



CHILD PROTECTION HUB
FOR SOUTH EAST EUROPE

**Final Evaluation of the Child Protection
Hub for South East Europe Project**

Final Report

28-Feb-18

inFocus

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Acronyms and Abbreviations

ADC	Austrian Development Cooperation
EU	European Commission
KII	Key Informant Interview
SEE	South East Europe
Tdh	Terre des hommes
ToR	Terms of Reference
RRC	Regional Resource Centre
RP	Resource Person
CC	Country Coordinator
CP	Child Protection
BiH	Bosnia and Herzegovina

About the Evaluation

This is an independent evaluation report. The evaluation was commissioned by Terre des hommes Foundation and the Evaluation Unit of the Austrian Development Agency and conducted by inFocus Enterprises Ltd:



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1. Executive Summary

Child protection in the Central and South Eastern European (C/SEE) region is shaped and affected by a number of key issues, ranging from political, economic and social shifts and instability to rapidly changing migration trends and issues related to social care. The social protection systems in South East Europe share common profiles, the major part of cash benefits are covered by State budgets, while social services are in a process of de-centralisation (with different paces in different countries); social services are rarely a priority in the political agenda of SEE Governments and despite progress in the elaboration of regulatory systems, many countries show a lack of vision for quality improvement, no real preoccupation for “value for money” and no investment in the continuous development of the sector. Faced with increased unemployment, poverty, migration and displacement of the labour force, this poses threats to and a significant lack of professionals in the social and health sectors. The social professional groups (especially social workers, caregivers and medical professionals) are often demotivated and uncoordinated and are critically understaffed and have limited, to no access, to continuous training and peer support. Their capacity of effectively supporting vulnerable citizens and children is significantly affected in the long term.

The Child Protection Hub for South East Europe’s (ChildHub) overall objective is to contribute to the realisation of children’s fundamental rights across South East Europe, in particular the rights to be protected from abuse and violence. The purpose of the project was, by the end of 2017, to provide child protection professionals and key stakeholders from SEE with improved access to technical resources and support networks, allowing them to expand, improve, and advocate for qualitative services and policies for children and families in need of protection. The project strategically articulates three specific types of intervention - knowledge management, capacity development and advocacy - around a regional dynamic, to engage various child protection related professionals and agencies into a process of continuous improvement, for the benefit of children. The project is coordinated through a regional coordination unit based within Tdh Hungary office and then at the country level via an appointed Country Coordinator (CC), based within a Tdh national office or hosted by a partner organisation. The project has been variously named since its’ launch in January 2015, first as the Regional Resource Centre (RRC), but subsequently renamed as the Child Protection Hub for South East Europe (ChildHub),

inFocus Enterprises has been contracted by Terre des hommes (Tdh) to undertake a final evaluation of the ChildHub (“the project”). The overall purpose of the evaluation has been to:

1. Assess the extent to which the project has reached its objectives and delivered expected results, for accountability purposes towards donors, beneficiaries and stakeholders and;
2. Draw out the main lessons learnt and generate recommendations for the next phase of the project, with emphasis upon areas for improvement and modification of project design and implementation and explore potential approaches to longer-term sustainability.

Several evaluation questions were agreed upon to guide the inquiry:

1. To what extent has ChildHub achieved its goals (intended outputs/outcomes) and/ or unintended outcomes in relation to building professional networks, increasing knowledge and skills, and advocacy?

2. What have been the most important factors in relation to the achievement or non-achievement of the outputs and outcomes from ChildHub activities?
3. How has the project organically evolved over the period since its' inception, to achieve both its' intended and unintended outcomes?
4. How effective are current governance/management structures for the Child Protection Hub?
5. What is the best approach to ensure that the project is sustainable in future?
6. How are cross-cutting issues (gender and environmental mainstreaming) being applied to the project?

The evaluation has been timed to align with the end of the final year of Phase I of the current ChildHub development and implementation period, and bridges both **summative** (in determining the extent to which anticipated outcomes were produced), **formative** (in relation to identifying improvements that could be made to future iterations of the project) and **process** (exploring the internal dynamics of how Tdh and implementing partners have implemented the project) evaluation approaches. For this evaluation inFocus took a mixed method approach to the collection of data, utilising both primary and secondary data sources of both qualitative (key informant interviews and focus group discussions) and quantitative (survey based) data and undertook a thematic analysis of the qualitative data. In relation to the primary data collection, inFocus adopted a non-probability sampling approach, that combined elements of both *convenience* sampling and *purposive* sampling, with support from the Tdh Project Coordinator and Country Coordinators/ Associates to identify a list of potential informants.

Section 7 of the report provides an outline of the findings in relation to each of the six evaluation questions. The findings are drawn from both the quantitative and qualitative data collected and are organised in relation to the indicators specified for each evaluation question from the evaluation matrix in Annex A. The main finding in relation to the different types of audience engaged, content production and training provision (i.e. output targets) is that they have all been **significantly over-achieved** compared to original intended goals. ChildHub materials and the various training opportunities have been well received and are considered both relevant and very useful to a majority of ChildHub users. In respect of the intended outcomes from the project these have also been largely over-achieved in relation to their original definition within the programme logframe. Additionally, there has also been a number of early stage outcomes from building professional networks, increasing knowledge and skills, and advocacy, and there is an increasingly good understanding of the range of skills and capabilities required by both formal and informal CP actors, across the different CP stakeholders within the regional CP system. However, the timeframe for mid to long term changes to occur, for example in relation to widespread practice change amongst CP professionals, as a result of ChildHub's capacity development efforts, is likely to be longer than originally expected, with success dependent upon the inter-section of a number of contributory factors, some of which are out of the control of ChildHub. A similar timeframe expectation, for similar reasons, should also be set in relation to significant policy change results to materialise, as a consequence of ChildHubs advocacy-related efforts. Adoption of some of the recommendations in the next section, should improve the likelihood of mid to longer term changes occurring within the next Phase.

There has also been a number of unintended outcomes as a result of ChildHub. Networking activities appear to have provided a much wider set of connections for Resource People than they originally expected, especially at the regional level. Whilst the adoption of ChildHub as a training resource for the

harder to reach social worker has been more challenging, ChildHub has started to change attitudes and behaviours towards consuming information, accessing training and collaborating online. This change in attitude was an important first step in ensuring those CP professionals who are unfamiliar with the online world, are able to make full use of ChildHub resources in the future. Many of ChildHub’s offline activities had the unexpected bonus for many Resource People of significantly enhancing their peer to peer relationships and networks, as complement to their primary purpose. Finally, ChildHub has also seen a larger than expected adoption within the University setting, and is emerging as an important resource for teaching the next generation of CP professionals.

In the conclusions section of the report we reflect upon the indicator findings and emergent themes, to draw our wider conclusions in relation to the progress that has been achieved, the lessons learnt and factors that are likely to influence the programmes long term sustainability. The table below summarises the main lessons learnt (described in more depth within the conclusions section) and the extent to which these lessons have already been applied within ChildHub (colour coding denotes whether the lessons **have been applied** or **have not been applied** within ChildHub):

LESSONS LEARNT	CURRENT STATUS FOR CHILDHUB	
TARGETING OF BENEFICIARIES		
Need to clearly define the target populations for ChildHub interventions	●	not being fully addressed
Need to ensure a diversity of cross-sector actors	●	are doing well
Need to include representation from target population in all stages of project design, development and delivery	●	not being addressed
Need to identify, engage and cultivate Resource People with ‘system’ leadership skills	●	often addressed
ENGAGEMENT & ENROLMENT OF TARGET AUDIENCES		
Need to ‘creatively’ engage the target population	●	are doing
Should avoid paying people ‘directly’ to engage	●	sometimes addressed
When engaging ‘harder to reach’ audiences, go to them, don’t expect them just to come to you	●	sometimes addressed
Continuous efforts need to be made to remove the financial barriers to access capacity development services	●	doing very well
Continuous efforts need to be made to remove organisational barriers, such as lack of protected time for professional development training	●	sometimes addressing
Continuous efforts need to be made to remove language barriers	●	doing well
Continuous efforts need to be made to remove technical barriers	●	not addressing
PROVISION OF CAPACITY DEVELOPMENT ACTIVITIES		
The provision of high quality and relevant CP information and knowledge resources is highly valued	●	doing very well
Should use a blend of online and offline training approaches	●	doing very well
Should use offline meetings/events to achieve complementary goals	●	sometimes doing
Should consider the need for post-activity support	●	not addressing
GOOD GOVERNANCE AND MANAGEMENT OF CHILDHUB		
Need to establish a Regional Coordination unit (Tdh Hungary) and Country level Coordinating partners	●	doing very well
Continuous and clear communication is important in building trust and motivation to take action, across all levels	●	communication is very regular

	●	clarity of message around purpose could be improved
STRATEGY AND LONG-TERM PLANNING		
Need to have a shared vision and agenda for change (regional and national)	●	partially doing
Should align with or include programmatic strategies directed at children and communities, as direct CP service beneficiaries	●	not addressing
Ensure ChildHub is integrated into Tdh National office & partner/member strategies	●	partially doing
Ensure sufficient resources for a minimum of 5-7 years, as systemic change takes time	●	doing well

Finally, our recommendations for the next phase of the project are outlined below. They cover ChildHub programmes' design and the approach to implementation, its' governance and management, and developing an approach to long term sustainability. Suggestions, purely for consideration, are marked with an asterix*:

1) Improve targeting of primary beneficiaries to achieve greater impact:

- ▶ Clearly define who specific ChildHub activities are targeted towards at the country level

2) More effective engagement/ enrollment of target beneficiaries:

- ▶ Further investigate the downward trend in frequency of visits by members to the ChildHub platform from 2016 to 2017 identified within the online survey results. This potentially represents either a diminishment of interest from 2016 to 2017 or possibly just a stabilisation of usage levels by participants, following the initial peak of interest during the early years of the platforms launch.
- ▶ Work with a social media expert to advise how to most effectively engage and connect members, via existing platforms such facebook and LinkedIn
- ▶ Target supervisors and senior management more directly within CP organisations
- ▶ Continue to cultivate Resource People with 'system' leadership skills
- ▶ Continue to address and intensify translation efforts

3) Improved online and offline capacity development services:

- ▶ Consider addressing IT skills issues amongst users*
- ▶ Consider partnering with existing e-learning platforms*
- ▶ Ensure planning for offline meetings and events includes clear definition of event/ meeting goals and content is aligned
- ▶ Ensure the national capacity development activity mix, blends a range of both online and offline
- ▶ Establish learning goals for ChildHub training activities and consider the need for post-activity support and guidance, to achieve longer term outcomes
- ▶ Co-create new solutions with Resource Persons and partners to address the lack of adequate supervision of social workers within CP organisations

4) Improve childhubs' governance, management and planning:

- ▶ Develop and empower a National steering group within each country
- ▶ Utilise more participatory approaches to strategic planning for the next phase of the projects development

- ▶ Ensure national Tdh offices, as well as in-country partner/ member organizations, align their existing plans/ activities
- ▶ Guided by a clear strategic framework, define a series of **functional working groups** (e.g. policy advocacy, M&E) and **strategy working groups** (e.g. Juvenile Justice for Children) made up of both country/ regional partners and Tdh national teams, to drive the mutual alignment of member efforts and the implementation of ChildHub’s overall strategic plan, through a continuous process of action ‘planning and doing’ at the working group level. The working groups should report into either the national or regional steering groups on a periodic basis and be supported by the Regional Coordination Office and/or the Country Coordinators
- ▶ Consider the potential for inclusion, coordination and alignment of programmatic strategies directed towards children and communities*
- ▶ Clearly define roles and responsibilities at both the Regional Coordination Office (Tdh Hungary)/ Regional Steering Group and Country Coordinator (CC)/ National Steering Group levels, across a number of key functions:

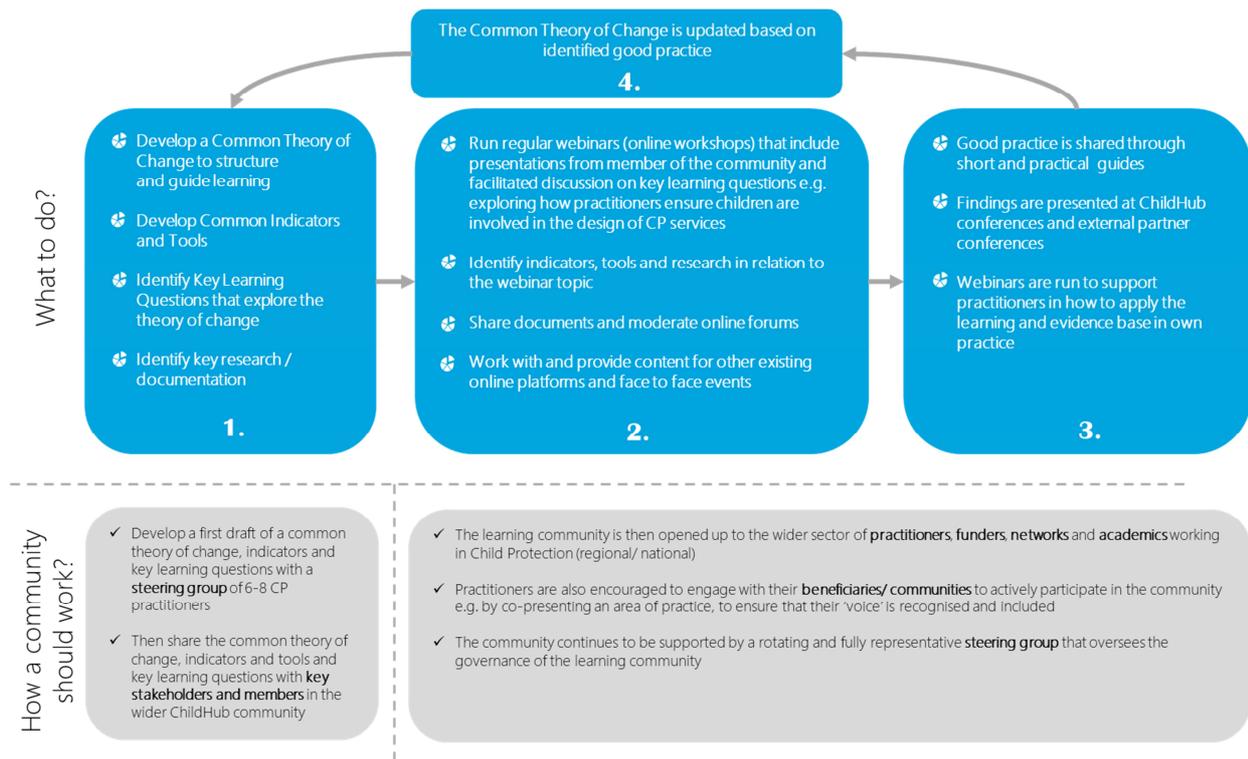
KEY ROLES & RESPONSIBILITIES	REGIONAL COORDINATION OFFICE/ REGIONAL SG	CC/ NATIONAL SG
<i>Strategy and Planning</i>	<ul style="list-style-type: none"> ▶ Drive and fund strategic planning processes ▶ Prioritise countries / places for ChildHub to operate 	<ul style="list-style-type: none"> ▶ Translate regional strategy into national strategy and activity plan ▶ Align existing Tdh national plans/ activities
<i>Shared monitoring, evaluation and learning (MEL)</i>	<ul style="list-style-type: none"> ▶ Establish a shared MEL system ▶ Identify key areas for learning ▶ Provide technical assistance to Country Coordinators 	<ul style="list-style-type: none"> ▶ Collect, interpret and share data ▶ Facilitate learning across the ChildHub community
<i>Mobilise People and Partners and Coordinate Activities</i>	<ul style="list-style-type: none"> ▶ Mobilise and coordinate regional actors ▶ Development of global/ regional strategic partnerships ▶ Fundraise to support regional activities 	<ul style="list-style-type: none"> ▶ Mobilise and coordinate national Resource People and members ▶ Development of national/ local strategic partnerships ▶ Fundraise to support national activities
<i>Communication</i>	<ul style="list-style-type: none"> ▶ Ensure good communication across and between Country Coordinators ▶ Create a sense of urgency with funders and partners ▶ Advocate for policy change 	<ul style="list-style-type: none"> ▶ Ensure good communication across and between RP and members ▶ Promote external communications with different stakeholders

- ▶ Ensure the right skill sets are being utilised at both regional and national levels
- ▶ Ensure the Regional Coordination Office (Tdh Hungary) has adequate capacity to carry out its’ stated roles and responsibilities, and CC’s have sufficient capacity and support to carry out a broader range of delegated roles and responsibilities (as outlined above)

5) Develop an approach to long term sustainability:

- ▶ Consider a range of potential ‘end games’ or routes to sustainability as early as possible, at both the regional and country levels, based upon regional and country level partner opportunities*

- ▶ Expand regional efforts to network at a senior level to help develop opportunities for further sustainability.
- ▶ Introduce a more structured and theory-based approach to learning via ChildHub’s ‘Learning Community’. A Learning Community functions by working directly with practitioners, to identify and disseminate good practices from the field. This exchange is best guided through the initial production of a common Theory of Change for the work area under consideration, which can be then used as a basis for the community developing learning questions to be further explored and guide the documentation of good practices. A Learning Community structured in this way will also support the development of shared measurement practices across the field.



- ▶ Adopt a Developmental Evaluation (DE) approach. Michael Quinn Patton (2008), who pioneered this form of evaluation, defines it this way: *“a long term, partnering relationships between evaluators and those engaged in innovative initiatives and development. Developmental evaluation processes include asking evaluative questions and gathering information to provide feedback and support developmental decision-making and course corrections along the emergent path. The evaluator is part of a team whose members collaborate to conceptualize, design and test new approaches in a long-term, on-going process of continuous improvement, adaptation, and intentional change. The evaluator’s primary function in the team is to elucidate team discussions with evaluative questions, data and logic, and to facilitate data-based assessments and decision-making in the unfolding and developmental processes of innovation.”* DE emerged in response to the need to support real-time learning in complex and emergent situations. Traditional forms of evaluation work well in situations where the progression from problem to solution can be laid out in a relatively clear sequence of steps (Gamble, 2008). However, initiatives with multiple

stakeholders, high levels of innovation, fast paced decision-making, and areas of uncertainty require more flexible approaches (Patton, 2008). This is where developmental evaluation comes in.¹

2. Context of the Project

The welfare and social service systems in SEE countries are under complex and long-term reforms. The decentralisation of social assistance systems led to significant changes in the way services for children and their families are designed, implemented and monitored, while NGOs remain significant providers of direct services for vulnerable groups. The recent economic crisis has brought painful budget cuts in all service sectors (social, education, health). In some countries such as Romania and Bulgaria, the public positions (civil servants, public service providers, teachers, medical professionals etc.) were frozen in 2008 with no hiring allowed since then. Consequently, in Romania for instance, a deficit of 11,000 social workers was announced by the Ministry of Labour, Family and Social Protection in Dec. 2012, and a deficit of 14,000 child protection professionals is estimated for 2014, in the child protection and disability sectors.

