EVALUATION OF THE STRENGTHENING CHILDREN'S ONLINE SAFETY PROGRAMME IN SOUTH AFRICA

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Final Report

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TABLES AND FIGURES

ACRONYMS

AGDEN   Africa Gender and Development Evaluators Network
BMR   Bureau for Market Research (at UNISA)
CBO   Community Based-Organizations
CO   Country Office
COS   Child online safety
CP   Child Protection
CPD   Continued Professional Development
CRC   Convention on the Rights of the Child
CRITA   Care, Respect, Integrity, Trust, and Accountability
CS   Civil Society
CSAM   Child sexual abuse material
CSO   Civil Society Organization
CYCW   Child and Youth Care Worker
DAC   Development Assistance Committee
DBE   Department of Basic Education
DCDT   Dept Communications and Digital Technology (Previously Telecommunications and Postal Services)
DHA   Department of Home Affairs
DOH   Department of Health
DOJ   Department of Justice
DSD   Department of Social Development
EE   Emerging evaluator
EFGS   Equity Focus Gender Sensitive
ERG   Evaluation Reference Group
FBO   Faith Based Organisations
FPB   Films and Publications Board
GBV   Gender-based violence
GEROS   Global Evaluation Reports Oversight System
HR   Human Rights
ICT   Information and Communication Technology
ICWRT   Institute for Child Witness Research and Training
ITU   International Telecommunication Union
KII   Key Informant Interviews
KZN   KwaZulu Natal province
LRC   Law Reform Commission
M&E   Monitoring and evaluation
MEL   Monitoring, evaluation, and learning
MNR   Model National Response
N/A   Not applicable
NCAGBV   National Council Against Gender Based Violence
NGO   Non-governmental Organization
NPA   National Prosecuting Authority
NSP   National Strategic Plan
OECD   Organization for Economic Co-operation and Development
POA   Programme of Action
PPT   PowerPoint Presentation
RCL   Representative Council of Learners
SA   South Africa
SAPS   South African Police Service
SDG   Sustainable Development Goals
TCCs   Thuthuzela Care Centres
ToC   Theory of Change
ToR   Terms of Reference

ToT	Training of Trainers
UN	United Nations
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
UNISA	University of South Africa
VAC	Violence against children
VAWC	Violence against women and children
VFR	Victim-friendly rooms
WHO	World Health Organization

EXECUTIVE SUMMARY

Background

Violence against children (VAC) has taken on a new dimension through the various types of online abuse. Covid-19 restrictions and developments such as online teaching highlighted the balance between internet access and protection of children. The Global Partnership to End Violence Against Children was launched by the UN Secretary-General in 2016 with the purpose of accelerating the end to violence against children. There are over 360 partners globally, including civil society organizations, governments, foundations, corporations, academic institutions, faith communities, and UN agencies. The End Violence Fund has invested $32 million in 37 projects for preventing and eliminating online child sexual exploitation and abuse. African country partners include South Africa, Namibia, Tanzania, Kenya, Uganda, Rwanda, Madagascar, and Ghana.

The UNICEF Global Partnership programme in South Africa aims to reduce high levels of VAC in the country and strengthen child protection from online violence through the safe use of the internet. The initiative began in May 2018 when UNICEF implemented the programme in partnership with key government departments including the Department of Social Development (DSD) and Department of Basic Education (DBE). The programme sought to:

- understand the extent of the problem and the gaps in policy and implementation;
- undertake a consultative, participatory and cross-sectoral process to build commitment and ownership in addressing the issue;
- identify appropriate prevention and response actions that could be integrated into relevant legislation, policy, and capacity-building efforts for service providers; and,
- engage with industry to implement online safety standards and complement this with practical, tested interventions to build knowledge and skills of children, caregivers, teachers and communities on online safety.

As this programme was essentially a system programme it did not exclusively work with children (rights-holders) as the ultimate beneficiaries but focused on capacitating the duty-bearers (those who interact with children, provide services to them, develop legislation, and enforce the law). The four main pillars or subsystems of the programme included:

1) Children, families, and communities protect children from online violence and help access services when needed
2) Children benefit from key services that help children stay safe online and respond to the needs of child survivors
3) Information and Communication Technology (ICT) industry implements standards and measures to prevent and address online violence
4) National authorities and civil society have increased their knowledge of online safety and their commitment to addressing it

EVALUATION OBJECTIVES

This is a summative evaluation of the Global End Violence Fund Programme of the United Nations Children's Fund (UNICEF) in South Africa. The purpose of this evaluation is to assess the aspects of relevance, coherence, efficiency, effectiveness, and sustainability and understand progress toward outputs and outcomes (see Annex I). Considering these criteria, and describing progress towards output and outcome results, only provides a limited picture of the true value of the programme in system transformation. Therefore, the evaluation also focused on providing a description and assessment of the system structure

and dynamics and guides on how to leverage points and processes in the system where children can be engaged more effectively. The impact on the ultimate target beneficiaries (children) was not expected at this time and so the programme focused on system transformation and programme structure rather than longer-term results. As a result, children were not included as respondents. The South African and global UNICEF Child Protection units, the Evaluation Reference Group (see Annex II), and the Global Partnership to End Violence will use the findings primarily for reflective purposes (see Annex III).

Evaluation methodology

A conceptual model of the system structure and programme interventions using a theory of change was constructed and used to guide the tracking of results. Integrating traditional evaluation standards (relevance, coherence, effectiveness, efficiency, sustainability, and reporting on progress) with system evaluation criteria (including system structure, boundaries, dynamic, interrelatedness, and leverage points) ensured that the evaluation could capture and report on both dimensions.

