ...
- What I wish CINDI would drop (do less of) is ...
- What CINDI could do to get us up to the next level is ...

- What I am most proud of about what we did together this past year is ...

The winning team should get a prize to share.

Appendix 3:

CINDI PCAP Evaluation: CBO Field Visits and Cluster Questions

Communities: _____

Number of participants: _____

Number of males: _____

Number of females: _____

Organisations:

Introduction:

CINDI would like to learn and grow. Please will you help us to evaluate the PCAP Project on Child Rights so that we can offer you the best possible programme to make a difference in your lives and in your community.

Questions:

How has CINDI coming to work in this area benefitted your organisation?

What was happening before CINDI came?

What has changed since CINDI came?

Can you please give us a specific example of where you learnt something from CINDI and applied it?

What types of children's rights do you address in your project?

Can you give us a specific example how you managed to help a child to access his or her rights?

How would you help a child that:

- Does not have an identity document
- Is not going to school
- Does not have good food (nutrition)
- Is being abused

Where would you go to report poor services from a government department (eg a clinic that does not deliver medicine or a teacher who is sleeping with learners)?

What are you gaining from being with other CBOs and NGOs in the district working group?

How could CINDI help to take your organisation up to the next level?

Is there anything else you would like to suggest?

Is there anything you would like to say to CINDI or their donors?

Appendix 4: CINDI PCAP Evaluation: Imbizo Interviews and Observations

Communities: _____

Number of participants: _____

Number of males: _____

Number of females: _____

Organisations:

Interview Questions

1. What did you think of the Imbizo?
2. What was an "aha" moment for you, where you learnt something new?
3. What would you do if you identified a child whose rights are not being met?
4. Do you have any suggested improvements if we did this Imbizo again?

Appendix 5: CINDI PCAP Evaluation: Observation Checklist

Date and Venue:	
Project / Target Group:	
Topics:	
Participants:	
Selection:	
Where are these children from (community and organisation):	
Gender Dynamics	
Facilitation	
Participation	
Content and Flow	
Outcomes Observed	
Other	
Themes for Report	

Appendix 6: CINDI PCAP Evaluation: Members Questionnaire (English version)

We need you! Please help us to look at the CINDI Children's Rights Project with fresh eyes.

Your organisation: _____

The community where you work: _____

Are you Male or Female: _____

Please answer these questions as honestly as possible.

1. Please can you write down as many children's rights as possible and how you can get help if you see that this right is not well met:

Children's Right	Where and how to get practical help?

2. Can you please give us a specific example of a child whose rights were not being met and how you helped that child?

3. What did you do well this year in relation to Children's Rights? What are you most proud of?

4. How did CINDI help you to achieve your goals? How are they helping you?

5. What should CINDI do to make their Children's Rights Project more helpful for you?

6. What are your plans for children’s rights – what do you think you will be doing by the time you have finished the CINDI Children’s Rights Project?

7. What would you like to say to the donors and managers of the CINDI Children’s Rights Project?

Thank you for helping us to learn and grow!