Poverty remains high in the region; in Romania for instance 8% of children live in severe poverty and 35% of them are Roma. In this country, one quarter of children in rural areas work before and after school hours in order to support their households. In the countries of the region, the percentages of the general population which are vulnerable to poverty is also significant (e.g. 7.4% in Albania (2009), Serbia 3.6% (2006), Moldova 6.4% (2005)). School drop-out rates are significant in the region; in Romania 109,035 primary age children were not attending school, in Albania 52,014 and in Moldova 14,936. For the whole region this represents 228,784 children between 6-14 who do not attend school. In SEE region there is an increased migration and displacement of the labour force, and to a significant extent lack of professionals in the social and health sectors. The percentage of the total population who are emigrants and leave their country of origin for more than one year is 45.4% in Albania, 38.9% in Bosnia and Herzegovina (BiH), 16% in Bulgaria, 21.9% in Macedonia, 21.5% in Moldova and 13% in Romania. The increased migration across Europe also led to increased risks of exploitation and exploitation of children on the move (particularly child begging).

Overall, and despite on-going reforms, the reality in the region shows that child protection systems are not capable of offering a continuum of care services from prevention to alternative support and reintegration (e.g. Albania, Kosovo, Moldova).

The regulatory systems for social services in SEE are incomplete and relatively inefficient: there is no clear accreditation, funding, evaluation or monitoring procedures for these services, no effective needs assessment and planning at local levels. In general, there is a lack of political will to placing social, education and health policies, minority issues, on the top of political agendas.

With all these accumulated challenges, the professional groups (especially social workers, caregivers and medical professionals) are often demotivated and uncoordinated. In all SEE countries, they have no

¹ A Practitioner's Guide to Developmental Evaluation: Elizabeth Dozois; Marc Langlois; Natasha Blanchet-Cohen June 2010.

access to continuous training and peer support. Their capacity of effectively supporting vulnerable citizens and children is significantly affected in the long term. This situation has led Terre des hommes to propose to create a real child protection community of practice in the region to increase the performance, motivation and quality of professionals in delivering services to children.

3. Description of the ChildHub Project

Intervention Logic and Theory of Change

The project overall (long-term) objective is that by the end of 2017, the access of children to quality services in South East European countries, accessible and responsive to their needs, is improved and contributes to realising the children's fundamental rights, including the right to be protected from abuse and violence. The access of children to education, health, basic and social services is a major precondition for their well-being and safe development. In the long term, this project will contribute to the quality and accessibility of these services, by the mean of effective interventions of professionals and stakeholders, involved in their planning and delivery.

The purpose of the project was, by the end of 2017, to provide child protection professionals and key stakeholders from SEE improved access to technical resources and support networks allowing them to expand, improve, and advocate for qualitative services and policies for children in need of protection and their families. The project strategically articulates three specific types of interventions (knowledge management, capacity development and advocacy) around a regional dynamic, to engage various child protection related professionals and agencies into a process of continuous improvement, for the benefit of children. The three-level project purposes include:

1. Strong networks of professionals and key stakeholders are established at regional and national levels, leading to more effective cooperation and exchanges in the child protection sector.
2. Child protection professionals and key stakeholders have increased opportunities to upgrading their knowledge and skills in SEE, in line with European recommendations and good practices (thanks to the technical resources, peer support, exchange networks and training facilities made available within the Regional Coordination Office (Tdh Hungary)).
3. Mobilized networks, child protection professionals and key stakeholders are better equipped (technically, methodologically) to advocate for better policies and practices in the child protection sector, in SEE countries.

The project targets the enforcement of a strong community of practice, knowledge and advocacy in the child protection sector, which will ensure a sustainable development of quality services in SEE, for children and their families. The essence of the project is based on the mobilization and connection facilitated and supported between various agencies and professionals combining different expertise and knowledge (be it on thematic issues, disciplines, or domains), linked up at national and regional levels, through a virtual platform, the backbone of the project. The virtual platform and its services serve as a catalyst to create a community of practices between these actors at different levels and across levels who will be supported and equipped to generate new knowledge and evidences, support skills

development and promote improved practices to emulate a process of continuous improvements in child protection practices and policies in South East Europe.

Key Assumptions

At systems level it is expected that:

- ▶ To achieve system's level outcomes within the CP system, it requires action to take place at the system, organization, personnel, child and community levels simultaneously.
- ▶ Introducing quality standards and a quality assurance process, will highlight the need for a more sustainable system of capacity development across the CP sector to ensure the standards are reached and then maintained
- ▶ To achieve system level outcomes, it requires action to also take place at the CP organisation, CP actor, community and child level
- ▶ Multi-sectoral partnerships offer better results within child protection and cross-country learning is a more efficient approach to knowledge dissemination.
- ▶ Governments will be receptive to CP reforms and are able to prioritize resources towards the needs of the Child Protection system
- ▶ The evolution of international and political context does not impact the pace of activities and involvement of partners
- ▶ Child protection services are government priority in SEE countries
- ▶ There are no cuts in EU funds and national budgets, or resources for child protection services
- ▶ The sharing of good practices and tools results in development of new 'child centered' activities and programmes
- ▶ The sharing of good practices and tools results in development of new policies, that are fully (correctly) implemented (capable to link theory and practice, due to the turnover of decision makers etc.)

At organization level it is expected that:

- ▶ Organizations have human resources that can be/are dedicated to CP issues and functional areas such as: M&E, finance, staff management & partnership development
- ▶ There are NGOs whose main function is to provide Child Protection services and local government units have the interest, capacities and funds to deliver and take responsibility for statutory services for children
- ▶ Flexible and adaptive management that are able to adapt the approach to capacity development based upon own context, needs and lessons learnt
- ▶ Having better strategies and being able to better plan and provide quality services, depends upon funding/capacity to attract more resources (and vice versa)
- ▶ Sustainable sharing and developing of professional materials and tools and their continuous use and dissemination after the end of the project

At personnel level it is expected that:

- ▶ There is a good understanding of the roles and range of skills and competencies required by both formal and informal CP actors, across all the different CP stakeholders within the CP system

- ▶ There is significant interest of professionals in upgrading their knowledge and skills, as well as to collaborate and exchange practices, and to learn from / support each other
- ▶ Readiness of professionals with regards to new technologies, distance learning or innovative professional tools
- ▶ Language and socio-cultural barriers to exchange, share and collaborate are overcome

Beneficiaries, Implementing Partners and Key Stakeholders

The **direct beneficiaries** of the project are child protection professionals in South East Europe – with a strong focus on social workers, but including other professions (e.g. health, education, justice, law enforcement) who have a responsibility for child protection. The **primary (direct) beneficiaries** of the project are the 229 **Resource Persons** engaged in the 8 countries of implementation and the **secondary (direct) beneficiaries** are the ChildHub.org **Members** who have registered as users of the online space and associated resources.

- ▶ **Resource Persons:** These are multi-disciplinary professionals in each country, such as social workers, academics or NGO workers, who engage with the project. They are intended to act as the ‘enablers’ in the project, supporting the modernization of services and child related policies across the region. They have a relatively high level of engagement in project activities.
- ▶ **Members** of the web portal: There are currently 3,695 members of the web portal who are registered to use the online space. They constitute a mixed group of multi-disciplinary child protection professionals, national policy makers, universities and academics, CP specialist training providers and NGO’s/ public agencies specialized in supporting children victims of violence, from across the region. They have a relatively lower level of engagement in the project compared to the Resource Persons.

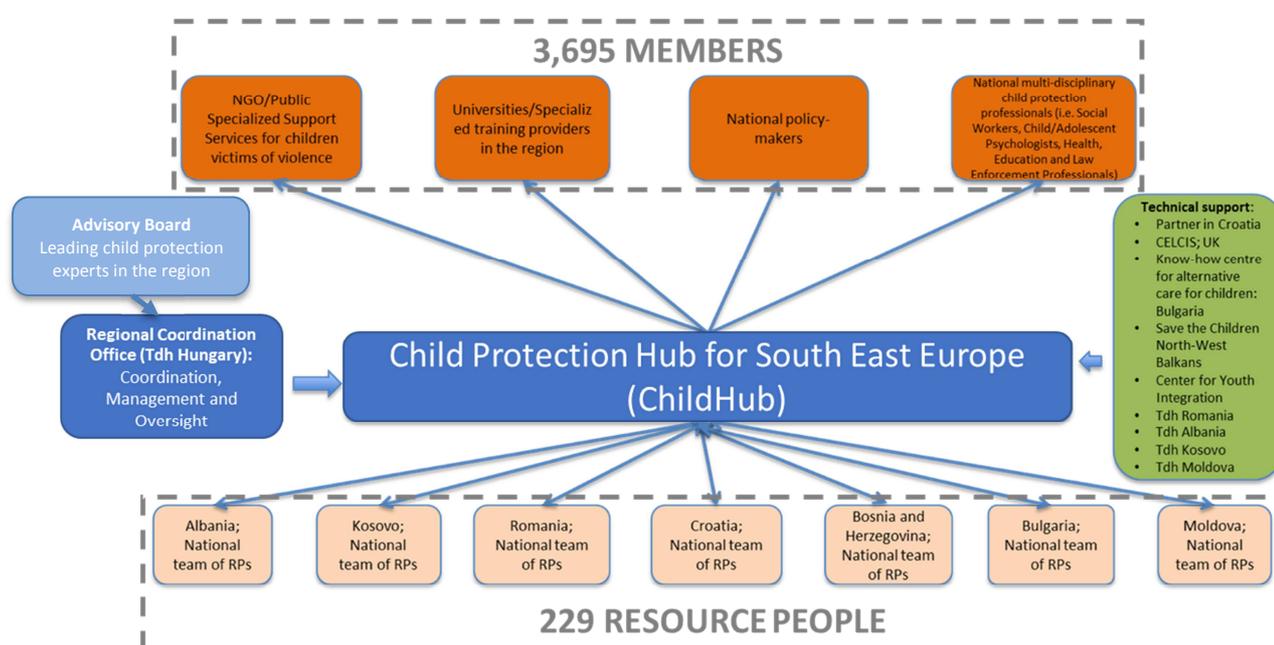
The **indirect beneficiaries** of the Project are approximately 500,000 children at risk or victims of abuse, exploitation, trafficking and other forms of violence in South Eastern Europe; related vulnerable families, including from Roma ethnic minorities who will benefit from more qualitative, coordinated, child-centered and professional services and enhanced policies.

The main project coordinator of the initiative is Terre des hommes (Tdh) Foundation Regional Office for Central and South East Europe based in Budapest, Hungary. This will be referred to as the Regional Coordination Office (Tdh Hungary). Tdh directly implements the programme via its’ sub-regional offices in Albania, Kosovo, Moldova and Romania, and manages the project’s knowledge-management and learning portal (ChildHub.org) and is responsible for the development of all e-learning materials. External **Implementing Partners** manage the project in the other four countries of the project. These partners are as follows: Save the Children North-West Balkans (Bosnia-Herzegovina); The Know-How Centre for the Alternative Care of Children (Bulgaria); Brave Phone (Croatia) and The Center for Youth Integration (Serbia).

The main funders of the initiative (total budget of EUR 1,696,443) across the period of project implementation from January 2015 to December 2017, include the Austrian Development Cooperation (ADC) who fund 42% of ChildHub costs, the Oak Foundation (15%), the European Union (20%), and Tdh's own funds contribute towards 20% of the costs.

ChildHub Delivery & Governance Model

The figure below details all current stakeholders and how the projects' governance and delivery model is currently structured.



4. Evaluation Purpose and Scope

Purpose

The overall purpose of the evaluation has been to:

- ▶ Assess the extent to which the project has reached its objectives and delivered expected results, for accountability purposes towards donors, beneficiaries and stakeholders and;
- ▶ Draw out the main lessons learnt and generate recommendations for the next phase of the project, with emphasis upon areas for improvement and modification of project design and implementation and exploring potential approaches to longer-term sustainability.

This report is intended for use by the donor organisations (ADC and Oak Foundation), the Project Coordinator and Implementing Partners in equal measure, as they look towards the next phase (Phase II) of the project in 2018-21.

Scope

The Child Protection Hub project has a wide geographic scope and a large group of beneficiaries, however, with the limitations of budget and time and the availability of respondents for interview, the evaluation focused on the primary beneficiaries of activities across the 8 countries: a sample of both the **229 resource persons** and the **3,695** members of the web-portal. The evaluation encompassed two site visits in Croatia and Albania. Site visits were chosen in collaboration with Tdh staff to encompass one country where Tdh is directly implementing the project and has a regional office, and one country where an external implementing partner has managed the project.

It was considered to be too early in the lifespan of the project to demonstrate any impact from ChildHub upon outcomes for children, which was therefore not considered as a part of this evaluation. ChildHub activities are more likely during Phase 2 of the project to start to feed through to have an impact upon the quality and standards of children's services and ultimately improve CP outcomes for children.

Evaluation Team

For this evaluation inFocus bought together a team of experienced consultants that cover a wide range of knowledge and experience including conducting summative and formative evaluations, the child protection systems and the SEE region. The lead consultant for this project, **Dr Damian Hatton**, was responsible for project management of the evaluation, overseeing the evaluation design and methods, primary data collection in Albania, supporting the analysis and interpretation of findings and co-writing the final report. The second consultant for this assignment, **Mirjana Gavrić Hopić**, was responsible for primary data collection in Croatia and Albania, and a number of remote key informant interviews planned, as well as supporting the analysis and interpretation of subsequent findings. The third consultant for this assignment was **Tom Keyte**², who was responsible for supporting with the development of the evaluation design and methods, the analysis and interpretation of findings, and the co-writing of the final report. The fourth consultant for this assignment, **Kelly Smith**, was responsible for carrying out remote key informant interviews with resource people from across the region, as well as supporting the analysis and interpretation of subsequent findings.

5. Evaluation Questions

During the inception phase of the project, a final set of evaluation questions were agreed that align to the OECD DAC evaluation criteria. The overarching evaluation questions listed below were revised following a review of the general and specific evaluation questions found on pages 3, 4, 5 and 6 of the ToR, as well as a review of the project documentation supplied. This review identified against which of the evaluation questions there was currently existing evidence and where primary data collection efforts should focus.

² Tom Keyte replaced one of the original members of the evaluation team, Emily Richardson, who was included in the inFocus proposal for the evaluation. Emily left inFocus during the inception phase of the evaluation and went through a hand-over process with the other members of the evaluation team.

1. To what extent has the Child Protection Hub achieved its goals (intended outputs/outcomes) and/ or unintended outcomes, in relation to building professional networks, increasing knowledge and skills, and advocacy?
2. What have been the most important factors in relation to the achievement or non-achievement of the outputs and outcomes from ChildHub activities? *(For example, which stakeholders are most important to engage with, whether some topics are more important or relevant than others, and which types of capacity-building activities are the most effective)*
3. How has the project organically evolved over the period since its' inception, to achieve both its' intended and unintended outcomes?
4. How effective are current governance/management structures for the Child Protection Hub?
5. What is the best approach to ensure that the project is sustainable in future? *(For example, in relation to local ownership of the project, relevance and adapting to future needs and stable funding)*
6. How are cross-cutting issues (gender and environmental mainstreaming) being applied to the project?

As demonstrated in the extract below from the Evaluation Matrix in **Annex A** the evaluation questions have been matched against the OECD DAC evaluation criteria (relevance, impact, effectiveness, efficiency and sustainability) and a set of indicators that explore the evaluation questions further. Each of the indicators then matches to either/both a secondary or primary data collection method (and the specific question within the primary data collection tool):

Evaluation Criteria	Evaluation Questions	Indicators	Primary Data Coding Used	Secondary Data Collection Method						Primary Data Collection Method		
				Annual Encounter Tool	Registration/ Attendance/ Activity Records	Web Analytics	Country Databases	Logframe Report	Document Review	Online member questionnaire	Key Informant Interviews	Focus Group Discussions
Effectiveness/ Impact	1. To what extent has ChildHub achieved its' intended goals (expected outputs/ outcomes) and/or unintended outcomes, in relation to building professional networks, increasing knowledge and skills, and advocacy?	Extent to which the outcome indicator targets defined within the Childhub logframe and reported against in June 2017, have been accomplished	-	✓	✓	✓	✓	✓				
		Extent to which the output indicator targets defined within the Childhub logframe and reported against in June 2017, have been accomplished	-	✓	✓	✓	✓			(Q1/10/14)		
		Extent to which stakeholders perceive and report intended and unintended outcomes to have occurred as a result of Childhub networking activities	Exp-net/ Unexp-net						✓	(Q7.3/7.11/ 7.12/ 7.14 & 8b/ 8c)	✓	✓
		Extent to which stakeholders perceive and report intended and unintended outcomes to have occurred as a result of Childhub capacity development activities	Exp-od/ Unexp-od						✓	(Q7.1- 7.8/ 7.10/ 7.13 & 8a)	✓	✓
		Extent to which stakeholders perceive and report intended and unintended outcomes to have occurred as a result of Childhub advocacy activities	Exp-adv/ Unexp-adv						✓		✓	

6. Evaluation Design and Methodology

Description of Overall Design

The evaluation covers the period January 2015 to December 2017, and has been timed to align with the end of the final year of Phase I of the current ChildHub development and implementation period, and bridges both **summative** (in determining the extent to which anticipated outcomes were produced for its' beneficiaries), **formative** (in relation to identifying improvements that could be made to future iterations of the project) and **process** (exploring the internal dynamics of how Tdh and implementing partners have implemented the project) evaluation approaches as described by the OECD *Guidelines for*

*Project and Programme Evaluations 2009.*³ The evaluation did not focus in its' methodology upon further analysis of the project context.

Given the scope and purpose of the evaluation, and the primary sources of data already available, the evaluation team applied a **mixed method** approach to the evaluation. A mixed method approach involves, “the intentional or planned use of diverse methods for particular mixed-method purposes using particular mixed method designs” (Greene 2005⁴) and while predominantly focusing on a mix of data collection methods, “it is also possible to combine conceptual frameworks, hypothesis development, data analysis or frameworks for the interpretation of the evaluation findings” (Bamberger 2012⁵). For this evaluation, inFocus took a mixed method approach to the collection of data, utilising both primary and secondary data sources of both qualitative (key informant interviews and focus group discussions) and quantitative (survey based) data, and also with the analysis of both quantitative and qualitative data (the latter using thematic analysis).

Given the scope and purpose of the evaluation, and the primary sources of data already available, the evaluation team applied a **mixed method** approach to the evaluation.

The evaluation was split into three phases – *Inception Phase, Data Collection Phase and Analysis and Reporting Phase.*

Data Sources

The evaluation utilised both primary and secondary sources of data for the evaluation shown in the table below. The secondary sources of data were reviewed as part of a document review that focused on three objectives, firstly, the general familiarization of each member of the evaluation team with project history, rationale and design, and the work undertaken to date (both project work and monitoring and evaluation work). The second purpose was to begin the process of compiling relevant pieces of evidence against the six evaluation questions. The third purpose was to subsequently ensure that the design of the evaluation tools avoided duplication of data already collected and that there was a focus upon priority areas for further inquiry.