The study is a summative, external evaluation. It is descriptive and based on mostly qualitative data. The evaluation methods included desk reviews (of programme documents and wider literature), KII, online surveys, and secondary data. All ethical principles were applied both during engagements with respondents (held remotely due to Covid-19 precautions) and the data management.

The biggest challenge was the gap in programme monitoring data and recommendations regarding the development and implementation of a formal monitoring and evaluation (M&E) system are made. An additional challenge included the need for repeat invitations for some parties. Although it was not necessary or feasible to include children as participants in this evaluation, this will be critical in the future to ensure their engagement when the system is functional and reaching children.

Key conclusions on findings

The main systemic conclusion of the evaluation is that the foundation for the system to function was established, including system-wide awareness of COS and the generation of essential knowledge and training materials. The overall commitment of the stakeholders was raised (except for SAPS, justice, and the ICT industry) and the shift from awareness to practical skills and behaviour change is not yet evident.

Progress towards output and outcome results
The output results generally exceeded the targets for the programme, although the reported reach of more than 1.2 million children needs clarification and disaggregation to reflect on the groups reached and the most effective methods used. Peer-to-peer dialogue, the most effective strategy, needs more definition and rollout. Training of Trainers for interventions with parents and caregivers, as well as the incorporation of modules in existing parenting programmes, all took place. Training of religious leaders raised awareness but the influence on the broader communities requires the inclusion of other community groups.

The most significant contribution was the generation of knowledge for the system through the Disruptive Harm research study. The training materials developed (social service workers, educators, SAPS) were of high quality, though the training of educators was limited to two districts in the Eastern Cape. The method to reach social service workers through accredited online modules for CPD was effective. SAPS and justice officials still need to be trained and the guidance of other service providers, such as community-based workers, mental and health care workers, and NPA, among others, to children is recommended.

Commitment on a national level was high for some government departments (including DSD, DBE, and FPB) while others would need stronger relationship-building activities and awareness of the implications of thinking and working systemically. Civil society, a stakeholder group with a huge potential contribution, was not optimally included. Some national child rights NGOs participated in training events but their contributions in advocacy, service provision and implementation of programme activities were not evident.

The outcomes have not been realised at this stage of the programme as the intended results hinge on further strengthening of the system. Repeat measures, such as a follow-up Disrupting Harm study and the evaluation of the next phase, will provide information on targets reached for outcomes in the future.

DAC criteria and equity
The results of the DAC criteria varied between programme components and within the different pillars of the programme. Relevance and effectiveness were generally rated high and coherence and sustainability low.

Relevance
The UNICEF programme was relevant to the time, needs, and situation in South Africa and contributed to global efforts. Some components need more directed effort (ICT and service provision) while additional government departments and civil society need to be included. The programme was relevant to the reform needed in legislation and will expand once the knowledge it generates is disseminated more widely. The Disrupting Harm study made a significant contribution locally and internationally.

Coherence
The programme's knowledge generation contributed significantly to global efforts, such as the Global Partnership to End Violence alliance's We Protect programme and the SDG targets 5.2, 8.7, and 16.2. However, coherence within the system was low and there was limited collaboration between subcomponents and within the components of the programme.

Effectiveness
The effectiveness of the programme was linked to knowledge generation. System-wide awareness of COS was achieved and although more effort will be needed to roll out the training to other stakeholders not yet included in the programme activities, the high-quality materials developed thus far will enable this. Children need to be engaged in innovative methods other than the wider media advocacy used so far, including peer-to-peer dialogue using existing leverage points such as the learners' representative council structures at schools. The effectiveness of the system will be improved through a dedicated and inclusive steering mechanism with representation from all stakeholder groups. Including children will highlight the uniqueness of the COS system and its challenges and reveal innovative and relevant solutions.

Efficiency
The programme had two no-cost extensions to complete some activities affected by the Covid-19 pandemic. The extensions did not influence the quality of programme delivery or the allocation of budget items. The optimal use of partner and consultant skills and structures (including existing processes) enabled a cost-effective programme.

Sustainability
The sustainability of the programme results was generally low. Some activities did not take place and the replacement interventions did not achieve the desired effect. In this regard, the ICT industry's commitment is critically needed. The practicability of the knowledge generated is high, but without dissemination of the information to all stakeholder groups, it will lose its effect. Despite this, the sustainability of the system itself was high. This was mostly due to the structural integrity of the system as it was based on existing networks and procedures (mainly based on government structures).

Equity and gender responsiveness
The programme did not address gender or equity directly. Strengthening the system focused on the assumption that all children with access to the internet were equally at risk and that structures should be in place to provide blanket protection. Targeted interventions for groups identified as more vulnerable need to be included in the next phase of the programme. Children's voices must be included on a continuous basis. Power discrepancies between stakeholder groups were evident with larger government departments being more likely to drive the process. UNICEF was able to harness these strengths but, going forward, an

approach of inclusiveness and participation of all stakeholder groups (including a wider range of government departments) will be needed.

System changes

The essential knowledge generated ensured a solid system foundation. The unique character of the COS system, including the range of victims involved, perpetrators who are children, the technical skills of children that frequently surpass those of adult caregivers, and the mixture of physical and online violence, makes treatment and prevention distinct from general CP issues. Furthermore, solutions such as simply avoiding the threat are not applicable. This was highlighted by the Covid-19 pandemic's implications on education and learning. The COS system needs to be recognized as unique.

There was limited interaction between stakeholders and even within sub-systems. It is important to consider the dynamic nature of the system where a balance needs to be maintained in controlling and regulating the access of predators whilst ensuring internet access to all children and providing protection and treatment to those affected by online vulnerability and violations. There is a need for the inclusion of other components as well as stakeholder groups within a component (for example, diversification of training to community members). Understanding the dynamic nature of the interaction between the system's components and the system-wide implications of change within subsystems is critical to its strength.