Primary sources of data	Secondary sources of data
<p>Interviews, Focus Group Discussions and Online questionnaires with the following Key informants/respondents:</p> <ul style="list-style-type: none"> ▶ Primary Beneficiaries i.e. Resource People ▶ Secondary Beneficiaries i.e. ChildHub.org Members ▶ Country Coordinators and Country Associates ▶ Project Coordinator staff team, based within the Regional office in Budapest ▶ Project Steering Group and Advisory Board members ▶ Other stakeholders associated with the project and participating in the Regional Conference: Quality 	<ul style="list-style-type: none"> ▶ Project proposal documents submitted to the European Union (EU), Austrian Development Corporation (ADC) and OAK Foundation and the project’s Logical framework (relating to the design and inception of the project) ▶ Annual encounter tool and summaries of results (2015-17) ▶ Mid-term monitoring data from the Mid Term Survey of ChildHub members (Oct 2016) ▶ Project interim reports; Mid-Term Review report and EU final report ▶ Governance documentation and advisory board and steering committee terms of reference

³ <https://www.oecd.org/development/evaluation/dcdndep/47069197.pdf>

⁴ Jennifer C. Greene (2007) The generative potential of mixed methods inquiry, International Journal of Research & Method in Education

⁵ Bamberger (2012), Introduction to Mixed Methods in Impact Evaluation

Primary Data Collection Methods

The Evaluation team used the following data collection methods during the Data Collection Phase of the evaluation, with a focus on collecting both quantitative and qualitative data that could be combined with the secondary data sources:

Key Informant Interviews	Focus Group Discussions	Online Questionnaires
<p>This involved a combination of both in-person and remote <i>Key Informant Interviews</i>. A total of 39 KII's took place. Remote interviews were conducted by the Evaluation Team via Skype/telephone calls with key stakeholders. See Annex D for a breakdown by demographics of stakeholders invited to interview, to date. Two interview guides that were developed. The first was focused upon Resource People (the primary beneficiaries) and was adapted in its application according to the different levels of prior knowledge and engagement with the project. The second interview guide was tailored more towards those running, coordinating and overseeing the project. Both guides can be found below.</p>	<p>In Albania, four focus groups were held involving 32 conference attendees (randomly split into four groups), who represent a cross section of academics, policymakers and senior professionals working within Child Protection across the region. Their level of prior engagement and familiarity with the ChildHub project varied quite widely, from very limited knowledge, to more active engagement. The final two focus groups in Albania focused upon exclusively with 13 Albanian stakeholders. The first focus group was composed mainly of Albanian Resource Persons, meaning medium to high prior involvement/ knowledge of ChildHub, while the second group was mainly composed of front line workforce, with a varying degree of prior engagement and knowledge of ChildHub. In Croatia, the focus groups involved 14 participants and followed the same format as the final two focus groups in Albania. Each focus group lasted 1.5 hours, with 10 minutes for an introduction, 60 minutes for the main discussion and 20 minutes for wrap-up.</p>	<p>Following discussion with the Tdh Project Coordinator and the Tdh Regional Quality & Accountability Advisor it was decided to utilize the existing mid-term survey, previously deployed to ChildHub.org members in October 2016, as a part of the Mid Term Review, to allow for a comparison of usage trends from 2016 to 2017. The survey is available in English and it has been translated to all ChildHub languages (Albanian, Bulgarian, Serbo-Croat-Bosnian, Romanian). As a result, everyone from the participant countries had a chance to express their opinion during the Mid-term review and for purpose of both comparison with these results and convenience of being able to repeat a similar comprehensive member survey exercise, it was decided to repeat the survey during December 2017. In 2016 there was 182 respondents and in 2017 there were 289 respondents. Both data sets were subsequently analysed and compared side by side.</p>

The data collection instruments developed for this assignment can be linked to and downloaded below:

- ▶ Online survey questionnaire: [CLICK HERE](#)
- ▶ Interview guide for Resource People: [CLICK HERE](#)
- ▶ Interview guide for Coordinators, Staff and project advisors: [CLICK HERE](#)
- ▶ Focus group guide: [CLICK HERE](#)

Sampling Approach

As described above the scope of the evaluation encompassed two countries, Albania and Croatia, were selected in collaboration with Tdh staff on the following criteria: One country where Tdh is directly implementing the project and has a sub-regional office (Albania/ Kosovo); one from a country where an external Implementing Partner manages the project (Croatia). The best performing country in each of the above two categories.

In relation to the primary data collection inFocus adopted a non-probability sampling approach, that combined elements of both *convenience* sampling “a type of nonprobability sampling in which people are sampled simply because they are “convenient” sources of data for researchers” (SAGE Encyclopedia of Survey Research Methods⁶) and *purposive* sampling that aims to “produce a sample that can be logically assumed to be representative of the population” (SAGE Encyclopedia of Survey Research Methods⁷) with support from the Tdh Project Coordinator and Country coordinators/ associates to identify a list of potential informants, selected for their first-hand knowledge and including as diverse a mix of respondents, in terms of geographical spread, gender, occupation (e.g. academics and social workers) and role in the ChildHub project, as possible. This considered the time and resources available to select respondents during the field trips and for remote interview. The Country Coordinators/Associates have developed relationships with the participants and stakeholders. As such, they understand the overall and specific contexts of particular participants and their subsequent availability and suitability for participating. Furthermore, participation in the data collection is entirely voluntary and as such there is likely to be more willingness and confidence to take part, if the request is made by those with whom the participants already trust.

Ethical Considerations

The evaluation was conducted in accordance with the principles outlined in the UN Evaluation Group (UNEG) ‘Ethical Guidelines for Evaluation’⁸ across Utility, Necessity, Independence, Impartiality, Credibility, Conflicts of Interest, Honesty and Integrity, Accountability, Respect for Dignity and Diversity, Rights, Confidentiality, Avoidance of Harm, Accuracy Completeness and Reliability, Transparency, Reporting and Omissions and wrongdoing. The evaluation team also applied inFocus internal ethical guidelines available for sharing with the participating organisations through our course on *How to conduct ethical M&E*. The themes include: Do no harm, Honesty and fairness, Data Protection, Informed consent, Confidentiality and Anonymity, Reciprocity, Inclusion and Competence of evaluators. An ethics briefing was held ahead of the field visits where the evaluation team reviewed both the UNEG and inFocus internal guidelines and discussed how these guidelines will be applied to the evaluation. Data protection standards and regulations were also adhered to throughout the course of the assignment, including the principles laid out in the UK Data Protection Act 1998 and the European 1995 Data Protection Directive. In concluding the evaluation process, the Evaluation Team ensured that all data collected was passed over to the Tdh Evaluation Manager (using full data encryption to pass over data files either electronically or on hard disk). All back-up copies on the inFocus’ data management system was destroyed at the end of the contract.

⁶ <http://methods.sagepub.com/reference/encyclopedia-of-survey-research-methods/n419.xml>

⁷ <http://methods.sagepub.com/reference/encyclopedia-of-survey-research-methods/n419.xml>

⁸ <http://www.unevaluation.org/document/detail/102>

Analysis and Interpretation of Findings

The Evaluation Team conducted an analysis of the secondary data sources and the primary data collected during the site visits. In accordance with the guidelines provided, the analysis of data took into account both intended and unintended effects of the programme sought to attribute results back to the contributions of different stakeholders and the efficacy of elements of the ChildHub methodology.

The quantitative data was analysed in Excel following internal guidelines at inFocus concerning the use of different display methods and steps for analysing quantitative data (across the preparation, display and interpretation of data). The approach to analysing qualitative data was based broadly upon the inFocus guidelines that draw closely upon the approach to *thematic analysis* described by Braun V. and Clarke V (2006) *Using thematic analysis in psychology*⁹. This involved 6 steps; familiarisation with the data, developing codes, searching for themes, reviewing themes, analysing themes and presenting results. Initially, the evaluation team took an inductive approach at the start of the project, guided broadly through the evaluation questions we agreed upon. Following the initial set of interviews the team elaborated on the theory for the evaluation, with reference back to the CAP+ theory of change previously developed and the background reading undertaken, to help structure a set of appropriate indicators for the assignment and agree upon a relevant coding approach to the data that aligned back to the indicators (as can be seen in the evaluation matrix in annex A). Qualitative and quantitative data was then combined to identify themes emerging against each indicator, followed by top-level findings.

In January an online workshop was held with Tdh staff responsible for the ChildHub project to introduce the preliminary findings from the evaluation (see recording here) and invite feedback to feed into the final analysis. Prior to the workshop, all evaluation stakeholders were invited to attend our online courses on analysing qualitative and quantitative data (you can find a recording here) and

Limitations of the Evaluation Methodology

The *evaluation* was based on a combination of secondary and primary data which will be obtained over a relative **short time period** (field visits to two of the eight participating countries). The primary data collection allowed the evaluation team to 'go deeper' into some of the themes which have emerged from the review of secondary sources, however it was largely based upon perceptions of the respondents during interview, the FGDs and survey. However, due to the time scale available for the evaluation, the data was collected in a single trip during which the evaluation team had limited time available to understand and experience the key aspects of the ChildHub programme. With more time available the evaluation team could have adopted a more in-depth and immersive methodology that would have allowed for greater immersion and subsequently facilitate a more comprehensive and informed understanding overall. Owing to time and resource constraints, the number of individuals that can be engaged through the primary research was limited. Whilst the Evaluation Team has endeavored to select the most appropriate method for the context and purpose of the data collection, it is important to note that the experiences, opinions and contexts of the respondents may not be representative of the wider group they represent. Furthermore, the two sites focused upon for closer

⁹ http://eprints.uwe.ac.uk/11735/2/thematic_analysis_revised...

analysis (Croatia and Albania) were selected on the basis of 'best performing', which is likely to have also introduced a bias into the analysis.

7. Findings per Evaluation Question

This section provides an outline of the findings in relation to each of the six evaluation questions (see Annex A: Evaluation matrix). The findings are drawn from both the quantitative and qualitative data collected and are organised in relation to the indicators specified for each evaluation question in the matrix. In the next section of the report we reflect upon the indicator findings and emergent themes from this section, to draw our wider conclusions in relation to each of the six evaluation questions.

In Annex E: Detailed Evaluation Findings, you can find additional quantitative data and/or qualitative extracts from interviews and focus group discussions, and additional qualitative charts and graphs, against each of the findings.

Question 1: To what extent has the Child Protection Hub achieved its' goals (intended outputs/ outcomes) and/or unintended outcomes, in relation to building professional networks, increasing knowledge and skills, and advocacy?

Indicator 1.1: Extent to which the **output and outcome indicator targets** defined within the ChildHub logframe and reported against in June 2017, have been accomplished

Headline finding 1: The output targets in terms of different types of audience engagement have been significantly over-achieved upon compared to targets.

The output targets in terms of different types of audience engagement have been significantly over-achieved upon compared to targets. Content production targets have also been over-achieved upon (with the exception of e-learning activities which were affected by production delays that impacted the level of uptake). Structures and processes have been established to engage RP's and (to a lesser extent) members nationally and regionally, keeping them better informed, inspired and connected.

OUTPUTS AGAINST TARGETS JAN 2015 - DEC 2017

TRAINING

LOCAL TRAINING



TRAINING OF TRAINERS

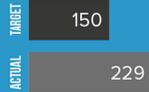


TRAINING BY TRAINED TRAINERS



ENGAGEMENT

RESOURCE PEOPLE ENGAGED



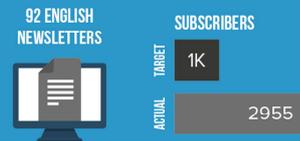
REGISTERED MEMBERS OF CHILDHUB



CASE DISCUSSIONS



NEWSLETTERS



WEBSITE LAUNCHED



ONLINE FORUMS



DATA COLLECTION



RESEARCH & REPORTS



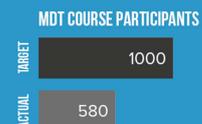
TUTOR SUPPORT



E-LEARNING



1. LEAP - PARTICIPATORY PRACTICES IN SEXUAL VIOLENCE CASES
2. MULTIDISCIPLINARY WORKING IN CHILD ABUSE CASES
3. PRACTICING SUPERVISION
4. SUPPORTING CHILDREN'S PARTICIPATION



INNOVATIVE TOOLS



REGIONAL CONFERENCES



ADVOCACY



Fig 1: Infographic summary of all outputs achieved against agreed targets for the period (Jan 2015-Dec 2018). For a more detailed breakdown of outputs against target see Annex F

Headline Finding 2: The outcome targets defined within the log-frame have largely been achieved and in many instances, have been over-achieved.

The quantitative data referenced below also comes from ChildHub's internal log-frame report from the 5th reporting period ending July 2017. The outcome targets defined within the log-frame have largely been achieved and in many instances, have been over-achieved. However, the findings are not generalizable to the wider membership or CP system as a whole, as they focus primarily upon data sourced from the Resource People's experiences. Any original quantitative data targets defined at the project outset (Jan 2015), are referenced and colour coded (**green**=achieved; **red**=not achieved), where applicable:

- ▶ 86% of RP's feel there is more or significantly more co-operation at national and regional levels (Target: 50%)
- ▶ 85% of RP's perceive that they are more connected and engaged in promoting CP services and policy in the region (Target: 75%)
- ▶ 85% of RP report they have improved their knowledge thanks to ChildHub (Target: 70%)
- ▶ 3,695 registered members of ChildHub, including the Resource people (Target: 1500)
- ▶ 1,461 members benefited from either online or offline training (Target: 1000)
- ▶ 116,000 people reached through the ChildHub platform who viewed over 625,000 webpages (Target: 1000)

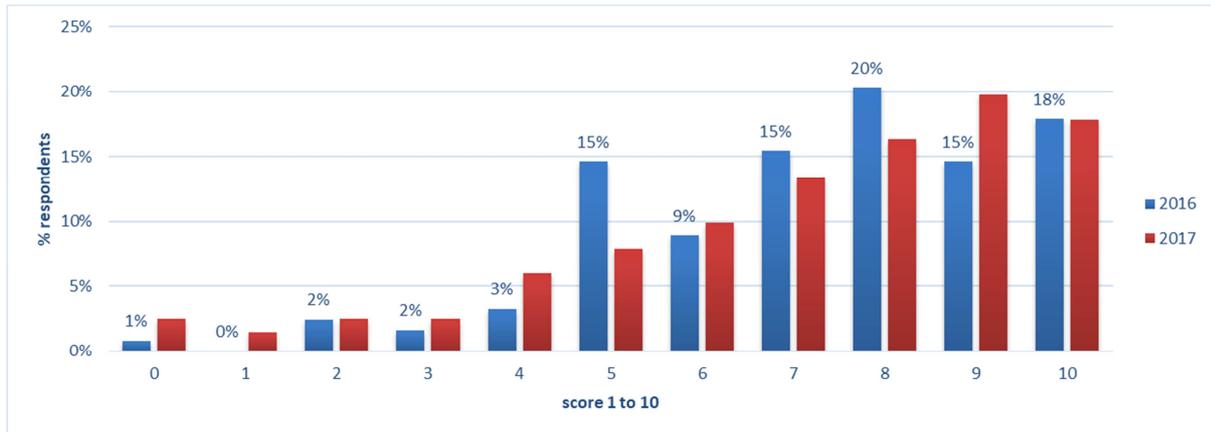
Indicator 1.2: Extent to which stakeholders perceive and report both intended and unintended outcomes to have occurred, as a result of ChildHub **networking activities**

Headline Finding 1 : Amongst the 229 resource people engaged with the project, many reported an improvement in the degree of cooperation and exchange at both the national and regional levels and the majority of the 3,695 registered ChildHub members¹⁰ feel that ChildHub is achieving its' objectives in relation to connecting professionals in the region and promoting regional expertise. An important role ChildHub appears to have played is in increasing the levels of trust amongst actors from across the region, broadening the horizons of Resource People beyond the local and national perspectives, and providing a wider set of connections for RP's. However, there was also concern from respondents about some aspects of the networking approach amongst Country Coordinators as respondents identified that networking does not always function as well as they expected. However, 10 online exchanges did take place including 3 active forums (Target: 3) and 7 group discussions, with 78% of participants having reported being satisfied with the service provision, and 85% were satisfied with the learning that was offered from these exchange opportunities. The annual encounter survey results showed that 86% of Resource People feel there is more or significantly more co-operation at national and regional levels (Target: 50%) and 85% perceive that they are more connected and engaged in promoting CP services and policy in the region (Target: 75%).

¹⁰ Note: the online survey did not ask whether the respondent was a resource person or not. It may be that the survey results are not as reflective of the wider membership views, if the majority of the 471 responses over the 2 years of surveying were from RP's. Therefore, we qualify the application of the survey results' insights to the wider membership, but are more confident that they reflect the position with Resource People.

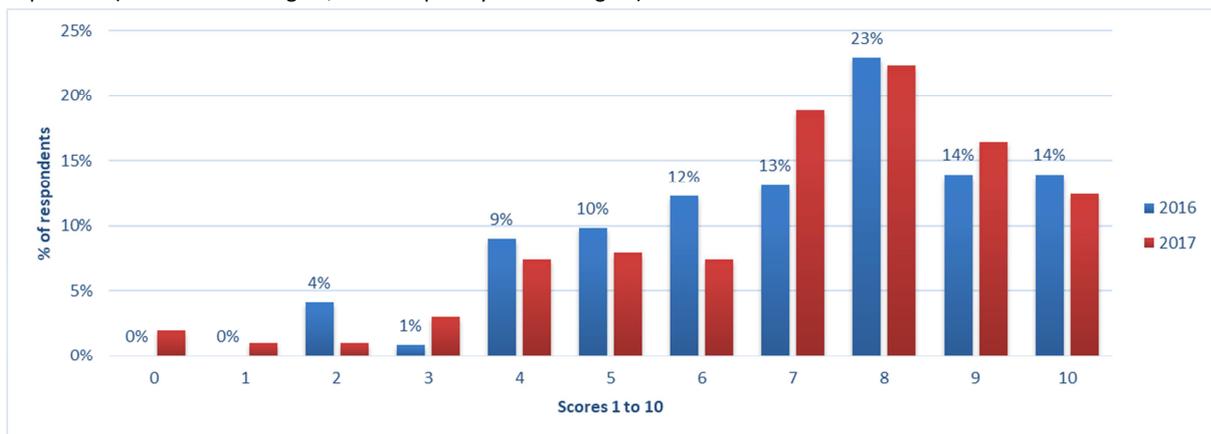
The 2016 and 2017 member survey showed that 68% and 67% respectively of ChildHub members scored ChildHub highly (i.e. 7 or more out of 10) in terms of meeting its' goals in relation to connecting with professionals in the region.

Chart 1: Percentage of respondents who on a scale of 1-10 feel ChildHub meets its' goals in relation to "Connecting with professionals in the region who working the same field" (1= doesn't meet goal; 10= completely fulfills its' goal)



Furthermore, 64% and 70% of respondents from 2016 and 2017 respectively, scored ChildHub highly, in terms of promoting regional expertise.

Chart 2: Percentage of respondents who on a scale of 1-10 feel ChildHub meets its' goals in relation to "Promoting regional expertise" (1= doesn't meet goal; 10= completely fulfills its' goal)



Part of the success of the project in connecting actors was also attributed to the fact that ChildHub has provided an ongoing and more sustainable solution to networking across the region, than has previously been the case.

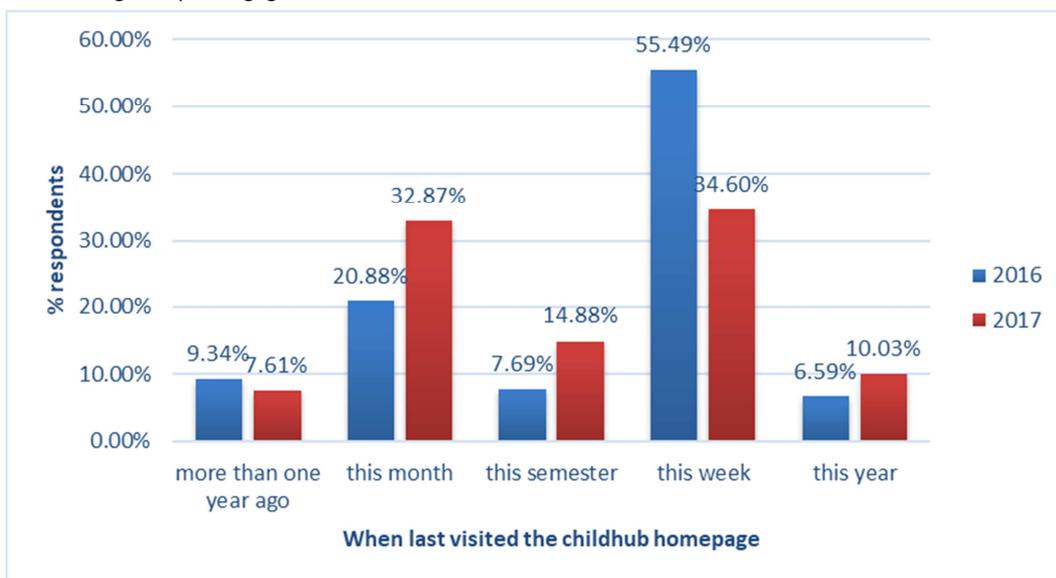
HEADLINE FINDING 2: There is evidence of Resource People and members now having greater access to a professional and peer support networks, and gaining benefit from those networks, as a result of ChildHub. ChildHub appears to provide a valuable space for networking and creates opportunity, particularly via offline events, to build new relationships with professional peers within the CP community. There is also evidence of some national and international partnerships/ collaborations having formed and ChildHub having acted as an important catalyst. For example, one Country Coordinator described how *“ChildHub helped the process of forming an international collaborative of*

universities and with the formation of our Masters course. The international dimension to ChildHub gave us a lot of credibility in (our country)”. Resource People are often interested in gaining access to specific expertise, for specific purposes, such as mobilising support for ‘intensifying’ policy making and advocacy efforts. Resource People gave accounts of receiving good support online from professionals e.g. during webinars, and from their peers, e.g. during forum discussions or after posting resources. Resource People also provided accounts of receiving professional and peer support offline through training and other face to face activities, such as monthly meetings. Offline events such as study visits and regional conferences are valued as much (if not more) for the peer to peer networking opportunities they present, as they are for the primary content of the event themselves. Resource People repeatedly described how they formed relationships and collaborated with child protection professionals from different countries as a direct result of the ToT training.

Indicator 1.3: Extent to which stakeholders perceive and report both intended and unintended outcomes to have occurred, as a result of ChildHub capacity development activities

HEADLINE FINDING 1: ChildHub members REGULARLY ENGAGE with the ChildHub platform, many on a weekly basis, and are widely satisfied that ChildHub addresses their learning and knowledge needs, and it has contributed to their professional development and improved their knowledge and understanding across a broad range of child protection topics. In 2016 and 2017, 76% and 67% of respondents visited the ChildHub platform at least within the last month, with 55% and 34% respectively engaging within the last 1 week. The trend down from 2016 to 2017, should however be further investigated, as this potentially represents either a diminishment of interest from 2016 to 2017 or possibly just a stabilisation of usage levels by participants, following the initial peak of interest during the early years of the platforms launch.

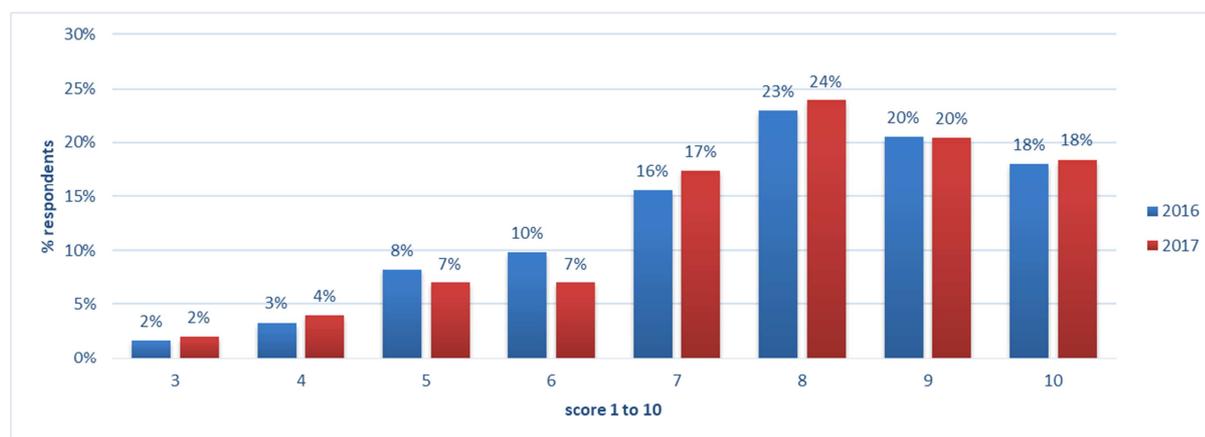
Chart 3: Regularity of Engagement with the ChildHub Platform



Resource people are likely to be the most regular users of the ChildHub platform to improve their knowledge, with a key driver being the availability of research and training materials for use within their own capacity development and policy development work. Data from the online member survey

demonstrates a widespread belief (amongst Resource People at least¹¹) that ChildHub meets its' objectives in relation to **knowledge management** across the region. 77% and 80% of respondents scored ChildHub highly in this regard (7 or more out of 10) across respective years and the result is broadly consistent across the different member professions, age ranges and countries engaged in the ChildHub project. It is worth noting that survey respondents rated achievement of its' 'knowledge management goals' more highly than both 'promoting regional expertise' or 'connecting professionals in the region', which is a finding also reflected across several interviews.

Chart 4: Percentage of respondents who on a scale of 1-10 feel ChildHub meets its' goals in relation to "Knowledge Management" (1= doesn't meet goal; 10= completely fulfills its' goal)



85% of RP's reported in the annual encounter tool that they have improved their knowledge thanks to ChildHub, with 55% having used the baseline research, 45% the ChildHub summaries and 35% the multi-agency paper on decentralization. However, amongst the wider ChildHub membership of 3,695 cross-sector professionals they would appear to engage in a 'lighter touch' way, compared to the Resource People. Overall, 1,461 members (including Resource People) have benefited from either online or offline training. The total global reach of the ChildHub platform was 116,000 people, who together accessed over 625,000 webpages and downloaded approximately 90,000 information and news items available via the website.

HEADLINE FINDING 2: ChildHub has increased the understanding amongst Resource People of what social workers capacity development needs are, and the national and regional contexts for Child Protection, across all eight countries. This was largely a result of seven national studies that were undertaken during year 1 of the project, to establish the needs and gaps in CP professionals knowledge and understanding of important CP topics and practices in the field. Findings were subsequently published and disseminated across the ChildHub network of partners and presented at the regional conference.

HEADLINE FINDING 3: For CP professionals working in the community there is some evidence of having changed attitudes and behaviours towards consuming information online, accessing training

¹¹ Note: the online survey did not ask whether the respondent was a resource person or not. It may be that the survey results are not as reflective of the wider membership views, if the majority of the 471 responses over the 2 years of surveying were from RP's. Therefore, we qualify the application of the survey results' insights to the wider membership, but are more confident that they reflect the position with Resource People.

online and collaborating online, however there remains a significant challenge to the full adoption of the 'online approach' for these purposes, especially for the older, more rural and local government based professionals. The lack of familiarity with the online environment was often cited as an initial barrier to overcome, with some users of ChildHub not familiar with using online or digital applications, although one Country Coordinator identified that despite the need for changes in behaviour there was an increased recognition of the value of online training for professional development and a Romanian Resource Person spoke of the interest that the online nature of the platform had piqued: For some platform users, the recently introduced gamification and awards aspect (explored later in the findings) of ChildHub also provided a fun incentive and mechanism for recognising their participation in capacity development activities, contributing to the behaviour change.

HEADLINE FINDING 4: There are examples of how members have translated new knowledge and understanding acquired, into improvements in professional practice as a result of ChildHub, but this is not yet a consistent finding and likely only a result when other factors are in place, such as ongoing supervision and clear ongoing professional development plans. ChildHub has improved the depth of knowledge for Resource People especially when it came to learning methods from different countries within the region such as forming overview of different practices and issues in the wider world and being able to compare to their own context, or improving the quality of their work by gaining further insight into new approaches for CP and how things could be managed differently. However, some members felt that the effects of taking onboard new knowledge were not yet visible for people in their day to day work, although other members felt that as users on the platform were doing so voluntarily and tend to be self-motivated they could be more likely to put their knowledge into practice.

HEADLINE FINDING 5: ChildHub has produced a set of good quality training courses, resources and tools that are very useful to members, and in some instances demand driven and context specific. As described above there has been a high volume of both downloads and high uptake of training, materials and content, since the ChildHubs inception. This shows that the demand for such materials exists and there are a number of examples from both primary and secondary data of where ChildHub content has been well received. The uptake within academic institutes is a good indication of the quality of the available content and speaks to the absence of similar reference materials being available in the market. ChildHub has also responded to the different contexts across the region, for example, both a Resource Person and advisory board member identified that ChildHub had developed/altered resources in response to the refugee crisis.

HEADLINE FINDING 6: ChildHub has resulted in a pool of people across the region, who are able to deliver and implement capacity development to others. Resource People gave several specific examples of methods or resources they had gained from ChildHub which they then used to train or educate other professionals, such as learning new methods for interacting with children and the digital library is a frequent source of information that is being passed onto colleagues. New training methods and management skills were also utilised to train others within their own institutions. The opportunity to train other members of an institutes own team was also taken up within Tdh itself to some extent, however the potential for increasing the capacity & skills of Tdh's own staff in the region, to in turn better support capacity development work of others, has been under-utilised in some countries.

Indicator 1.5: Extent to which stakeholders perceive and report both intended and unintended outcomes to have occurred, as a result of ChildHub advocacy activities

HEADLINE FINDING 1: ChildHub has created many informal opportunities for well-regarded CP professionals to connect and collaborate around policy initiatives, however structures and processes are not yet fully formulated (or fully functioning) to effectively engage policy makers themselves and keep them informed, connected and inspired by ChildHub, and advocacy training has been less effective.

Resource People have been involved in a range of advocacy related initiatives through ChildHub. Participants in Bulgaria, Moldova, Serbia and BiH have all been active in the areas of promoting good practices for inclusion at a policy level and good practices have been promoted via the study visits. Resource People identified the value of gaining new perspectives from other actors in the region and raise awareness of the same situations affecting different countries, the connection of 'like-minded' professionals to act together on policy initiatives, and providing access to potential 'influencers' from the CP field. However, despite the 'on target' production of evidence based advocacy tools and delivery of several partner webinars on advocacy topics, the uptake of these more structured attempts to teach Resource People advocacy skills has proved less effective and respondents in the evaluation identified a lack of structure and process to engage the policy makers themselves.

HEADLINE FINDING 2: The longer-term impact upon national and local policy change is at an early and formative stage, with some conditions for policy change, being beyond the control of CP professionals.

There are some early signs of potential longer-term impact upon national policy change as a result of ChildHub related advocacy efforts, such as the development of a network through ChildHub that worked together with a local expert to develop a gap analysis in Juvenile justice. This led to the development of a high-level presentation on the report and the development of a policy brief on the need for an under 14 children's law change that was promoted through national media and is aiming to result in a new law. It appears that the timeframe for policy change to happen can be 'years' and the climate and requires the right conditions for policy change to happen that can be outside of the influence of ChildHub.

HEADLINE FINDING 2: Resource People publicly discuss and are strong advocates for the goals of ChildHub.

There was some evidence of resource people advocating for the use of ChildHub within their own organisation, for example, sharing links to new training manuals, new or events from ChildHub more widely within their organisations.

Question 2: What elements of programme design and implementation (including engagement & enrollment of target audience; capacity development activities applied; and post-activity support provided) have been the most important in relation to the achievement or non-achievement of outcomes from Childhub programme?

Indicator 2.1: Extent to which stakeholders consider the **target population** for engagement into ChildHub activities to be appropriate (i.e. their needs well served) and clearly defined

HEADLINE FINDING 1: The primary and secondary target populations for ChildHub are insufficiently defined and lack adequate alignment with the varying country contexts to be addressed, through the various ChildHub activities on offer (networking, capacity development and advocacy activities)

There was some confusion across all levels of ChildHub stakeholders (Resource People, Associates, Advisory board members, members) as to who the main beneficiaries of ChildHub were currently (i.e. disaggregated beyond the definition of a Resource Person and a ChildHub member) and who they were intended to be. For some Resource People there was a confusion between whether the platform was for child protection practitioners or decision-makers whilst another respondent felt that ChildHub is mainly used by NGOs and not the public authorities or professional working for the public authorities.

Both the direct and indirect nature of the intended beneficiaries was a source of confusion with some users of ChildHub identifying that children should be more consulted and involved in ChildHub and take a more direct benefit. This confusion may have arisen from the ‘cascading’ level of change expected through the full activation of the Resource Person’s role and the varying nature of benefits on offer from the different types of ChildHub activities e.g. advocacy activities likely to be more beneficial to those engaged in policy level work; or CP practice related training being of interest mainly to CP professionals operating in the field. However, it also reflects the varying in-country contexts across the region, which requires an even greater nuance of strategic targeting of people and stakeholders at the country level, to achieve country-specific goals. In some of the countries in which ChildHub operates it seems that the Resource Person pool represents a ‘coalition of the willing’ as opposed to an intentionally recruited group of individuals, constructed to change a specific aspect of the countries CP system.

There is also a tension between those intended beneficiaries such as social workers in government institutes that ChildHub *would like to reach*, and those that the ChildHub is *currently able to reach* i.e. NGO based CP actors and those based in more urban sites. This tension results in some stakeholders concluding that the ChildHub is better suited to serving one population, over another. For example, often cited are the younger ChildHub users and students, who in some contexts may have more time and can experience lower technical barriers to engagement with ChildHub resources and activities.

HEADLINE FINDING 2: The definition of the ideal resource person also varies across the project with common features of being passionate about the subject matter and therefore highly invested in the aims of ChildHub, being influential and well-connected in their field and form part of a cross sector group.

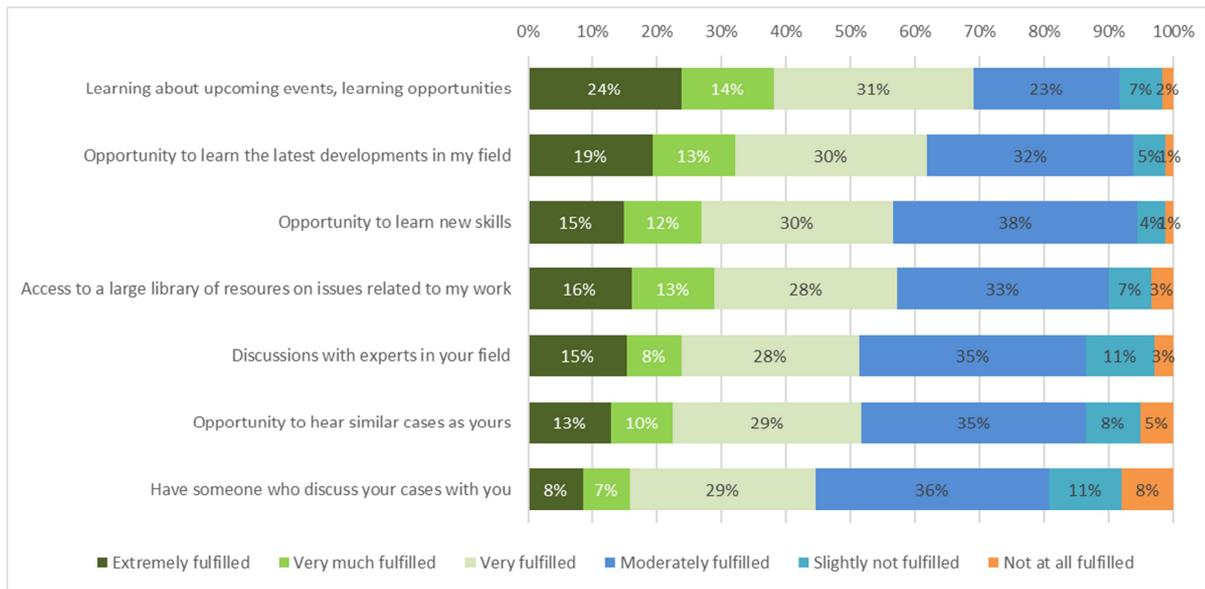
HEADLINE FINDING 3: Those most in need of training and support to enhance their skills and competencies (e.g. social workers in public institutes operating in more rural settings) experience the biggest barriers to engagement and are difficult to engage directly without concurrent change at both the systemic and/or organisational levels. Interviewees identified that the selection of trainees could be improved and that ChildHub was not always working with those with the highest needs for training, for example, those within state institutions and/or rural areas that can be less connected (with a lack of access to the internet, lack of opportunities to access professional networks outside of their institution/area, or through language barriers).

Engaging people where they are based (in both real world and also online world) may help to engage the harder to reach groups. As will be explored in under indicator 2.4, offline face-to-face activities can be utilises understanding of the benefits of ChildHub and how to use and access the resources available. This was expressed by one Tdh staff member as the *“Need to de-centralise the offline events programme”* for this purpose. However, this applies equally to online spaces that people already occupy and are familiar with, as exemplified by a Country Coordinator, who gave an example of a Network of CP workers that formed on Facebook with 2000 members. Many of the members of the network are also members of ChildHub but find it easier to answer questions and respond via facebook.

HEADLINE FINDING 1: Child Protection professionals recognize the need for easy access to expert literature on topics of interest. Emerging hot topics are related to work with different groups of children (different in relation to vulnerability) that are likely to change according to each country’s own context. A range of additional thematic content was suggested across the course of interviews and focus group discussions including: working with victims of trafficking; violence against children; children with disabilities and mental health issues; children with behavioural problems; de-institutionalization; and children/ families in poverty. Members, Resource People and Coordinators recognise a need for a clearer process of selecting what educational themes to pursue, however, there is some suggestion of a need to move towards fewer topics being addressed in more depth.

Both the 2016 and 2017 online survey results suggested a good alignment between the most important expressed needs of ChildHub members and the activities undertaken. Of greatest importance were opportunities to learn new skills and the latest developments in their field, closely followed by meeting other experts in the field and reducing burnout. Each of this prioritised needs are proactively being addressed in a variety of ways through the current ChildHub offer. This is further reinforced in the chart below, that demonstrates how ChildHub fulfills these prioritised needs, with ‘learning about upcoming events and opportunities’, ‘learning about latest developments in the field and new skills’ all ranking highest for needs fulfilled.