The most important consideration is the use of touchpoints in the system where stakeholder groups can be engaged. Leverage points in the system where the interventions can be more effective need to be identified and used. These include RCL systems in schools, the involvement of CBOs that work with children, and online games and applications.

Good practices and lessons learned

There were four good practices in the system that should be highlighted:

1) The recognition that system transformation is needed and that this should be addressed systemically
2) Building a solid foundation of knowledge about the system on which to base interventions
3) Incorporating the key subsystems
4) Identifying peer-to-peer dialogue as an effective method to engage children

The lessons learned include programme implementation using a system approach and delineating the boundaries of the Child Online Safety system within the Child Rights strategy. There are elements not included in the Child Protection system and a solution should be sought outside those traditionally used for violence against children.

Recommendations

Recommendation 1:

UNICEF South Africa COS programme staff should strategically reflect on the systemic nature and boundaries of the COS system, how it influences the second phase of the programme, and how the various programme interventions and stakeholders fit into the broader COS system. UNICEF CP staff can then influence the higher-level understanding and implementation of systems-thinking in key government departments such as DSD and DBE.

(Priority: high; Timeframe: immediate; Responsibility: UNICEF CP)

Recommendation 2:
UNICEF South Africa COS programme staff should ensure that the important stakeholders targeted in the original programme proposal and who were not reached are included in the second phase of the programme (ICT industry, CS, DCDT, SAPS, and DOJ). UNICEF South Africa can likewise play an important advocacy role in advocating for the inclusion of additional stakeholders (DHA and DOH) and enhancing relationships between subsystems and stakeholders.

(Priority: high and critical; Timeframe: immediate; Responsibility UNICEF CP)

Recommendation 3:
UNICEF South Africa CP technical advisors should play a coordinating role in identifying touch points (spaces where children and community members can be engaged) and leverage points in the system that offer the greatest impact and then communicate this to the implementing partners as a high priority.

(Priority: high; Timeframe: short-term; Responsibility: UNICEF CP manager and those providing technical support to partners)

Recommendation 4:
The role-players in the COS system and the programme as managed by UNICEF South Africa should move from awareness activities to more specific interventions. This includes expanding the depth of work with children beyond just reach, and including and strengthening other system structures and components. UNICEF South Africa is uniquely situated to influence the strategic move to more targeted interventions.

(Priority: high; Timeframe: short term; Responsibility: UNICEF COS programme and all other implementing partners)

Recommendation 5:
UNICEF South Africa COS staff and its research partners should investigate and identify the most vulnerable and marginalized groups in each sub-system, address power issues that threaten COS and prevent optimal intervention, and measure changes for these groups.

(Priority: high; Timeframe: long-term; Responsibility: UNICEF CP and MEL; research partners, SAPS, DoJ, NPA)

Recommendation 6:
UNICEF South Africa MEL should urgently develop a functional and dynamic M&E system for the UNICEF COS programme (phase 2). The system should allow reflection on progress towards targets and capture and reflect on system transformation.

(Priority: critical; Timeframe: immediate; Responsibility: UNICEF CP and MEL)

Recommendation 7:
UNICEF South Africa and DSD should urgently prioritize the sharing of research, such as the Disrupting Harm and Kids Online studies, as well as the knowledge generated, and lessons learned during the material development efforts.

(Priority: urgent for other activities to follow; Timeframe: immediate; Responsibility: UNICEF CP, DSD, research, and development partners

Recommendation 8:

UNICEF South Africa should influence the collaborative process to develop a South African Model National Response with whole system participation, including child representation.

(Priority: high; Timeframe: immediate; Responsibility: UNICEF CP and all stakeholder groups, not dominated by any single entity or government department)

Recommendation 9:

UNICEF South Africa should ensure that future programme evaluations include children's voices and strategically plan for a subsequent Disrupting Harm study.

(Priority: medium; Timeframe: long-term; Responsibility: UNICEF South Africa MEL, research consultants)

1. INTRODUCTION

This evaluation report describes the system transformation of the UNICEF, Global Partnership funded programme to strengthen the online safety of children in South Africa (May 2018 to December 2021). The report is based on UNICEF Global Evaluation Reports Oversight System (GEROS) quality assurance standards. It was submitted to UNICEF South Africa on the 14th of April 2022 and presented to the Evidence Reference Group (ERG) on the 4th of May 2022 with feedback incorporated to finalize the report. See Annex I for the Terms of Reference and Annex II for the ERG composition.

The objective of the report is to: describe the background of the evaluation; explain the scope, purpose, and methodology; report on the findings, conclusions and lessons learned; and propose recommendations. The key activities included:

- Preparation for data collection and undertaking of data collection from identified targeted stakeholders, including the processing of the collected data.
- Providing a technical and analytical overview of all relevant documentation received so that programmatic data and documents for output analysis can be compared to funding obligations.
- Analysis of activities, frequencies, and trends during the life cycle of the Strengthening Children's Online Safety Programme.
- Stakeholder interviews for triangulation of programme data and evidence as part of the qualitative component of this external evaluation.
- Drafting the preliminary and final reports according to UNICEF's quality assurance guidelines.
- Developing and delivering a presentation of the draft results to stakeholders for feedback and input.

The main issues that arose during the review phase included:

- A Monitoring and Evaluation (M&E) system and database that could integrate the information from the different subsystems was not available for review, making a traditional results-focused evaluation difficult. As this programme worked towards system transformation, analyses of results were supported by system transformation analysis to ensure that valuable changes occurring in the system but not captured in the traditional logframes were made visible. It was decided during the inception phase that less focus would be placed on the assessment of results (outputs and outcomes) and the impact on children would be excluded as this was not reasonably achievable within the programme's lifetime. The focus thus remained on system transformation and identifying gaps and leverage points in the system to be addressed.
- The data collection phase occurred during the financial year-end for most government departments and organisations (31 March). This impacted availability of key collaborators but, other than delays in data collection, this did not affect the data quality. The challenge was alleviated through repeat invitations and the commitment of the key stakeholders to contribute to the evaluation.