Chart 5: How much ChildHub fulfils needs



HEADLINE FINDING 2: Country Coordinators felt there should be more emphasis on raising the profile of social workers within the community. An important root cause of low motivation amongst social workers is the negative perception and low level of importance placed on CP issues by citizens. Several interviewees suggested there should be a greater emphasis on this, with campaigns for promoting social work in communities.

HEADLINE FINDING 3: Greater education and promotion required on the benefits of ChildHub to different groups. It is broadly recognised that ChildHub could play an important role in the professional development of CP professionals, but greater promotion within the system is required.

HEADLINE FINDING 4: Better solutions need to be found on ChildHub to address the supervision needs of social workers. Quality supervision is a recognized gap for most CP professionals, and both capacity development and prevention of burnout were expressed within the top 3 needs of CP professionals in the online survey in 2017. However, current solutions offered through ChildHub, such as case conferences, have not yet appeared to address the needs effectively, with the case conference provision being consistently ranked low in success rankings.

Indicator 2.3: Stakeholder perspectives regarding the strengths and weaknesses of ChildHub’s approach to effective engagement and enrolment of target population into ChildHub activities

HEADLINE FINDING 1: There is a challenge in communicating what the ChildHub is about and therefore who it is for. Respondents identified that ChildHub objectives and activities are not equally interpreted across different stakeholders and that professionals are not always aware that ChildHub exists. Users of ChildHub felt that the benefits and opportunities offered through ChildHub need to be

promoted more clearly, for example, for there to be more clarity on how the platform can support professional development.

HEADLINE FINDING 2: A combination of proactively ‘pushing’ (e.g. by superiors/ policymakers directly mandating people to use ChildHub resources) and creating a ‘pull’ (e.g. fun incentives to use and ‘urgency’ about issues to be addressed) to use the platform, is a strong combination to attract users.

The ‘push factor’ seems to have been generated to some degree through the sustained hard work of many Tdh staff and Resource People, for example in Moldova staff met with over 2000 people, promoting the ChildHub at conferences and forums. In terms of the ‘pull’, users of ChildHub identified *gamification*, the international angle (with personal profiles and credibility enhanced internationally) and Tdh’s strong reputation as key factors in engaging them to use ChildHub.

HEADLINE FINDING 3: However, paying people directly to contribute and engage with the ChildHub sets a precedent that some Country Coordinators in particular felt was potentially unsustainable, and wouldn’t attract the right person, for the right reasons.

This was summed up by one Country Coordinator who stated, *“The original feeling was that the Resource People would become very active, because this is their ‘personal cause’ but doesn’t always function this way, because traditionally if there is no contract, you’re not being paid, people would very rarely volunteer to do something, as they are occupied with their day to day work. The decision taken in Albania was NOT to have contracts/ direct payments, but instead to find alternative ways of incentivising, such as the Resource People benefiting indirectly from work and opportunities that arose e.g. such as developing and delivering a training. This was a very good decision. If participation had been based on payments, it would be not be sustainable”.*

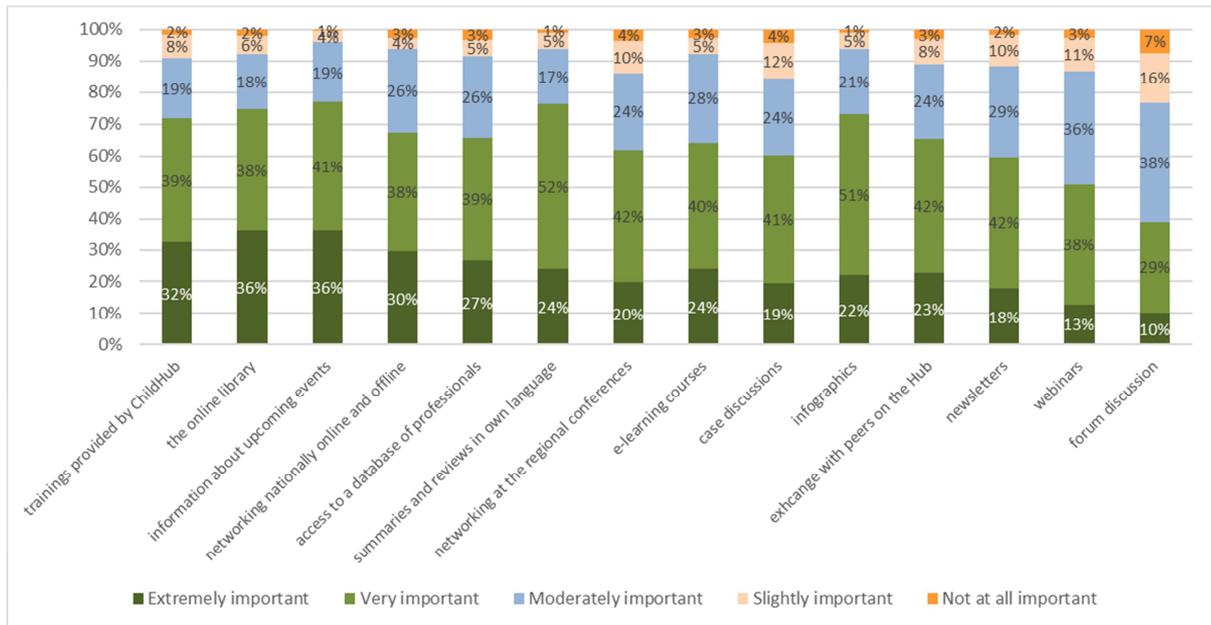
Indicator 2.4: Stakeholder perspectives regarding the strengths and weaknesses of ChildHub’s approach to online activities, for them to be effective

HEADLINE FINDING 1: Online training and resources are considered a flexible and cost-effective route to training and capacity development, but still need to be married with in person/ live support to optimize the benefits.

Given the context in many of the countries across the region where both training and supervision opportunities tend to be more of an ‘exception than the rule’, the free resources and training offered by ChildHub are widely regarded as a very valuable contribution to the sector. Furthermore the flexibility offered through the online nature of the offering also presents members and Resource Persons with a convenient route to learning.

Chart 6 below shows results from the online survey for 2017. The online library, information about upcoming events, summaries and reviews in own language, infographics and training provided by ChildHub were all ranked highest for their contribution to professional development. Interestingly, the more interactive forms of online capacity development (webinars, forums, case discussions) ranked lowest, with forums fairing worst of all.

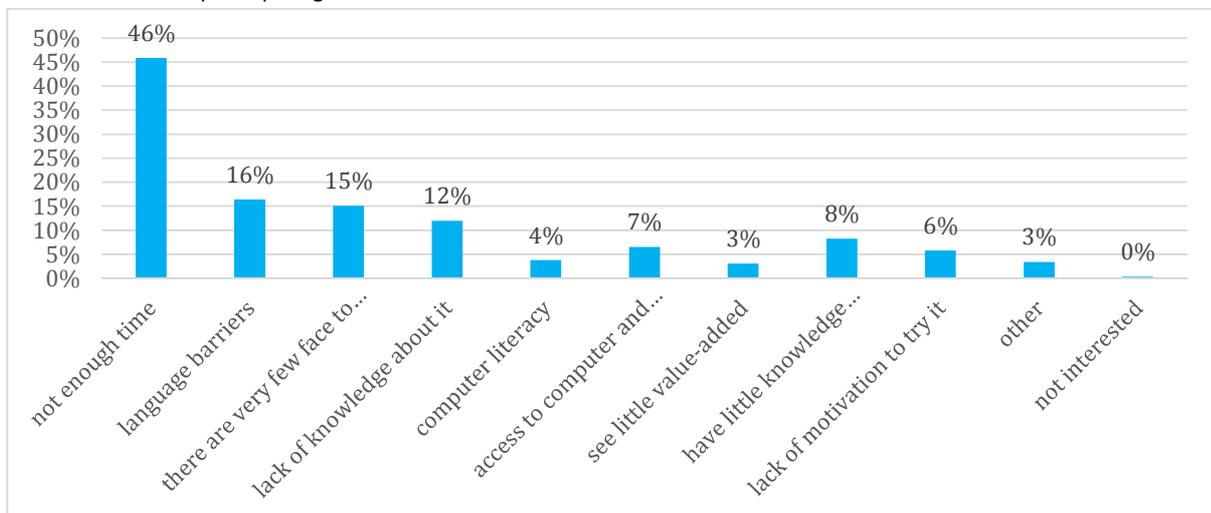
Chart 6: Rating ChildHub capacity development activities in relation to their level of contribution to professional development



Whilst the approach tends to be new for many who are unfamiliar with online learning, behaviours (as explored previously) are also starting to change in relation to consuming information and training in this way. However, the approach still needs to be married with in-person events and training to help build trust and relationships with both trainers and peers to optimise the learning.

HEADLINE FINDING 2: Equity of access amongst all CP professionals and social workers to online activities has not yet been achieved and there continues to be various barriers for ChildHub to overcome to achieve equity. As highlighted in the online member survey, certain barriers to participating in ChildHub activities continues to exist that prevent equity of access across the CP profession. The approach to overcoming these barriers will be an important aspect of future planning.

Chart 7: Barriers to participating in ChildHub



The biggest expressed barrier amongst members is **the lack of time available during working hours for training and learning**. This is likely to have deeper-set root causes in relation to the value given by organisations and supervisors to the role of supervision and training.

The second most regularly expressed barrier, from interview and survey, was language. The **availability of materials in local language for members to access, remains a barrier for many**, especially some older CP professionals, who's English language abilities are at a lower level. Furthermore, there was to be a high value placed on more locally perceived wisdom (i.e. generated in and from regional experiences), as opposed to knowledge and lessons imported from exclusively Western European experiences. However, it should be noted that efforts to remedy this barrier have not gone unnoticed and greater levels of translation would appear to be both an effective and simple fix to this issue that has an immediate impact, even though there are resource implications.

The third most commonly expressed barrier, within both the survey and during interviews and focus group discussions relates to the **use and availability of technology**. A combination of access to the internet and computers, along with a lack of adequate IT skills and knowledge, means that access is denied for some, although respondents identified that these barriers can and are being overcome. Another technical aspect to the barrier experienced also relates to the usability of certain aspects of the platform itself and the time it takes to understand how to use the platform, which alludes to the often-expressed need for clear guidance and support for new users. One final element of technical issue that also surfaced amongst Resource Persons was in relation to e-learning and issues relating to technical issues and delays. Some Resource People offered solutions to these technical issues by suggesting that Tdh working with existing e-learning providers, which will be outlined in later findings.

One final area of barrier that surfaced through interviews related to the **different ways in which people prefer to consume information and the variety of topics available**. Different learning styles is a phenomenon for training providers to be conscious of and try to adapt the approach to best suit the different needs of learners, which would be a strong argument in itself, to maintain a diversity of different approaches to accessing information and training opportunities via the ChildHub platform.

However, it is also clear that some approaches are working better than others. **The online forums appeared to be the least well received and used**. It is likely worthy of further investigation whether this lack of perceived benefit from the forums is a result of issues with the design and execution of the forums, or whether this mode of learning is simply unsuitable to meet needs. Additionally, the range of thematic topics being addressed on the platform also surfaced during interview and focus group discussions. Given the geographic scope and range of interest areas amongst users, it is highly likely that the demands for more information on new and interesting topics will remain. The challenge will be to find an equitable way of ensuring limited resources are used to meet the most important thematic needs, linked to some clear 'country level' learning goals for the platform.

Indicator 2.5: Stakeholder perspectives regarding the strengths and weaknesses of ChildHub's approach to offline activities, for them to be effective

HEADLINE FINDING 1: Offline meetings and events are highly valued by many Resource People, however their design should take account of a range of potential outcome areas that could be addressed through these face to face opportunities. Different interviewees expressed some generic perceived benefits of offline events/ meetings that could be intentionally built into future events, alongside their primary purpose, for example, a study visit to learn a new practice. These firstly included the opportunity for peer-to-peer exchange and learning, to help build trust and relationships as the most important ‘capital’ for the network to build. Secondly, the opportunity to assess the needs of Resource People and members and gain valuable feedback on ChildHub plans and proposed forward investments. Thirdly, an opportunity to further educate and improve participants understanding of the ChildHub platform, its various functionality and opportunities on offer, and the ‘bigger picture’ strategy behind it. However, these generic benefits could be seen as secondary goals that need to be married with a clear set of goals that relate to a main purpose for each offline meeting/ event. When these elements combine there appears to be an elevated level of satisfaction with the event. A good example of this was through the **Training of trainers event that was widely perceived by both participants and coordinators as a success and acted as an effective multiplier.** Equally, an example where the secondary generic benefits were still evident, but a primary purpose was a little less obvious, was in relation to the regional conferences. These were expressed again as being great for networking and expanding professional peer networks, but somewhat lacking a ‘higher purpose’ and concrete objectives.

Indicator 2.6: Stakeholder perspectives regarding the strengths and weaknesses of ChildHub’s approach to post-activity support, to be effective in bringing about longer-term outcomes for the target population

HEADLINE FINDING 1: A consideration needs to be given to how people exit activities and post activity support to optimise longer term outcomes. Several interviewees expressed the desire and need for further follow up after activities had taken place. This was linked to a general sense that to consolidate learning and training, an ongoing approach is required. This expressed need is in some instances linked to the lack of supervision and clear professional development plans and pathways being in place, which ChildHub is unlikely to be able to directly compensate for. However, being cognizant of the dissipated impact of ad-hoc training when it is not done in the context of continuous professional development planning at the institutional level, should be an important impetus to seek to address this area, concurrently.

Question 3: How has the project organically evolved over the period since its’ inception, to achieve both its’ intended and unintended outcomes?

Indicator 3.1: Extent and manner in which stakeholders consider the **original project design to have evolved** over the period, to better achieve its' intended and the unintended outcomes

HEADLINE FINDING 1: There are a number of modifications to project design that are recognised by participants, including more translation having taken place, platform design and search functions improvements, greater incentivization through gamification and a general willingness within CHILDHUB to be flexible and responsive to new or different needs, when expressed. This flexibility has ultimately benefited and strengthened some in-country results. When asked about changes made to project design over the period, ChildHub participants mainly talk about the change in design and content of the online platform. Less mention is made in terms of overall strategic direction and macro-level strategies to address specific goals through the work of ChildHub.

In response, some interviewees emphasized a need for better sharing of information on programme design and strategy at regional and national level, without which one ChildHub member from BiH felt there would be a perceived threat to ChildHub's future success. When the country level context was recognised and taken into account, in relation to a regional level strategy, the results have also been more impactful. This was demonstrated in one country in relation to the baseline research studies, where a duplication of effort was avoided by understanding the country level need for a baseline study and the Country Coordinator petitioning for an alternative approach.

As described earlier in this section the refugee crisis provided a good example of how the ChildHub concept can adapt to new situations. In relation to language barriers, some members recognised a level of improvement: however others still expressed concerns at the pace of this change, with materials in some local languages still lacking.

Indicator 3.2: Extent to which the **mid-term review recommendations were acted upon** and changes implemented

HEADLINE FINDING 1: Changes implemented since mid-term review corroborate the findings amongst participants and point to some previous recommendations having been already adopted and others due to come 'on line' in the near future. The main changes implemented in response to recommendations were:

- ▶ More frequent newsletters produced in local languages and more volunteer translators recruited to support the translation of materials
- ▶ More continuous promotion and education about existing activities - there is a general recognition that there is a lot more to do in this regard
- ▶ The introduction an organisational directory where any organisation can profile themselves to strengthen peer to peer exchange and provide more visibility of members on webpages. However, the peer-to-peer mentoring is now planned for the 2nd phase as a priority activity

- ▶ The gamification was introduced to motivate people to engage, with some perceived success. However, more will be done in next phase when in-kind rewards and other forms of motivation, e.g. peer support, will be considered, to make this aspect more meaningful
- ▶ Tdh are currently working with a social media consultant, to further improve the sharing potential of information via the platform, which will come into effect in the 2nd phase. Furthermore it has been decided that it is easier to embed Facebook features within the platform to enhance traffic and exchange.
- ▶ Improved search engine function following a move to a search engine called SOLR, and in addition restoring the filtering options on the site.
- ▶ Enhanced the level of user feedback concerning topics the members are interested in through regular surveys and polls at the end of webinars

However, there is also a recognition that discussions and developments in line with the prioritisation of target population has not been followed through on and it was recognised that discussions still need to take place as to what is the priority target group.

Question 4: How effective are current governance/ management structures for the Child Protection Hub?

Indicator 4.1: Stakeholder perspectives regarding the strengths and weaknesses of ChildHub's strategy and direction of travel (regionally, nationally, internationally) and the extent to which a common agenda for change exists across the project sites

HEADLINE FINDING 1: There is not yet a clear and consensual goal and shared vision for change across partners that would support the prioritisation of resources and clearer identification of the target population and relevant strategic partners for ChildHub

Several Country Coordinators expressed a lack of clarity on the overall goal of ChildHub and one Country Coordinator identified that this prevents thinking about the different levels of work, policy and service delivery in a more synchronised way. Being clear on the goal could also better attract and activate strategic partnerships and align efforts more precisely. It was widely felt that ChildHub should be recognized by relevant Ministries and Universities in order to support in-service and pre-service trainings of professionals. Similarly, ChildHub was described by one Country Coordinator as a “*network of the networks*” with the need to align and coordinate with other network level efforts to change the CP system across the region.

Indicator 4.2: Stakeholder perspectives regarding the strengths and weaknesses of ChildHub's leadership and management approach

HEADLINE FINDING 1: The ChildHub management and leadership have done an excellent job guiding ChildHub during the early formative years, but now and particularly as the initiative continues to

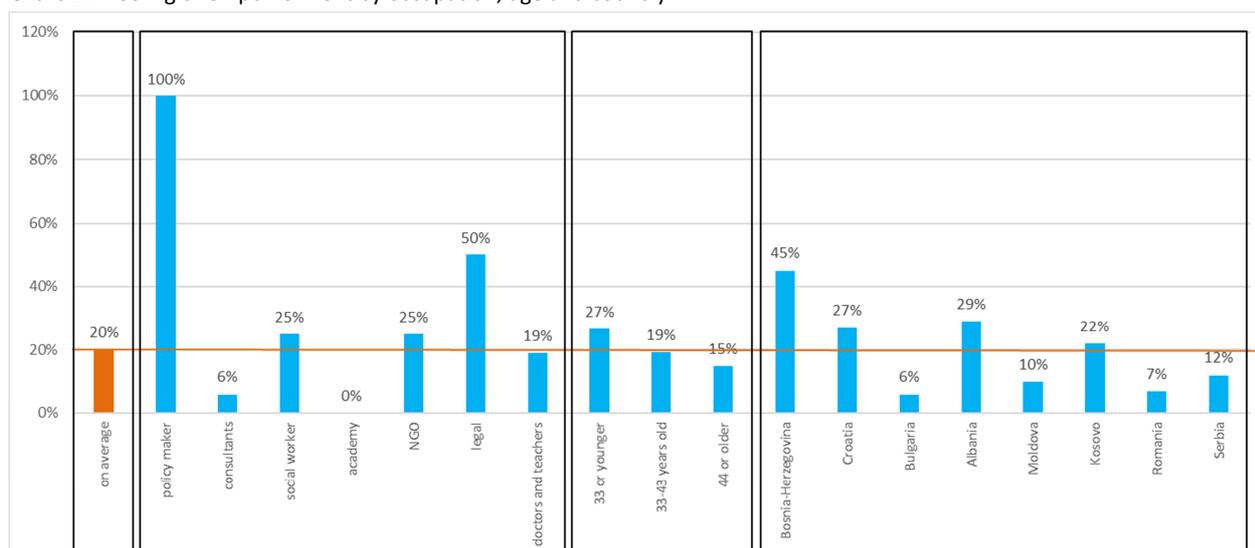
grow) the ChildHub lacks sufficient capacity to centrally address all areas of strategic and operational planning, coordination, content curation, monitoring and communication across eight countries.

ChildHub management capacities were perceived as insufficient by a number of interviewees who identified that as activities grow, and the knowledge sources grow, even higher resources within ChildHub management are required. One Country Coordinator identified that the leadership within each country is not clear while a Tdh staff member felt that there was an increased capacity of senior people needed in Regional Coordination Office (Tdh Hungary) along with a new project management system.

HEADLINE FINDING 2: There appears to be an appetite amongst Country Coordinators, Resource People and members to accept greater levels of responsibility and more leadership duties

Country Coordinators and Resource People showed a willingness to take more of a role in leading the ChildHub initiative. However, the online survey of members and Resource People assessed the degree of empowerment that members felt, asking the question “How much do you feel you can influence what happens in the ChildHub community?” A comparison of these findings was made to those presented during the mid-term review. The mid-term review report presented an average figure of 70% empowerment overall, but upon re-analysis of the 2016 data, this figure was found to be incorrect and the true % was significantly less. Therefore, we discarded the 2016 data and analysed the data from 2017. The findings suggest that on average the level of empowerment felt across the ChildHub community to make decisions was at a relatively low level of 20%. By profession, policy makers felt the most empowered to influence what happens and academics the least. By country BiH felt the most empowered and Bulgaria the least.

Chart 11: Feeling of empowerment by occupation, age and country



Several interviewees suggested that in order to better delegate responsibilities, control and accountabilities to the national level, there needs to be better definition of roles and responsibilities at this level, with duties being embedded and split across national teams according to skills and capacity available. One Country Coordinator noticed that it is difficult for one National Coordinator to do the full

range of tasks and responsibilities and that roles should be split up across the country coordination team, as some tasks are basic, others need advanced range of skills.

Indicator 4.3: Stakeholder perspectives regarding the adequacy and appropriateness of the governance structure within ChildHub

HEADLINE FINDING 1: Structures and processes are in place to engage partners, keeping them well informed and enhancing coordination efforts. Communication from the Regional Coordination Office (Tdh Hungary) is a real strength of ChildHub. Interviewees highlighted the importance of a continuous flow of communication from the Regional Coordination Office (Tdh Hungary) to national coordinators and by Country Coordinators with national members and Resource Persons. Feedback loops are also important in order for members to perceive ChildHub as an up to date system.

HEADLINE FINDING 2: More independence should be given in decision making and planning at the national level and this needs to be more inclusive, in order to ensure relevant country actions take place. For example, one Country Coordinator explained how sometimes they are requested to do same actions across the region, even though they felt it was inappropriate in their context. Several felt that more control and governance responsibilities should be given to the National level.

HEADLINE FINDING 3: The transfer of greater ownership to the National level was recognised as a potential risk to Tdh who would need to be willing to hand over greater levels of control, within a successful project. The extent to which Tdh is willing to play a truly 'neutral convener' role in the process of growing ChildHub in the region, is unclear. Respondents felt that ChildHub managed to position itself as neutral to some extent, but that ChildHub is still associated strongly with Tdh, for example one Tdh staff member was not sure to what extent Tdh would be willing to empower partners and seek their input.

Indicator 4.4: Stakeholder perspectives regarding the adequacy and appropriateness of the Monitoring, Evaluation and Learning processes within ChildHub

HEADLINE FINDING 1: There is an appreciation of the role of research as an effective tool to help make evidence based decisions about what work should or shouldn't be carried forward. Several interviewees referenced the role of effective baseline research in identifying gaps, providing evidence as a basis for planning activities, for better targeting interventions and to take a listening and open approach to feedback from the field.

HEADLINE FINDING 2: There are structures and processes in place that support monitoring, evaluation and learning from interventions, but these are somewhat ad-hoc and the flow of information across the different programme levels, that would enable learning from the information, could be improved. Over the course of the last three years there were two *Annual Encounter Tool* survey exercises undertaken to seek the views of Resource People on a range of ChildHub-related topics. A third exercise

is planned for the first quarter of 2018, however this falls short of the target of four exercises to have been completed over the period. Several interviewees referenced the need for a more comprehensive system of monitoring and evaluation and a ChildHub staff member also stated that demonstrating an impact from ChildHub on children needs to be addressed despite the challenges with this.

One other area noted for its' learning potential was the exchange of information between Country Coordinators to drive a better understanding of good practices at developing and nurturing an in-country network of Resource People and members.

Question 5: What is the best approach to ensure that the project is sustainable in future?

Sustainability for the purposes of this report is considered in relation to sustaining and growing the social impact of ChildHub and financial sustainability. Therefore, the issue can be considered a cross cutting one, that all preceding evaluation questions contribute an equal level of insight into what will and won't support a more sustainable future for ChildHub.

Indicator 5.1: Perspectives of stakeholders regarding the **main routes to future sustainability**

HEADLINE FINDING 1: Mainstreaming the service into government institutions is seen an important strategy to support sustainability. This could mean future government adoption and in-country direct support for ChildHub National coordination or simply an official recognition of ChildHub as a learning platform for CP professionals, which contribute to formal (re-)accreditation. As some government institutions begin to develop similar platforms, it was felt important by some Country Coordinators to see how ChildHub and similar platforms might contribute to each other. Government mainstreaming is seen by many as the primary route to ensuring ChildHub becomes a centrally aligned and mutually reinforcing resource for the CP system, as it will no longer sit outside of formalised structures.

Question 6: How are cross-cutting issues (gender and environmental mainstreaming) being applied to the project?

Indicator 6.1: Perspectives of stakeholders regarding how **gender issues** have been considered during the planning and implementation of ChildHub

HEADLINE FINDING 1: Consideration of gender issues is considered by many practitioners and members of ChildHub as an integral part of their work in Child Protection, as gender issues are widely understood and accepted to play an important role. To this extent no additional or special consideration has been placed upon gender mainstreaming to date, as materials and content is deemed to already be gender sensitive, although sensitivity towards the male role in Child Protection was one area of potential deficit. Whilst gender sensitivity was not identified as a high priority for additional attention at this time by ChildHub stakeholders, one aspect worthy of greater attention was

Indicator 6.2: Perspectives of stakeholders regarding how **environmental issues** have been considered during the planning and implementation of ChildHub

recognized by a number of interviewees, who identified men as being discriminated against by women during family disputes and some services may be less sensitive towards men's role in relation to children.

No Resource People or members interviewed were aware of any programme guidelines relating to environmental issues and child protection. There was generally very limited insight, knowledge and understanding across all ChildHub stakeholders in regards to how the programme influences environment. Environment is largely perceived through the lens of immediate surroundings and its' influence on the individual.

8. Conclusions

Progress Achieved

The output targets in terms of different types of audience engaged, content production and training provision have all been **significantly over-achieved** compared to original intended goals. ChildHub materials and the various training opportunities have been well received and are considered both relevant and very useful to a majority of ChildHub users. In respect of the intended outcomes from the project, these have also been **largely over-achieved** in relation to their original definition within the programme logframe. Additionally, there has also been a number of early stage outcomes from building professional networks, increasing knowledge and skills, and advocacy, and there is an increasingly good understanding of the range of skills and capabilities required by formal actors, across the different CP stakeholders within the regional CP system. However, the timeframe for mid to long term changes to occur, for example in relation to widespread practice change amongst CP professionals, as a result of ChildHub's capacity development efforts, is likely to be longer than originally expected, with success dependent upon the inter-section of a number of contributory factors, some of which are out of the control of ChildHub. A similar timeframe expectation, for similar reasons, should also be set in relation to significant policy change results to materialise, as a consequence of ChildHub's advocacy-related efforts. Adoption of some of the recommendations in the next section, should improve the likelihood of mid to longer term changes occurring within the next Phase.

There has also been a number of unintended outcomes as a result of ChildHub. Networking activities appear to have provided a much wider set of connections for Resource People than they originally expected, especially at the regional level. Whilst the adoption of ChildHub as a training resource for the harder to reach social worker has been more challenging, ChildHub has started to change attitudes and behaviours towards consuming information, accessing training and collaborating online. This change in attitude was an important first step in ensuring those CP professionals who are unfamiliar with the online world, are able to make full use of ChildHub resources in the future. Many of ChildHub's offline activities had the unexpected bonus for many Resource People of significantly enhancing their peer to peer relationships and networks, as complement to their primary purpose. ChildHub has also seen a larger than expected adoption within the University setting, and is emerging as an important resource for teaching the next generation of CP professionals.

Some elements of the ChildHub programme have also 'evolved' over the course of the last 3 years to better address the knowledge and information needs of ChildHub users, having responded to changes in

regional and/or national context, with specific feedback often provided by Country Coordinators, but also through member feedback surveys and with subsequent actions taken by the Regional Coordination Office (Tdh Hungary). These changes included more translation of materials, platform design and search function enhancements, greater incentivisation through gamification and a changing focus on topics of interest, such as the emergent refugee crisis. As Regional Coordination Office (Tdh Hungary) has been at the centre of strategic planning and coordination, there has been fewer instances of regional strategies being customised to the national context. Both the Regional Coordination Office (Tdh Hungary) and national coordinators have over the period built a culture that fosters relationships, trust and respect across participants, which has facilitated the achievement of many examples of cooperation and exchange across the ChildHub community. The project has also effectively utilised baseline data on the state of play within specific countries and other sources of feedback and data from the field, to learn, adapt and improve strategies to fit the country context.

Effective structures and processes are also in place at the Regional Coordination Office (Tdh Hungary) and national level to engage partners, keep them well informed and provide coordination efforts. Communication from the Regional Coordination Office (Tdh Hungary) to Country Coordinators and from Country Coordinators to their country networks is a real strength of ChildHub. However, whilst the ChildHub management and leadership have done an excellent job guiding ChildHub during these early formative years, it now lacks sufficient capacity to centrally address all areas of strategic and operational planning, coordination, content curation, monitoring and communication across eight countries. There also appears to be an appetite amongst Country Coordinators, Resource People and members to accept greater levels of responsibility and more leadership duties that could be capitalised upon to enhance the overall capacity of ChildHub to act. More independence should be given in both decision making and the translation of regional strategy into national strategy and activity plans. Planning should also be more inclusive, in order to ensure the most relevant country level actions take place and plans are 'co-created' with a representative group of country level resource people and members.

A clear and consensual goal and shared vision for change has not yet been co-created with partners that would support the effective prioritisation of resources and identification of both the right target population and most relevant strategic partners for ChildHub to engage, at each country level. The governance and planning processes going forwards will need to be more inclusive (particularly of community and children) and ensure participation of a good cross section of partners to create a systems level view that contributes to a more robust ChildHub regional and national level strategies.

There are structures and processes in place that support monitoring, evaluation and learning from ChildHub interventions, but these are somewhat ad hoc and the flow of information across the different programme levels to learn from information could be improved.

Consideration of the cross cutting issues of gender is considered by many practitioners and members of ChildHub as an integral part of their work in Child Protection, as gender issues are widely understood and accepted to play an important role. To this extent no additional or special consideration has been placed upon gender mainstreaming to date amongst ChildHub participants, as materials and content is deemed to already be gender sensitive, although sensitivity towards the male role in Child Protection was one area of potential deficit. In relation to environmental mainstreaming, very few Resource People

or members are aware of any programme guidelines relating to environmental issues and child protection. There was generally very limited insight, knowledge and understanding across all ChildHub stakeholders in regards to how the programme influences environment. Environment is largely perceived through the lens of immediate surroundings and its' influence on the individual.

Lessons Learnt

Below we outline the most important lessons learnt during the course of the last three years. The comments in brackets reflect our conclusions concerning the extent to which these lessons have already been taken into account within ChildHub's design and implementation, with the colour coding reflecting whether the lesson is **is taken into account** or **not adequately taken into account** in relation to ChildHub.

Lessons in the targeting of ChildHub:

- ▶ **It is necessary to clearly define the target populations for ChildHub interventions:** There is a need for a clear definition (i.e. with inclusion/exclusion criteria) of both the primary (Resource People) and secondary (members) beneficiaries, for the various ChildHub interventions **at the country level**, framed within the context of specific issues to be addressed within the countries CP system (**not being fully addressed**)
- ▶ **ChildHub needs a diversity of cross-sector actors to engage:** A diversity of views are required to create a systems level understanding of what needs to change (**are doing well**)
- ▶ **Need to include representation from the target population at all levels:** Those with the 'lived' experience and deeply affected by the problems addressed by ChildHub, should be engaged at all levels including governance, planning, implementation and evaluation, to provide unique perspectives on strategies and enhance decision making (**not being addressed**)
- ▶ **Need to identify, engage and cultivate Resource People with 'system' leadership skills:** Identification of Resource People who are passionate about the issue matter, credible, influential and well connected in their field, and able to participate in a diverse cross sector group (**often addressed**)

Lessons in engagement & enrollment of ChildHub target audiences:

- ▶ **Need to creatively engage the target population:** A combination of proactive 'pushing' (e.g. by superiors/ managers/ supervisors/ Resource People to directly mandate people to use ChildHub) and creating attractive 'pull factors' (e.g. fun incentives and creating urgency around key issues to be addressed) to engage with the platform, is a powerful combination to attract and retain users (**are doing**)
- ▶ **Should avoid paying people 'directly' to engage:** As a strategy to contribute and engage with the platform this may be a short term fix, but may also establish an unsustainable precedent, that serves to attract the wrong kind of person, for the wrong reasons (**sometimes addressed**)
- ▶ **When engaging 'harder to reach' people, efforts should be made to go to them, don't expect them just to come:** Initially seek to engage the 'harder to reach' people 'where they already are', both virtually (e.g. on facebook) and physically (e.g. visit social workers in their local field office) (**sometimes addressed**)

- ▶ **Continuous efforts need to be made to remove the financial barriers to access:** Continue to ensure ChildHub is a cost-effective solution for the end user (doing very well)
- ▶ **Continuous efforts need to be made to remove organisational barriers:** Address barriers to the use of ChildHub from within organisations such as the provision of protected time for learning and professional development by CP organisations and access to internet and IT equipment (sometimes addressing)
- ▶ **Continuous efforts need to be made to remove language barriers:** Continue to translate ChildHub materials into local languages (doing well)
- ▶ **Continuous efforts need to be made to remove technical barriers:** Support and drive the use of ChildHub by addressing barriers to access such as a lack of technical IT skills amongst users (not addressing)

Lessons concerning the provision of capacity development activities:

- ▶ **The provision of high quality and relevant CP information and knowledge resources is highly valued:** The most highly valued information resources are: the online library, information about upcoming events, summaries and reviews in own language, infographics and ChildHub trainings (doing very well)
- ▶ **Should use a blend of online and offline training approaches:** Use of a range of online and offline learning formats to accommodate the different learning styles across the target population (i.e. some prefer reading, some more visual learning aids, others are comfortable interacting online, others aren't), but ensure each learning technique is mastered and delivered effectively, gathering user feedback to guide constant improvement (doing very well)
- ▶ **Should use offline meetings/events to achieve complementary goals:** Complementary goals could include increased understanding about ChildHub; connecting people and building trust; and gaining valuable issue/ topic feedback. The Training of trainers (ToT) event was a good example where a primary training goal was achieved, plus complimentary goals of peer to peer networking and exchange (sometimes doing)
- ▶ **Should consider the need for post-activity support:** Post activity support should be considered for each activity deployed to ensure longer term outcomes can be achieved beyond the scope of the intervention (not addressing)

Lessons in good governance and management of ChildHub:

- ▶ **Need to establish a Regional Resource Centre and Country Coordinating partners:** Fund staff who are dedicated to the initiative and able to provide ongoing support to guide strategy, align activities, establish shared measurement and learning practices, advance policy and mobilise resources (doing very well)
- ▶ **Continuous communication is an important feature of building trust and motivating people to act:** Constant and clear communication about the purpose of ChildHub, who it is for and how to engage, and progress being made can build trust and create common motivation (communication is very regular, clarity of message around purpose could be improved)

Lessons about strategy and Long Term Planning:

- ▶ **Need to have a shared vision and agenda for change (regional and national):** Ensure regional ChildHub strategy is translated into a national ChildHub strategy and activities (partially doing)
- ▶ **Should align with or include programmatic strategies directed at children and communities:** if the population level goals of ChildHub on a national basis are clear, then aligning with programmatic strategies in addition to systemic strategies could catalyse results (not addressing)
- ▶ **Need to ensure ChildHub is integrated into Tdh National office strategies:** to ensure Tdh itself makes maximum use of ChildHub resources to develop own capacities and ChildHub mutually reinforces other components and elements of Tdh's national work (partially doing)
- ▶ **Need to ensure sufficient resources for a period of 5-7 years:** This kind of systems level change takes time and requires adequate resources to support the infrastructure i.e. the Regional Coordination Office (Tdh Hungary) and country coordinators, and the planning and the key strategy implementation stages (doing well)

Factors Influencing the Programmes Long-Term Sustainability

There were two key aspects that emerged from the findings that are important factors to address for the project to be sustainable. The first is to ensure ChildHub can **demonstrate it is having a meaningful impact** upon the quality of CP professionals work across the system and that it ultimately leads to an improvement in the lives of the children within its' target countries. The second aspect is the development of a **model of financial sustainability** that ensures adequate resource is in place, to continue to achieve goals, on a country by country basis.

In considering the first aspect, it is important to reflect upon a key assumption from the programme Theory of Change that *'to achieve system level outcomes, it requires action to also take place at the CP organisation, CP actor, community and child level'*. So, whilst ChildHub currently employs a number of successful systems level strategies, it should also consider how it might better align and coordinate with collective *programmatic* strategies directed towards children and communities, to ensure the approach is sufficiently comprehensive, to exert a demonstrable impact upon children. In addition, ensuring meaningful impact upon the quality of CP professionals work across the CP system, can be best approached by proactively addressing the weaknesses identified in this evaluation and continuing to adapt the ChildHub approach in response to new information. This will require a **learning culture** across all project partners and a **developmental style of evaluation**¹², to maintain an awareness of changes in regional and national context, collect and learn from data, openly share information and observations across the country sites and to continually adapt strategies in response to changing circumstances. To do this, a strong structure for learning will need to be put in place, such as a **formal and structured community of practice**¹³ (or learning community).

¹² Developmental evaluation has emerged fairly recently as a way to support adaptive learning in complex and emergent initiatives. Combining the rigour of evaluation with the flexibility and imagination required for development, this new form of evaluation brings critical thinking to bear on the creative process in initiatives involving high levels of uncertainty, innovation, emergence, and social complexity (Gamble, 2008)

¹³ A Learning Community (or Community of Practice) brings together organisations to exchange knowledge, share methods and results and map out both commonalities and differences in approaches.