The report is structured to include the background and context, the UNICEF programme, evaluation scope, conceptual framework for evaluation and theory of change, methodology, results, conclusions (with good practices, lessons learned), and final recommendations. The results include discussions of the traditional criteria followed by the system changes.

2. BACKGROUND AND CONTEXT

This section presents the evaluation within the broader global and national context and, more widely, the violence against children (VAC) narrative. This is specific to the situation of VAC in South Africa and its linkages to the online safety of children.

2.1 Child welfare and safety globally

Child welfare is a high priority globally, with the Convention on the Rights of the Child (CRC) adopted by the United Nations (UN) General Assembly in 1989. Target 16.2 of the Sustainable Development Goals (SDGs) calls on all countries to "*end abuse, exploitation, trafficking and all forms of violence against, and torture of, children*" by 2030. Other SDGs include Target 5.2 (the elimination of all forms of violence against women and girls) and Target 8.7 (eradicate child labour and human trafficking).

The World Health Organization (WHO) leads the development of an evidence-based technical package called *INSPIRE: Seven strategies for ending violence against children*. The seven strategies, that also form part of the UNICEF Online child protection programme, are: **implementation** and enforcement of laws; **norms** and values change; **safe environments**; **parental** and caregiver support; **income** and economic strengthening; **response services** provision; and **education** and life skills.

The Economist Intelligence Unit (2020) conducted the Out of the Shadows benchmarking study covering 60 countries (including South Africa) to evaluate stakeholder responses to sexual violence against children. The index includes four main aspects (environment, legal framework, government commitment, and the capacity and engagement of industry, social society, and media). The index found that: sexual abuse occurs within all contexts (rich and poor countries and settings alike); data and measurement are seriously lacking globally; and country action is mostly related to legal frameworks while performance varies greatly on government commitment and capacity.

2.2 Violence against children in South Africa, policies, and interventions

South Africa has high levels of violence against children (Meinck et al., 2016). The South African child homicide rate is 5.5 homicides per 100 000 children, twice the global average (Mathews, et al., 2013). Artz and co-workers (2016) reported that 34.4% of children experience physical abuse (compared to 23% global average) and 19.8% experience sexual abuse (compared to the global average of 18% for girls and 8% for boys). One in eight South African children report neglect (WHO, 2014). Mathews and Martin (2016) found that 85% of unnatural infant deaths were caused by abandonment. Older male children were disproportionately dying due to interpersonal violence with other males. The cost of VAC is extremely high considering its social, economic, mental, and physical health consequences. Save the Children reported the cost as R238 billion in 2015 (Fang, 2016; Hsiao, et al., 2018). Despite the cost, funding for interventions remains low and, similarly, implementation is lacking despite strong legislation and policies.

The legislation and policies include (South African Government, 2021): The Domestic Violence Act, 1998; The National Council Against Gender Based Violence (NCAGBV); **The Criminal Law (Sexual Offences and Related Matters) Amendment Act, 2007** (Act No. 32 of 2007)—also referred to as the Sexual Offences and Related Matters Act; The Children's Act, 2005 and the Children's Amendment Act, 2007; The Women Empowerment and Gender Equality Bill; The National Action Plan; and the Prevention and Combating of Trafficking in Persons. However, there is still no integrated service or holistic approach.

Some of the actions taken by the South African government (South African Government, 2021) include the toll-free Gender-based Violence Command Centre; the establishment of 11 Sexual Offences Courts; shelters for victims of gender-based violence and Thuthuzela care centres (TCCs)—one-stop centres that enable rape victims to lodge a case with the police and receive counselling and medical care; Victim-Friendly Rooms (VFRs); and a My Safety Plan to assist victims of domestic violence in escaping violent attacks.

2.3 Online violence

The United Nations Convention on the Rights of the Child includes the rights to expression, privacy, information, play, and protection from harm. Internet access can enhance or restrict children's opportunities. Key insights from the Global Kids Online report (UNICEF, 2019) are:

- **Children's internet access:** Home is the most common place for children of all age groups to access the internet, especially the youngest. Children mostly use a mobile phone to access the internet and they spend more time online during weekends. In some countries, children's access to the internet is equal, whereas in others, boys and older children enjoy better access.
- **Parental mediation and support:** Younger children receive more support and greater restrictions. Parents in middle-income countries (including South Africa) support children's internet use significantly less than parents in high-income countries, which leads to more diverse internet activities.
- **Online activities:** More access to, and experience of, the online environment led to new and diverse activities. Children in less affluent countries are far less likely to watch videos and play games online. Restricting some online activities may have the unintended consequence of also reducing engagement in other activities.
- **Digital skills:** Children's engagement in online 'entertainment' activities is associated with positive digital skills development. Restricting children's internet use harms their information-seeking and privacy skills. Supportive, non-restrictive approaches by parents to children's online activities are likely to be most effective in the development of positive digital skills.
- **Children's reporting of online risks:** Fewer than one-third of children were upset by exposure to something online in the past year, mostly related to hate speech, sexual content, being treated in a hurtful way online, or meeting someone after being introduced online. Watching videos, playing games, or interacting socially online do not leave children upset unless exposed to certain content or conduct (e.g., sexual content or harassment). The number of online activities in which children engage, the digital skills they develop, and the online risks increase as children get older. An enabling approach by parents to children's online activities slightly improves their development of digital skills and slightly reduces their exposure to online risks.

We Protect Global Alliance (2019) describes four lenses that create the sphere of harm. These include technology, offenders, victims, and socio-economic factors (see Figure 1).

Figure 1: Four lenses create the sphere of harm
(We Protect Global Alliance, 2019)

3. UNICEF: STRENGTHENING CHILDREN'S ONLINE SAFETY IN SOUTH AFRICA

The Global Partnership to End Violence Against Children was launched by the UN Secretary-General in 2016 to end all forms of violence against children by 2030. There are over 360 partners globally, including civil society organizations, governments, foundations, corporations, academic institutions, faith communities, and UN agencies. The End Violence Fund has invested $32 million in 37 projects for preventing and eliminating online child sexual exploitation and abuse. African countries included in this funding are South Africa, Namibia, Tanzania, Kenya, Uganda, Rwanda, Madagascar, and Ghana.

The UNICEF Global Partnership programme in South Africa sought to strengthen children's safe use of the internet and protect them from online violence. In May 2018, UNICEF, in partnership with key government departments, including the Departments of Social Development (DSD) and Basic Education (DBE), implemented the child online protection initiative under the Global End Violence programme. It sought to clarify the extent of the problem and the gaps in policy and implementation attached to it, as well as:

- Undertake a consultative, participatory and cross-sectoral process to build commitment and ownership to address the issue;.
- Identify appropriate prevention and response actions to be integrated into relevant legislation, policy, and capacity-building efforts for service providers.
- Engage with industry to implement online safety standards and complement this with practical, tested interventions to build the knowledge and skills of children, caregivers, teachers, and communities.

Other key stakeholders, such as the Department of Communications and Digital Technology (DCDT, previously called Telecommunications and Postal Services), Police (SAPS) and Justice (DOJ), the National Prosecution Authority (NPA), and key civil society organizations (CSO) were anticipated to join the action.

The aim was for all phases of the programme to be designed within the broader framework of the Model National Response (MNR) and INSPIRE Package and integrated within the broader strategies to promote internet access within South Africa whilst protecting children from all forms of violence, abuse, and exploitation. The approach sought to effectively link evidence, influence policy development and services for children, develop the knowledge and skills of children and caregivers, and outline industry standards concerning online safety. These measures were planned to be embedded within broader efforts related to the protection of children.

Specific deliverables were selected to form a comprehensive package to pilot the project's various components in an integrated manner. These included strengthening services, increasing the knowledge and skills of children, caregivers and communities, and implementing industry standards. The programme was budgeted at US$999,615 and targeted four primary stakeholder levels:

- The individual, family and community
- The services sector
- Industry (Information and Communication Technology [ICT])
- Systems

The four levels represented four pillars, or subcomponents, of the programme, targeting teams that could strengthen the online safety of children (Figure 2 illustrates the four pillars intended in the programme proposal). The programme did not focus on connections between the components and treated these as sub-programmes.
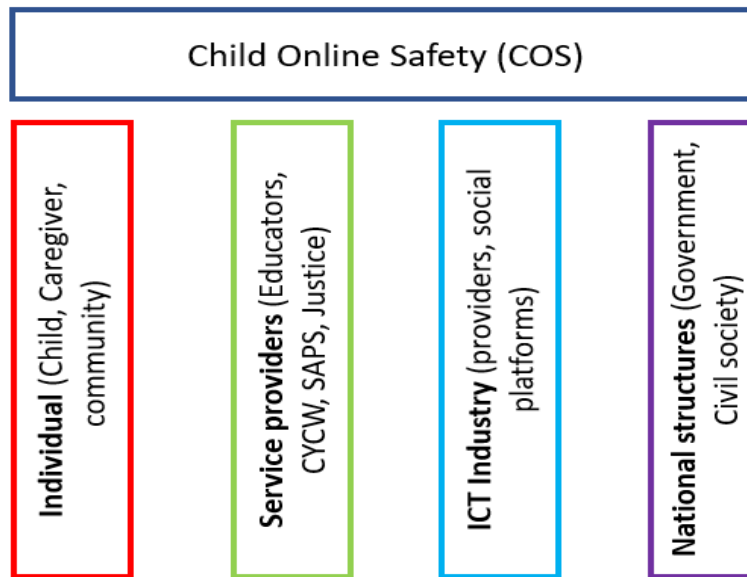
Figure 2: Subcomponents of the programme

As this programme was essentially a system programme it did not focus on children as the ultimate beneficiaries (rights-holders) but instead concentrated interventions on capacitating the duty-bearers (those who interact with children, provide services to them, develop legislation, and enforce the law). There was no targeting of specific groups based on age or gender amongst the stakeholders and beneficiaries. No demographic data was available for any of the beneficiary groups (parents, community members, and, ultimately, children) at the **individual level**. Training for community members was restricted to religious leaders regardless of age or gender. *Service providers, specifically educators,* were targeted geographically and training was offered to all social service workers and Child and Youth Care Workers (CYCW). The educators who undertook training came from two districts in the Eastern Cape province chosen for their convenience due to the Covid-19 restrictions. The Department of Social Development (DSD) offered online training to all registered social service workers. No police or justice officials were trained nor were any *ICT industry* members included in the programme. Most of the intended partners and stakeholders were *national* government officials and organizational personnel without specification for age or gender and no demographic data was recorded for any of these groups.

The intended outcomes for the respective subcomponents are listed below:

1) **Children, families, and communities protect children from online violence and help access services when needed.** Strengthen the knowledge and skills of children, families, and communities to enable children to use the internet safely and access services if they become a victim of online violence.
2) **Children benefit from key services that help them stay safe online and respond to the needs of child survivors.** Evidence would be used to integrate child online safety knowledge and skills into the existing capacity-building efforts of key service providers.
3) Information and Communication Technology (ICT) industry implements standards and measures to prevent and address online violence. Advocacy would be conducted with ICT actors, such as Vodacom, MTN, and Telkom for endorsement and implementation of the Guidelines for Industry on Child Online Protection.