The second key aspect of financial sustainability could be achieved through a range of approaches, at both the regional and national levels. There was a strong opinion amongst ChildHub interviewees during this evaluation that **mainstreaming the ChildHub into the public sector on a national basis** was a sound, long term approach. This would indeed create massive coverage potential and would shift the emphasis of the Country Coordinator function to becoming more of a service provider to government. It is clear that some national governments would be more ready than others over the coming years, however it will be necessary to demonstrate both the efficacy of ChildHub at addressing practice and behaviour change, and improving CP services. Another option for scaling and growth of ChildHub at the national level, could be via **strategic NGO or University partnerships**, which would again shift the emphasis of the Country Coordinator to be service provider to the partner, enabling ChildHub to 'piggyback' another NGO or a university's infrastructure.

National efforts at creating a scalable and sustainable model would also need to be married with regional efforts. Systems level change takes time and there will likely remain a level of dependence upon the **Regional Coordination Office (Tdh Hungary) to continue to fundraise** to support activities in each country, to varying degrees. The focus at the regional level could shift towards the EU and other inter-governmental agencies and global NGO partners to jointly support the efforts. However, fundraising at this level should, in theory, get easier. As ChildHub starts to demonstrate its' potential to amplify impact through its' model, leverage funding from multiple sources and drive alignment across the sector that reduces duplication and increases overall coordination, these elements will become attractive benefits to many funders. However, the 'pitch' will need to be backed by **demonstrable evidence of results**.

9. Recommendations

The previous section provides rationale for the following recommendations to improve ChildHub programmes' design and the approach to implementation, its' governance and management, and develop an approach to long term sustainability. It is stated in brackets to whom the recommendation is addressed and would therefore be responsible for adoption of the recommendation and suggestions, purely for consideration, are marked with an asterix*.

1) **Improve targeting of primary beneficiaries to achieve greater impact:**

- ▶ Clearly define who specific ChildHub activities are targeted towards at the country level and develop recruitment and engagement strategies that draw upon good practice from other Country Coordinators **(Who's responsible: Country Coordinators)**

2) **More effective engagement/ enrollment of target beneficiaries:**

- ▶ Further investigate the downward trend in frequency of visits by members to the ChildHub platform from 2016 to 2017 identified within the online survey results. This potentially represents either a diminishment of interest from 2016 to 2017 or possibly just a stabilisation of usage levels by participants, following the initial peak of interest during the early years of the platforms launch **(Who's responsible: Regional Coordination Office)**
- ▶ Work with a social media expert to advise how to most effectively engage and connect members, including single sign on functions, using existing platforms such facebook and LinkedIn **(Who's responsible: Regional Coordination Office)**

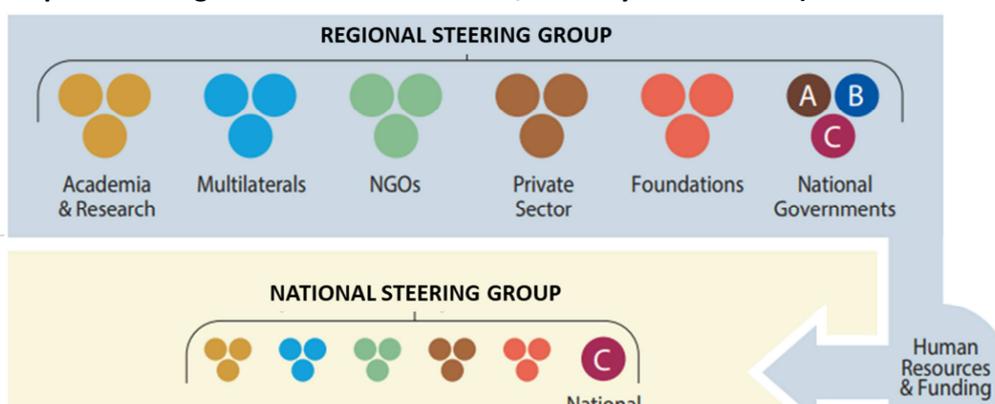
- ▶ Target supervisors and senior management more directly within CP organisations, to help facilitate the reduction of organisational barriers, ensure there is good follow up support provided internally and ongoing professional development **(Who's responsible: Country Coordinators/ Resource People)**
- ▶ Continue to cultivate Resource People with 'system' leadership skills, with the most competent being able to play regional and national steering group roles **(Who's responsible: Country Coordinators)**
- ▶ Continue to address and intensify translation efforts to remove language barriers. Could also introduce a system of identifying and prioritising certain key materials for translation, above others, to focus limited resource for translation **(Who's responsible: Regional Coordination Office/ CC)**

3) Improved online and offline capacity development services:

- ▶ Consider addressing IT skills issues amongst users, through either partnership with an appropriate institute committed to closing the 'digital divide' within a country, or if no such institutes exist, again working with supervisors and senior management to target organisational level solutions **(Who's responsible: CC/ RP)***
- ▶ Consider partnering with existing e-learning platforms e.g. coursera.org; edx.org, to reduce the technical burden of producing an e-learning course and allow for greater emphasis upon content **(Who's responsible: CC/RP)***
- ▶ Ensure planning for offline meetings and events includes clear definition of event/ meeting goals and content is aligned to either regional or national strategy and consider the opportunity for 'complementary' goals to be achieved through the event design, to maximise its' return on investment **(Who's responsible: Regional Coordination Office/ Country coordinators)**
- ▶ Ensure the national activity mix, blends a range of both online and offline activities to enhance learning for users **(Who's responsible: Country Coordinators)**
- ▶ Establish learning goals for ChildHub training activities and consider the need for post-activity support and guidance to better support the achievement of longer term practice change through training activities **(Who's responsible: Regional Coordination Office/ Country Coordinators)**
- ▶ Co-create new solutions with Resource Persons and partners to address the lack of adequate supervision of social workers within CP organisations. It may be worth exploring senior management and supervisor's attitudes towards training and supervision, particularly within government institutes, and the priority role they feel supervision and training plays in improving standards. This might give some good insight into how to better create the conditions for ChildHub opportunities to be adopted more equitably by all **(Who's responsible: Country Coordinators)**

4) Improve childhubs' governance, management and planning:

- ▶ Develop and empower a National steering group within each country, responsible for the translation of regional ChildHub strategy into national strategy and activity plans, ensuring the group is inclusive and representative of the ChildHub community and beneficiaries **(Who's responsible: Regional Coordination Office/ Country Coordinators)**



- ▶ Utilise more participatory approaches to strategic planning at both the regional and national levels **(Who's responsible: Regional Coordination Office)**
- ▶ Ensure national Tdh offices, as well as in-country partner/ member organisations, align existing plans/ activities to ChildHub objectives, to create mutual synergies across Tdh programmes of work **(Who's responsible: National Tdh managers)**
- ▶ Guided by a clear strategic framework, consider defining a series of **functional working groups** (e.g. policy advocacy, M&E) and **strategy working groups** (e.g. Juvenile Justice for Children) made up of both country/ regional partners and Tdh national teams, to drive the mutual alignment of member efforts and the implementation of ChildHub's overall strategic plan, through a continuous process of action 'planning and doing' at the working group level. The working groups should report into either the national or regional steering groups on a periodic basis and be supported by the Regional Coordination Office and/or the Country Coordinators, as per the schematic below **(Who's responsible: Regional Coordination Office/ Country Coordinators)**



Image adapted from: Stanford Social Innovation review (Jan 21, 2013) developed by Kania and Kramer

- ▶ Consider the potential for inclusion, coordination and alignment of programmatic strategies directed towards children and communities, to help catalyse direct benefits from ChildHub upon children and communities **(Who's responsible: Regional Coordination Office/ Regional Steering Group)***

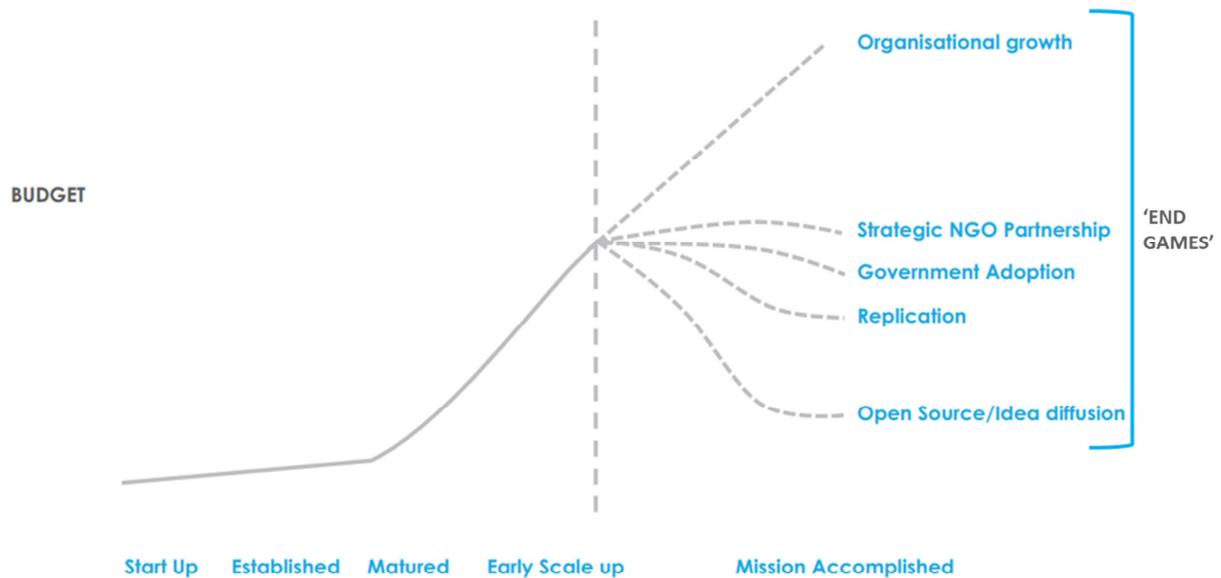
- ▶ Clearly define roles and responsibilities at both the Regional Coordination Office/ Regional Steering Group and Country Coordinator (CC)/ National Steering Group levels, across a number of key functions: **(Who's responsible: Regional Coordination Office/ Regional Steering Group)**

KEY ROLES & RESPONSIBILITIES	REGIONAL COORDINATION OFFICE / REGIONAL SG	CC/ NATIONAL SG
<i>Strategy and Planning</i>	<ul style="list-style-type: none"> ▶ Drive and fund strategic planning processes ▶ Prioritise countries / places for ChildHub to operate 	<ul style="list-style-type: none"> ▶ Translate regional strategy into national strategy and activity plan ▶ Align existing Tdh national plans/ activities
<i>Shared monitoring, evaluation and learning (MEL)</i>	<ul style="list-style-type: none"> ▶ Establish a shared MEL system ▶ Identify key areas for learning ▶ Provide technical assistance to Country Coordinators 	<ul style="list-style-type: none"> ▶ Collect, interpret and share data ▶ Facilitate learning across the ChildHub community
<i>Mobilise People and Partners and Coordinate Activities</i>	<ul style="list-style-type: none"> ▶ Mobilise and coordinate regional actors ▶ Development of global/ regional strategic partnerships ▶ Fundraise to support regional activities 	<ul style="list-style-type: none"> ▶ Mobilise and coordinate national Resource People and members ▶ Development of national/ local strategic partnerships ▶ Fundraise to support national activities
<i>Communication</i>	<ul style="list-style-type: none"> ▶ Ensure good communication across and between Country Coordinators ▶ Create a sense of urgency with funders and partners ▶ Advocate for policy change 	<ul style="list-style-type: none"> ▶ Ensure good communication across and between RP and members ▶ Promote external communications with different stakeholders

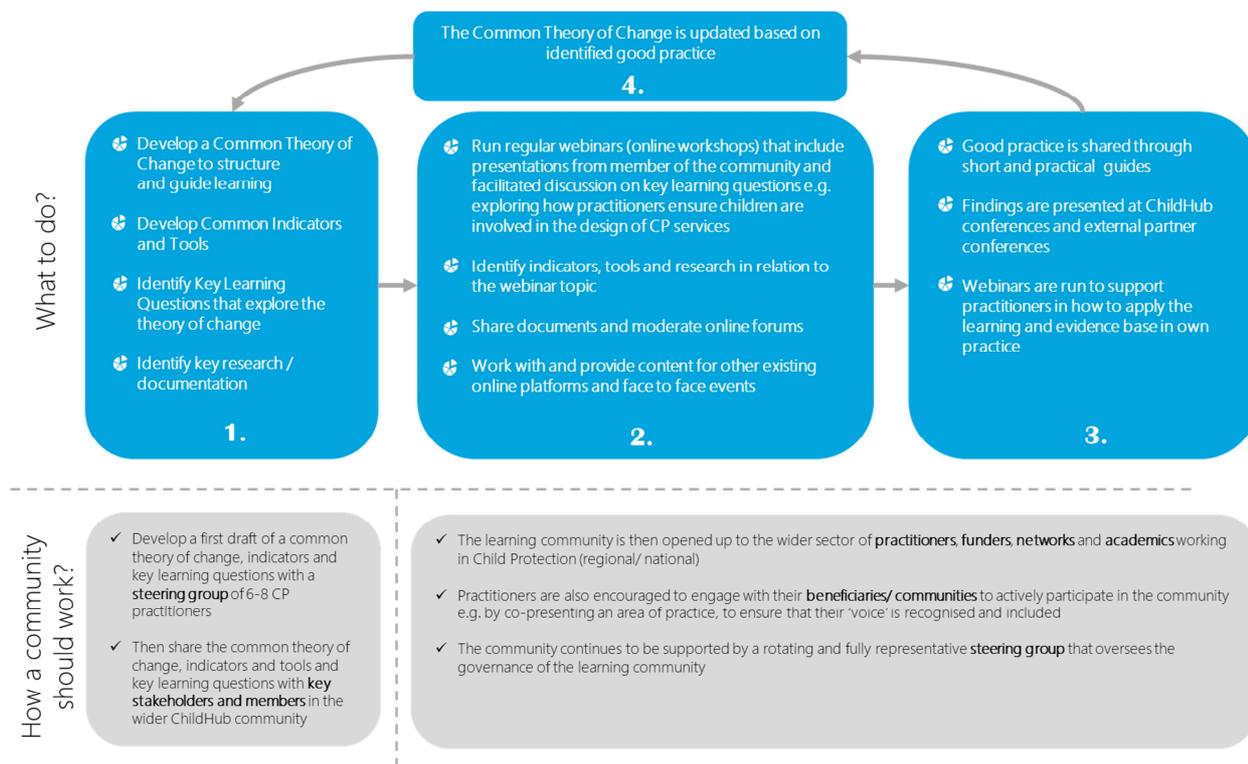
- ▶ Ensure that once roles and responsibilities at each level are clear, the right skill sets are utilised at both levels from across existing staff teams, to ensure the right skills match to the right duties **(Who's responsible: Regional Coordination Office/ Country Coordinator)**
- ▶ Ensure the Regional Coordination Office has adequate capacity across the functional areas of responsibility to fully play its' key role and and CC's have sufficient capacity and support to carry out a broader range of delegated roles and responsibilities **(Who's responsible: Tdh Senior Management)**

5) Develop an approach to long term sustainability:

- ▶ Consider a range of potential 'end games' or routes to sustainability as early as possible, at both the regional and country levels. Consider both the pros and cons of government adoption and strategic NGO/ University partnerships. As a part of this thinking will need to be a consideration of what aspects of ChildHub are most appropriate to mainstream and how the Regional Coordination Office and/ or Country Coordinators will need to 'gear up' (develop new skills and abilities) in order to effectively follow one or other route. Different 'end games' will have different budgetary consequences **(Who's responsible: Regional Coordination Office/ Country Coordinators)***



- ▶ Expand regional efforts to network at a senior level with other global NGO partners and EU bodies, to explore opportunities for joint working and help develop opportunities for further sustainability. **(Who's responsible: Tdh Senior management)**
- ▶ Introduce a more structured and theory-based approach to learning via ChildHubs 'Learning Community'. A Learning Community functions by working directly with practitioners, to identify and disseminate good practices from the field. This exchange is best guided through the initial production of a common Theory of Change for the work area under consideration, which can be then used as a basis for the community developing learning questions to be further explored and guide the documentation of good practices. A Learning Community structured in this way will also support the development of shared measurement and evaluation practices across the field **(Who's responsible: Regional Coordination Office)**



▶ Adopt a Developmental Evaluation (DE) approach. Michael Quinn Patton (2008), who pioneered this form of evaluation, defines it this way: *“a long term, partnering relationships between evaluators and those engaged in innovative initiatives and development. Developmental evaluation processes include asking evaluative questions and gathering information to provide feedback and support developmental decision-making and course corrections along the emergent path. The evaluator is part of a team whose members collaborate to conceptualize, design and test new approaches in a long-term, on-going process of continuous improvement, adaptation, and intentional change. The evaluator’s primary function in the team is to elucidate team discussions with evaluative questions, data and logic, and to facilitate data-based assessments and decision-making in the unfolding and developmental processes of innovation.”* DE emerged in response to the need to support real-time learning in complex and emergent situations. Traditional forms of evaluation work well in situations where the progression from problem to solution can be laid out in a relatively clear sequence of steps (Gamble, 2008). However, initiatives with multiple stakeholders, high levels of innovation, fast paced decision-making, and areas of uncertainty require more flexible approaches (Patton, 2008). This is where developmental evaluation comes in¹⁴. This recommendation also speaks to the fact that ChildHub is still in a developmental stage, where the ‘solution’ still needs to be fully fleshed out, tried and tested, before the approach can be systematised (**Who’s responsible: Regional Coordination Office**)

¹⁴ A Practitioner’s Guide to Developmental Evaluation: Elizabeth Dozois; Marc Langlois; Natasha Blanchet-Cohen June 2010.