4) **National authorities and civil society have increased knowledge and commitment to addressing online safety.** The proficiency and commitment of national authorities and civil society in addressing children's online safety would be strengthened.

The stakeholder map (Figure 3) attempts to illustrate the different levels of influence and interest for each of the stakeholder groups. Groups that were initially included in the programme proposal but not included in the programme activities are indicated with dashed lines.
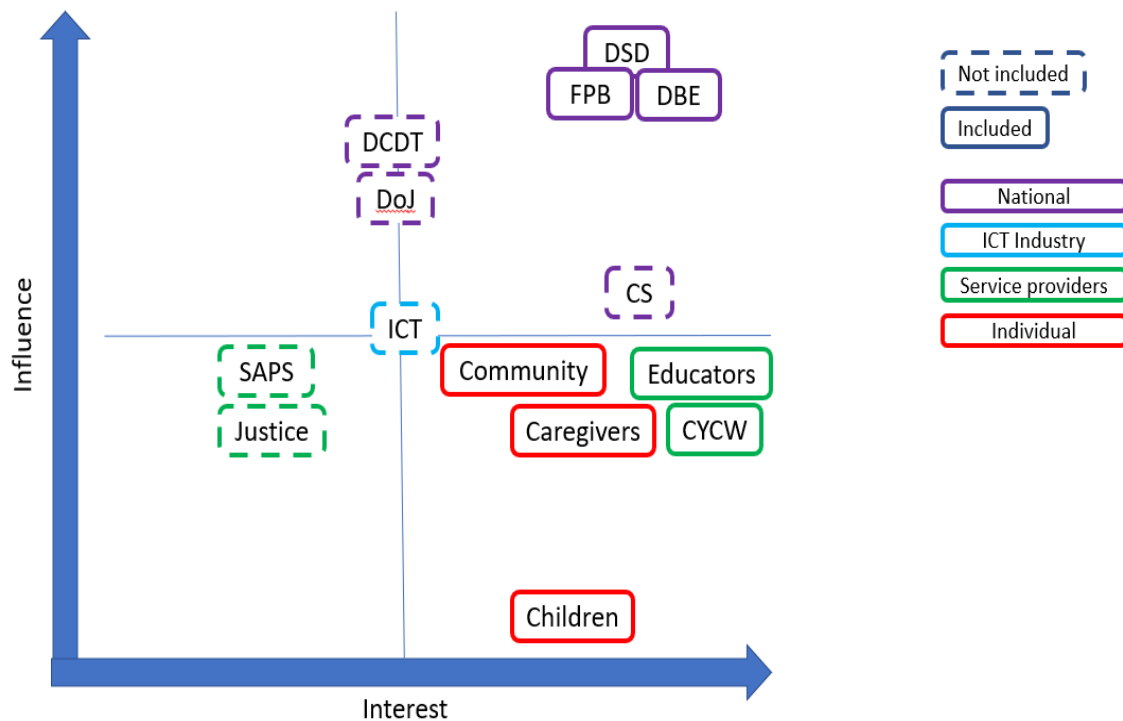
Figure 3: Stakeholder map

The specific activities planned for each subsystem (target stakeholders) are presented in Table 1 (Programme proposal 30 Sept 2017). The completion of the interventions, outputs, and outcomes was investigated during the review phase of the evaluation.

Table 1: Interventions and partners

TARGET STAKEHOLDERS	PLANNED INTERVENTIONS	PARTNERS
Children, families, and communities	A social mobilization initiative, which includes online safety, would be developed to address broader violence against children.	Development partners
	Tools, including a manual on online safety, would be developed and piloted to provide children, parents, and communities with key information and integrated into existing parenting programmes.	ICWRT

TARGET STAKEHOLDERS	PLANNED INTERVENTIONS	PARTNERS
	Mapping of existing initiatives and tools for children's online safety in South Africa.	
	A training manual would be developed to train 1,000 social service and justice professionals on online safety.	Development partner
	Child-friendly materials for online safety would be developed.	Development partner
	Meetings with corporate entities would be held in respect of guidelines from ITU.	Corporates including Vodacom, MTN and Telkom
	Training	Children, parents Community (Faith based organizations)
Child services (Education, Social, SAPS and Justice)	In collaboration with the DBE, the project would build upon the School Safety Framework and the e-safety in schools policy to increase children's access to the internet and the use of ICT learning in schools, and help educators protect children from online violence.	DBE
	A module on online safety would be included in the training curriculum for Child and Youth Care workers.	DSD
	Existing programmes for the police and justice sectors would be expanded to strengthen their skills and capacities to keep children safe online and hold perpetrators accountable. These would include the Police Family Violence, Child Protection and Sexual Investigations Unit and Sexual Offences Courts.	SAPS, Justice
ICT industry	A consultation would be held with key actors and international experts on the Guidelines to encourage their endorsement and share concrete measures that can be taken.	Corporates including Vodacom, MTN and Telkom
	Following the consultations, industry leaders would be supported and encouraged to implement concrete measures and share good practices as long as they fall within the government's legal framework.	Corporates including Vodacom, MTN and Telkom
National Authorities and Civil Society	Evidence and recommendations from the pilot study would be shared with stakeholders to guide relevant legislative and policy reform, such as the revision of the Programme of Action to address Violence against Women and Children and laws and policies related to sexual offences.	Civil society National VAC mechanism, Government departments: • DBE • DSD

TARGET STAKEHOLDERS	PLANNED INTERVENTIONS	PARTNERS
	National Policy Framework: Management of Sexual Offences meetings/work sessions.	• DCDT • FPB • SAPS • DOJ
	Online safety and protection of children will be explicitly addressed within the national VAC coordination mechanism and included in other relevant forums, such as school safety coordination mechanisms to endorse the We PROTECT Statement of Action.	National Steering Committee (represented by social development, justice, telecommunications, civil society, UN
	To address remaining data and evidence gaps, a nationally representative study on children's online activity would be conducted, along with a national assessment in line with the Model National Response. Disrupting harm study Kids online survey	UNISA – Youth Research Unit
	Endorsement of We PROTECT statement of action	National government: DSD

The following outputs and outcomes were envisaged (See Table 2).