Annex A: Evaluation Matrix

Evaluation Criteria	Evaluation Questions	Indicators	Primary Data Coding Used	Secondary Data Collection Method						Primary Data Collection Method		
				Annual Encounter Tool	Registration / Attendance / Activity Records	Web Analytics	Country Databases	Logframe Report	Document Review	Online member questionnaire	Key Informant Interviews	Focus Group Discussions
Effectiveness/ Impact	1. To what extent has ChildHub achieved its goals (intended outputs/ outcomes) and/or unintended outcomes, in relation to building professional networks, increasing knowledge and skills, and advocacy?	1.1 Extent to which the output and outcome indicator targets defined within the Childhub logframe and reported against in June 2017, have been accomplished	-	✓	✓	✓	✓	✓		(Q1 / 8)		
		1.2 Extent to which stakeholders perceive and report intended and unintended outcomes to have occurred as a result of Childhub networking activities	Exp-net/ Unexp-net					✓		(Q7.9/7.11/ 7.12/ 7.14 & 8b/ 8c)	✓	✓
		1.3 Extent to which stakeholders perceive and report intended and unintended outcomes to have occurred as a result of Childhub capacity development activities	Exp-cd/ Unexp-cd					✓		(Q7.1- 7.8/ 7.10/ 7.13 & 8a/ 10/ 14)	✓	✓
		1.4 Extent to which stakeholders perceive and report intended and unintended outcomes to have occurred as a result of Childhub advocacy activities	Exp-adv/ Unexp-adv					✓			✓	✓
Relevance/ Coherent programme Design	2. What elements of programme design and implementation (including engagement & enrollment of target audience; capacity development activities applied; and post-activity support provided) have been the most important in relation to the achievement or non-achievement of outcomes from Childhub programme?	2.1 Extent to which stakeholders consider the target population for engagement into childhub activities to be appropriate (i.e. their needs well served) and clearly defined	Def-TP					✓			✓	✓
		2.2 Extent to which stakeholders consider the design of Childhub to align with the needs of its' target population and intended outcomes	Coherency					✓		(Q9/ 10)	✓	✓
		2.3 Stakeholder perspectives regarding the strengths and weaknesses of Childhubs approach to effective engagement and enrolment of target population into Childhub activities	Engage-TP					✓			✓	✓
		2.4 Stakeholder perspectives regarding the strengths and weaknesses of Childhubs approach to online activities , for them to be effective	Online-act					✓			✓	✓
		2.5 Stakeholder perspectives regarding the strengths and weaknesses of Childhubs approach to offline activities , for them to be effective	Offline-act					✓			✓	✓
		2.6 Stakeholder perspectives regarding the strengths and weaknesses of Childhubs approach to post-activity support , to be effective in bringing about longer term outcomes for the target population	post-act					✓			✓	✓

Cross-cutting Issues	6. How are cross-cutting issues (gender and environmental mainstreaming) being applied to the project?	planning and implementation of Childhub 6.2 Perspectives of stakeholders regarding how environmental issues have been considered during the planning and implementation of Childhub	gender environ					
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	<p>- Checklist : Engaged with other child protection actors, Attended a conference, Accessed online resources (digital library/elearning/webinars) Taking part in training (including ToT), Used online forums, Completed a survey</p>	
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	<ul style="list-style-type: none">- Probe – any changes in education, training and working conditions? This could be as a result of advocacy.	you feel could be more involved? <ul style="list-style-type: none">- Checklist - child protection professionals, academics, policymakers, government officials, community leaders
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	<p>change due to advocacy initiative implemented as part of the project?</p> <ul style="list-style-type: none">- Have you seen any wider benefits for your institution from your engagement with the ChildHub?- Probe – Have new practices been adopted by other individuals in their organisation	<ul style="list-style-type: none">- Where there any unexpected outcomes arising from the project for child protection professionals or key stakeholders?- To what extent has the ChildHub had an impact on the wider Child Protection Sector in (insert their country)
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intended and unintended outcomes?	from participants in the ChildHub	there anything new that they tried to implement that didn't work? - Probe – why were these changes made? For example, have these come from listening to feedback from the participants in ChildHub budgetary changes, observation from coordinators
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	<p>Prompt/Checklist (if respondents would find it useful): Child sexual abuse, child trafficking, integration of Roma, participation, decentralisation, children in street situation, justice for children, LEAP, violence against children, multi-disciplinary team work.</p> <ul style="list-style-type: none">- Can you describe any barriers that prevented you from accessing and	<p>protection professionals and key stakeholders in (name of country). E.g. Child sexual abuse, children in street situation. Are there other topics you think would be important to include in future in (name of country)</p> <p>Prompt/Checklist (if respondents would find it useful): Child sexual</p>
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Probe - What synergies are crucial in developing new services and improving existing services to children?

- Prompt: PEST analysis (political, economic, socio-cultural and technological)
 - Prompt: Child protection sector
-

5. How effective are current governance/management structures for the Child Protection Hub and what is the best approach to ensure that the project is sustainable in future?

Probe: check back to second interview question to review how they engaged with ChildHub and use this as a prompt e.g. how could the running of the eLearning platform be improved?

Probe: changes in personnel improvements to M&E system sharing best practice, increased ownership at a national level financial management,

- What are the main challenges that could effect the sustainability of the ChildHub in the future? What

the project?

ToT), Used online forums,
Completed a survey

- To what extent do you feel the different needs and representation of men and women are considered within the services available through the ChildHub? Can you give any examples of this?

Probe: has gender mainstreaming been considered in relation to the planning and delivery of ChildHub?

- Interview guide for coordinators, staff and project advisors : [CLICK HERE](#)
 - Focus group guide : [CLICK HERE](#)
-

Annex E: Results Assessment Form

Title of project (please, spell out): Regional Resource Centre for South East Europe			
Contract Period of project:			
ADC number of project: 8309-00/2014			
Name of project partner: Terre Des Hommes Foundation			
Country and Region of project: Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Kosovo, Moldova, Romania, Serbia			
Budget of this project:			
Name of evaluation company (spell out) and names of evaluators: inFocus Enterprises Ltd. Dr Damian John Hatton; Mirjana Gavrić			
Date of completion of evaluation: 16.02.18			
Please tick appropriate box:			
a) Evaluation managed by ADA/ADC Coordination Office		<input type="checkbox"/>	
b) Evaluation managed by project partner:		<input checked="" type="checkbox"/>	
Please tick appropriate box:			
a) Mid-Term Evaluation	b) Final Evaluation	c) Mid-Term Review	d) Final Review
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others: please, specify:			
Project Outcome (Please, include as stated in the Logframe Matrix):			
Strong networks of professionals and key stakeholders are established at regional and national levels, leading to more effective cooperation and exchanges in the child protection sector (Networking)			
Child protection professionals and key stakeholders have increased opportunities to upgrading their knowledge and skills in SEE, in line with European recommendations and good practices, (thanks to the technical resources, peer support, exchange networks and training facilities made available within ChildHub) (Knowledge Management and Capacity Building)			
Mobilized networks, child protection professionals and key stakeholders are better equipped (technically and methodologically) to advocate for better policies and practices in the child protection sector, in SEE countries. (Advocacy)			

For Final Evaluation¹⁵: Project Outcome: To what extent has the project already achieved its outcome(s) according to the Logframe Matrix? Please, tick appropriate box

Outcome(s) was/were:

Fully achieved:	Almost achieved:	Partially achieved:	Not achieved:
X			

Please, also explain your assessment: What exactly was achieved and why? If not achieved, why not? (Please, consider description of outcome and relevant indicators)

The intended outcomes from the project have been largely over-achieved in relation to their original definition within the programme logframe. Additionally, there has also been a number of other early stage outcomes from building professional networks, increasing knowledge and skills, and advocacy, and there is an increasingly good understanding of the range of skills and capabilities required by both formal and informal CP actors, across the different CP stakeholders within the regional CP system.

- ▶ 86% of Resource People feel there is more or significantly more co-operation at national and regional levels (Target: 50%)
- ▶ 85% of Resource People perceive that they are more connected and engaged in promoting CP services and policy in the region (Target: 75%)
- ▶ 85% of Resource People report they have improved their knowledge thanks to ChildHub (Target: 70%)
- ▶ 3,695 registered members of ChildHub, including the Resource People (Target: 1500)
- ▶ 1,461 members benefited from either online or offline training (Target: 1000)
- ▶ 116,000 people reached through the ChildHub platform who viewed over 625,000 webpages (Target: 1000)

The definitions of resource people and members are:

- ▶ **Resource Persons:** These are multi-disciplinary professionals in each country, such as social workers, academics or NGO workers, who engage with the project. They are intended to act as the ‘enablers’ in the project, supporting the modernization of services and child related policies across the region. They have a relatively high level of engagement in project activities.
- ▶ **Members** of the web portal: There are currently 3,695 members of the web portal who are registered to use the online space. They constitute a mixed group of multi-disciplinary child protection professionals, national policy makers, universities and academics, CP specialist training providers and NGO’s/ public agencies specialized in supporting children victims of violence, from across the region. They have a relatively lower level of engagement in the project compared to the Resource Persons.

¹⁵ Please, only fill in in case this is a final project evaluation/review.

Project Outputs: To what extent has the project already achieved its outputs¹⁶ according to the Logframe Matrix ? Please, tick appropriate boxes

Output 1 (Please, include as stated in the Logframe Matrix):

Establishment of specialized training and support to a pool of 25 experts from the 8 countries to empower them to become catalysts and enablers in the field of child protection in the region and at all levels

Output was:

Fully achieved:	Almost achieved:	Partially achieved:	Not achieved:
X			

Please, explain your assessment: (Please, consider description of output and relevant indicators)

- ▶ 229 Resource People across 8 countries have been engaged (Target: 200).

Specialised training and support was measured through 5 dimensions:

- ▶ A Steering Board and Advisory board has been established
- ▶ 2 thematic Conferences organized
- ▶ 82 meetings of Resource People have been organised
- ▶ 120 people trained to become trainers, 7 local trainings in BiH, Moldova, Romania and Serbia
- ▶ 21 case discussions, 11 webinars and a regional virtual meeting facilitated exchanges. Further offline exchanges of social workers are planned
- ▶ Semi-annual online meetings conducted
- ▶ 16 Specialized trainings were conducted in four countries

Other outputs from activities include:

- ▶ A regional (virtual) child protection library and repository was established and is accessible in 5 languages
 - Developed the website, created various features; and organized regular maintenance
 - Selected and made available child protection policies and regulations from the region
 - Collected and processed promising practices, studies and tools covering child protection issues ; and made available priority documents in 5 languages
 - Developed, conceptualized, designed and disseminated e-bulletin covering a variety of child protection priority topics: e-bulletin circulated monthly in English and quarterly in 4 other languages, reaching 3,695 subscribers in the region
- ▶ An e-learning platform and training programmes are available and functional for professionals in the child protection systems, in SEE countries
 - Elaborated a regional study on the needs and gaps in the field of child protection professionals' knowledge and practices, in order to orientate the development of training opportunities
 - Designed and elaborated 2 e-learning modules for categories of professionals that are most deprived of continuous training opportunities in SEE (2 in pipeline)

¹⁶ In case there are more than three outputs, please, add them.

- Regularly offered, monitored and maintained online learning opportunities, reaching 1,461 professionals
- Collected innovative and promising methodologies and tools for conducting qualitative research studies and evaluations
- ▶ A Training of Trainers module was delivered to 120 local experts who replicated 7 local trainings to different child protection professionals, in order to support improvement in the services for children at risk or victims of abuse and violence
 - Elaborated a ToT module for professionals working in the domain of child abuse, neglect and violence

Output 2 (Please, include as stated in the Logframe Matrix):

At least 150 child protection professionals and key stakeholders from the 8 countries, galvanized by the experts, increase their connections and active engagement as child protection resource persons at national and regional levels, to promote continuous improvement processes in the field of services or policy making for children in SEE.

Output 2 was:

Fully achieved:	Almost achieved:	Partially achieved:	Not achieved:
X			

Please, explain your assessment: (Please, consider description of output and relevant indicators)

- ▶ 229 Resource People across 8 countries have been engaged (Target: 200).
- ▶ 85% of Resource People perceive that they are more connected and engaged in promoting CP services and policy in the region (Target: 75%)

Output 3 (Please, include as stated in the Logframe Matrix):

Quarterly exchanges between child protection professionals and key stakeholders in SEE, through online webinars and events, creating a regional dynamic to increase sharing and improve continuously their professional performance.

Output 3 was:

Fully achieved:	Almost achieved:	Partially achieved:	Not achieved:
X			

Please, explain your assessment: (Please, consider description of output and relevant indicators)

- ▶ 2 Romanian and an Albanian forum were active in the reporting period, plus another 7

discussions among a set group of professionals. These group discussions seem to be more viable.

- ▶ The 40 webinars each had at least one but often two speakers, 80% from the region.
- ▶ 78% of participants are satisfied with the connections offered by ChildHub exchanges
- ▶ 85% of participants are satisfied with the learning offered

Impact/Beneficiaries:

How many women, men, girls, boys and people in total have already benefited from this project directly and indirectly? Please, explain

Direct beneficiaries of the project include:

- ▶ 229 Resource People across 8 countries who have been highly engaged (Target: 150).
- ▶ 3,695 registered members of ChildHub, including the Resource People who regularly utilise the ChildHub.org platform, but to varying degrees and aspects (Target: 1500)
- ▶ 1,461 members benefited from either online or offline training (Target: 1000)
- ▶ 116,000 people total reached through the ChildHub platform who viewed over 625,000 webpages (Target: 1000)

What exactly has already changed in the lives of women, men, girls, boys and/or institutions from this project? Please, explain:

Amongst the 229 resource people engaged with the project, many reported an improvement in the degree of cooperation and exchange at both the national and regional levels and the majority of the 3,695 registered ChildHub members feel that ChildHub is achieving its' objectives in relation to connecting professionals in the region and promoting regional expertise.

There is evidence of Resource People and members now having greater access to a professional and peer support networks, and gaining benefit from those networks, as a result of ChildHub.

ChildHub members REGULARLY ENGAGE with the ChildHub platform, many on a weekly basis, and are widely satisfied that ChildHub addresses their learning and knowledge needs, and it has contributed to their professional development and improved their knowledge and understanding across a broad range of child protection topics.

ChildHub has increased the understanding amongst Resource People of what social workers capacity development needs are, and the national and regional contexts for Child Protection, across all eight countries.

For CP professionals working in the community there is some evidence of having changed attitudes and behaviours towards consuming information online, accessing training online and collaborating online

There are examples of how members have translated new knowledge and understanding acquired, into improvements in professional practice as a result of ChildHub

ChildHub has created many informal opportunities for well-regarded CP professionals to connect and collaborate around policy initiatives. Resource People publicly discuss and are strong advocates

for the goals of ChildHub.

The timeframe for mid to long term changes to occur, for example in relation to widespread practice change amongst CP professionals, as a result of ChildHub's capacity development efforts, is likely to be longer than originally expected, with success dependent upon the inter-section of a number of contributory factors, some of which are out of the control of ChildHub. A similar timeframe expectation, for similar reasons, should also be set in relation to significant policy change results to materialise, as a consequence of ChildHubs advocacy-related efforts. Adoption of some of the recommendations in the next section, should improve the likelihood of mid to longer term changes occurring within the next Phase. However, none of these changes were specified as a part of the original logframe.

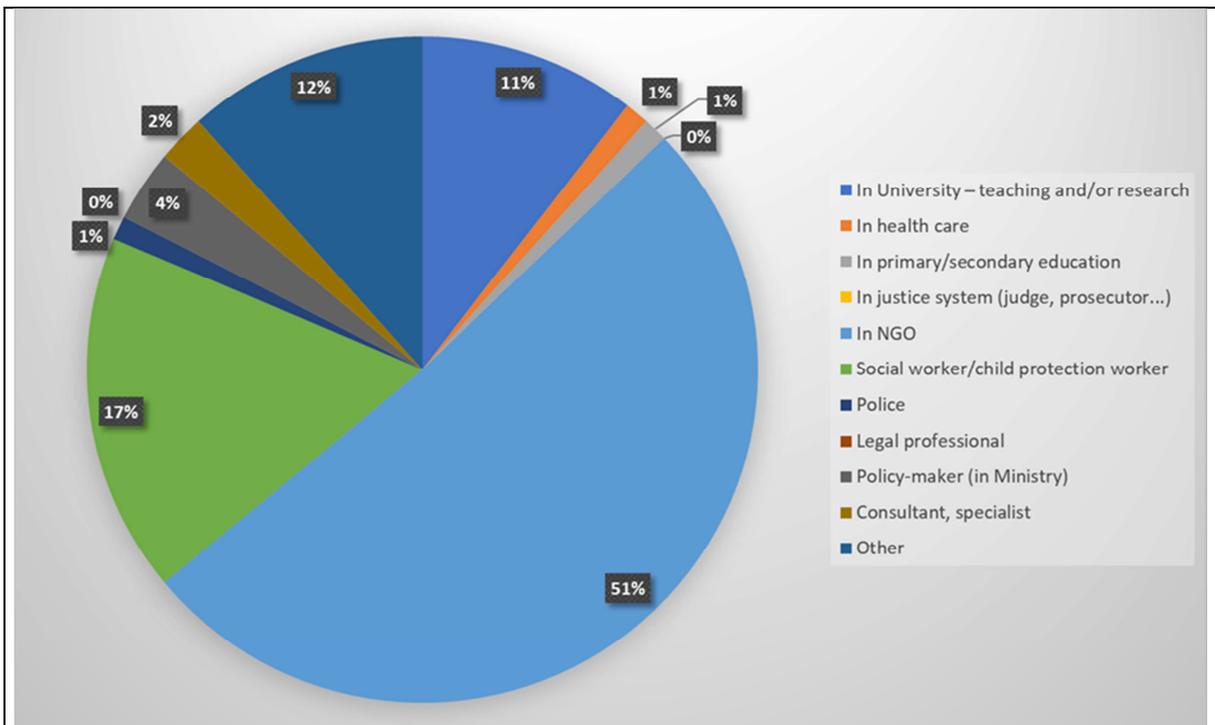
It is too early in the lifespan of the project to demonstrate any impact from ChildHub upon outcomes for children.

Which positive and/or negative effects/impacts in terms of gender can be possibly be attributed to the project? Please, explain:

Consideration of gender issues is considered by many practitioners and members of ChildHub as an integral part of their work in Child Protection, as gender issues are widely understood and accepted to play an important role. To this extent no additional or special consideration has been placed upon gender mainstreaming to date, as materials and content is deemed to already be gender sensitive, although sensitivity towards the male role in Child Protection was one area of potential deficit.

If applicable, which institutions have benefitted from this project/programme and how?

Whilst an exact breakdown of the institutions that have benefitted is not available, a broad representation of cross sector organisations can be inferred from the online survey respondents, with a particular emphasis upon NGO's, social worker institutes and universities working in child protection being the largest constituent beneficiary types:



Mainstreaming cross-cutting issues:

Gender: To what extent was gender mainstreaming included in the project? To what extent were the recommendations - if any- from the ADA internal gender-assessment considered and implemented?

Consideration of gender issues is considered by many practitioners and members of ChildHub as an integral part of their work in Child Protection, as gender issues are widely understood and accepted to play an important role. To this extent no additional or special consideration has been placed upon gender mainstreaming to date, as materials and content is deemed to already be gender sensitive, although sensitivity towards the male role in Child Protection was one area of potential deficit.

Environment: To what extent was environmental mainstreaming included in the project? To what extent were the recommendations - if any- from the ADA internal environment-assessment considered and implemented?

In relation to environmental mainstreaming, very few Resource People or members are aware of any programme guidelines relating to environmental issues and child protection. There was generally very limited insight, knowledge and understanding across all ChildHub stakeholders in regards to how the programme influences environment. Environment is largely perceived through the lens of immediate surroundings and its' influence on the individual.

Which positive and/or negative effects/impacts in terms of environment can be possibly be attributed to the project? Please, explain

N/A

Social Standards: To what extent were the social standards monitored by relevant partners? Have

any issues emerged? Please, explain

Overall/Other Comments:

There has also been a number of unintended outcomes as a result of ChildHub. Networking activities appear to have provided a much wider set of connections for Resource People than they originally expected, especially at the regional level. Whilst the adoption of ChildHub as a training resource for the harder to reach social worker has been more challenging, ChildHub has started to change attitudes and behaviours towards consuming information, accessing training and collaborating online. This change in attitude was an important first step in ensuring those CP professionals who are unfamiliar with the online world, are able to make full use of ChildHub resources in the future. Many of ChildHub's offline activities had the unexpected bonus for many Resource People of significantly enhancing their peer to peer relationships and networks, as complement to their primary purpose. Finally, ChildHub has also seen a larger than expected adoption within the University setting, and is emerging as an important resource for teaching the next generation of CP professionals.

Annex F: Detailed Evaluation Findings