Table 2: Outputs and outcomes

OUTCOMES			
Children, families, and communities protect children from online violence, and children are able to access services when needed	Children benefit from key service that help children stay safe online and respond to the needs of child survivors	ICT industry implements standards and measures that prevent online violence among children	Increased knowledge and commitment to address online safety within national authorities and civil society
OUTPUTS			
• Children have increased knowledge on how to protect themselves from online violence and where to access services when needed • Parents have increased knowledge about online safety • Communities awareness of how to protect children	• Educators have increased knowledge on how to effectively address online violence • Social Service Professionals have increased knowledge on how to effectively address online violence • Police and Justice actors have increased	• Increased commitment of key industry actors how to prevent and address online violence Industry implements key measures in-line with industry standards to protect children from online violence	• Evidence on online violence is available and used to inform relevant legislation, policies, and programmes • Online violence is systematically addressed within coordination structures on violence against children • Revised Integrated Programme of Action to address

from online violence is increased	commitment and capacity to address online violence		Violence Against Women and Children effectively addresses online violence against children

Geographical aspects

The programme focused on South Africa nationally. Online training for children included platforms such as Facebook, TikTok, and Twitter. Parents were reached through a module added to the Sinovuyo parenting programme as well as programmes by DSD. Targeting took place nationally through online and televised webinars (SABC and ETV). The training of educators focused on two districts in the Eastern Cape Province as a starting point, with 100 educators from each trained in Mthatha and East London. There were no further specific targets or proportional representation based on socio-economic status or geographical location, although in-person training of service providers favoured rural areas (as mentioned regarding the training of educators).

Timeline of programme implementation

The programme started on 23 February 2018 and envisaged to end on 26 February 2021. Two no-cost extensions were granted due to the effect of Covid-19 restrictions on programme activities. The first extension was to 31 August 2021, with the second stretching to 31 December 2021.

3.1 Programme assumptions

The programme assumptions (based on programme documents, literature on the topic, and implicit to the justification of the programme) included:

- The project stems from evidence that online violence is strongly correlated to other forms of (offline) violence and applicable responses must be incorporated.
- Increased knowledge and understanding of the gaps in information and interventions will guide the programme and national structures (government and civil society) to change the systemic environment (through policies, guidelines, and national mechanisms).
- There is goodwill from key gatekeepers and commitment from all partners, including the ICT industry.

The programme funding proposal listed assumptions related to implementation risks. These included:

- Despite support from key government Departments, including DSD, coordination between government departments and actors from civil society and academia remain a challenge to combat VAC.
- Violence against children is high on the SA Government's agenda but is a relatively politicized topic.
- Through the Kids Online Study, understanding and commitment to addressing the issue has been established within some departments but others are less engaged. Additionally, champions within particular departments may be redeployed at some point of the programme.
- There is a need for timely integration of this issue within ongoing legislative and policy reforms and a risk that the evidence from the national representative evaluation will not be ready to guide these efforts.
- The online safety risk and high visibility of incidents of child sexual exploitation in media may create an overly restrictive approach to children's online usage among the public, parents, and service providers.
- The project must carefully balance promoting safe online use by children while mitigating the aforementioned risks.

The Covid-19 pandemic impacted programme implementation (delayed and cancelled activities) and the evaluation (limiting face-to-face interactions with stakeholders). The pandemic demonstrated implications

for online violence as it compelled children to learn online and through home-schooling (End Violence, 2021). It highlighted the benefit of internet access and accelerated the implementation of protective measures by some partners, such as DBE.

4. EVALUATION OBJECTIVE AND SCOPE

4.1 Aim, purpose, and objectives

This is a summative evaluation of the Global End Violence Fund Programme of the United Nations Children's Fund (UNICEF) in South Africa. The programme aimed to strengthen the online system by ensuring children are safe online and able to access support should they fall victim to online abuse. The Evaluation provides observations on the efficacy of the programme to empower front-line workers and service providers, including educators and social service providers such as Child and Youth Care Workers (CYCW), communities, families, and children themselves.

The purpose of this summative evaluation is to assess relevance, coherence, efficiency, effectiveness, and sustainability. The specific objectives of the evaluation, as per the terms of reference (See Annex I), were the following:

1) Assess the outcomes and outputs of the programme implementation in line with the set objectives.
2) Critically analyse the effectiveness and efficiency of the programme outcomes and outputs.
3) Provide lessons learned and recommendations aimed at informing programme improvement in addition to assessing the ultimate value of the program to participants and stakeholders.
4) Provide lessons learned and best practices to share with the Global Partnership and other countries.
5) Gauge the extent to which the objectives in safeguarding children online have been achieved in consideration of child rights and gender equity.

The evaluation will also assist to:

- Inform programme users of the relevance of the programme in awareness and knowledge building.
- Document lessons learned and share instruments derived from the Partnership investment.
- Serve as a baseline to develop the Model National Response (MNR) for South Africa (SA).

4.1.1 Audience and use of evaluation findings

The primary audience for this evaluation is the stakeholders of all the subsystems that form part of the broader child online safety (COS) strategy, including government departments, civil society, research and development partners, and service providers. The South African and global UNICEF Child Protection units and the Global Partnership to End Violence will use the findings to review. Factors such as awareness, availability, and the use of monitoring data will be used to inform programme staff. The report will also guide the redirection of activities, the importance of finalizing incomplete activities, and the need to include stakeholders who were left out of this phase of the online child safety activities.

The Evaluation Reference Group (ERG) will be responsible for the dissemination and application of the evaluation findings. The ERG will supply recommendations to relevant partners, including government departments, civil society, business, and academic institutions. This includes recommendations for the development of the Model National Response (MNR) for the online protection of all children across the six pillars of the MNR. Within the context of the Global Partnership, the evaluation would serve to document the work South Africa has done in the online protection space. The constitution of the ERG in Annex II, and the intended users and stakeholders of the evaluation, are presented in Annex III.

4.2 Scope of the evaluation

The scope of this evaluation covered national programme activities in South Africa. The activities under evaluation were implemented in May 2018 and scheduled to conclude in August 2021. However, the global pandemic saw the programme activities concluded during the inception phase of the evaluation (31 December 2021). The evaluation centred on programme activities and an analysis of their relevance, coherence, effectiveness, efficiency, and sustainability. As per the project plan (described in Section 3 and Table 1), the main activities of the programme consisted of:

- Developing a tool for communication and dialogue.
- Drafting messages to raise awareness of online protection for caregivers and children.
- Developing a training toolkit for online protection.
- Undertaking training of various sets of duty-bearers in online protection.
- Undertaking a national assessment to gauge the extent of child rights violations.

The evaluation scope did not include measurements or verification of the programme's impact in strengthening the child online safety system and it was unlikely to have impacted children during this phase of the programme. The evaluation also excluded children as respondents since the goal was system transformation. Additional data within the research reports provided insights into the needs of children and the challenges they experience. The evaluation did not assess training events (including knowledge transferred) since this role fell to the monitoring system for immediate feedback to the programme and the aim was system transformation rather than knowledge levels. The evaluation attempted to determine the application in training service providers (educators, social service workers, and religious leaders) and its practical value in strengthening the system.

The systemic nature of the intervention is important, and a systems approach was used to assess transformation within the system and its sub-components. This did not change the scope of the evaluation but provided a separate conceptual model to evaluate the programme (Annex I: Terms of Reference - ToR). For more information on the Evaluability Assessment see the Inception Report. The evaluating consultant was tasked with the following responsibilities:

- Retroactively reconstruct a programme theory of change (ToC).
- Conduct an assessment at the initial phase of the evaluation to inform refinements to the preliminary evaluation questions and evaluation design.
- Review proposal documents, project agreements, reports, surveys, training tools, and materials produced under this partnership structure as per the initially agreed result framework.
- Assess and analyse the quality and content of all documents and tools produced because of the aforementioned investment.
- Keep all instruments and records of relevance to UNICEF and DSD on a central database.
- Evaluate the programme results.
- Document partnerships developed throughout the project.
- Prepare the interview tools to assess the satisfaction of partners as part of the qualitative component of this evaluation and conduct interviews with stakeholders involved in the project.
- Present initial findings and results to UNICEF and members of the Evaluation Reference Group.
- Provide a draft inception and evaluation report with preliminary recommendations to the Evaluation Reference Group for validation.
- Compile the final inception, draft, and evaluation reports based on periodic feedback from stakeholders.

4.3 Assumptions of the evaluation

Of the assumptions made during the evaluability assessment and inception phase, the most critical was that the programme worked towards system transformation as this was the focus of the programme. The implication was that children would ultimately be served by the transformed system. However, children need to be included in the next evaluation to assess how system transformation affected them.

No causality was attributed. The theory of change was constructed, and iterative adaptations were made as data revealed system changes.

Regarding data collection, the following assumptions were made:

- **Documents would be available for review** – correct assumption.
- **Respondents were available** - commitment was initially lower than expected but additional effort was made by the evaluator and the programme staff, which resulted in adequate responses and data saturation.
- **Timely access to the documents and the data** – correct assumption.
- **Adequate data to perform basic descriptive statistics** – calculations of reported data were not possible as no M&E system and database was designed or used for the programme. This was in part due to the nature of the programme working with different subsystems and not being able to provide a clear formula for the calculation of these numbers. This gap is addressed in the findings and recommendations.
- **Data would be available from different subsystems to reflect all perspectives of the system** - some subsystems were in a more advanced transformational stage than others. Others were not actively part of the programme (e.g., the ICT industry) and their views could not be included in the evaluation. Data saturation from the contributions was reached and triangulation ensured the trustworthiness of the data related to completed activities.

5. CONCEPTUAL FRAMEWORK AND THEORY OF CHANGE

5.1 Theoretical basis of evaluation

The evaluation used systems thinking since the programme's aim was the transformation of the whole system as it ultimately engages with children and ensures their online safety (Van den Berg, Magro, & Adrien, 2021). It was important to understand the system structure and the changes over time in relation to the programme. The bio-ecological system model views the child within distinct subsystems (Figure 4). Whilst the evaluation did not focus on children specifically, it continuously and intentionally considered all systems affecting a child's development (Bronfenbrenner & Morris 2006; Madeline 2017; Psychology Notes HQ. 2019). Subsystems in this model included the **individual**; microsystem (**family** and **community**); mesosystem (**service** level); macrosystem (**national authorities** and **civil society**), and other contextual and environmental factors. This approach allowed a human rights and equity focus gender-sensitive (EFGS) lens to be used as the scope of the evaluation included power relations and their implications for the transformation of the system.
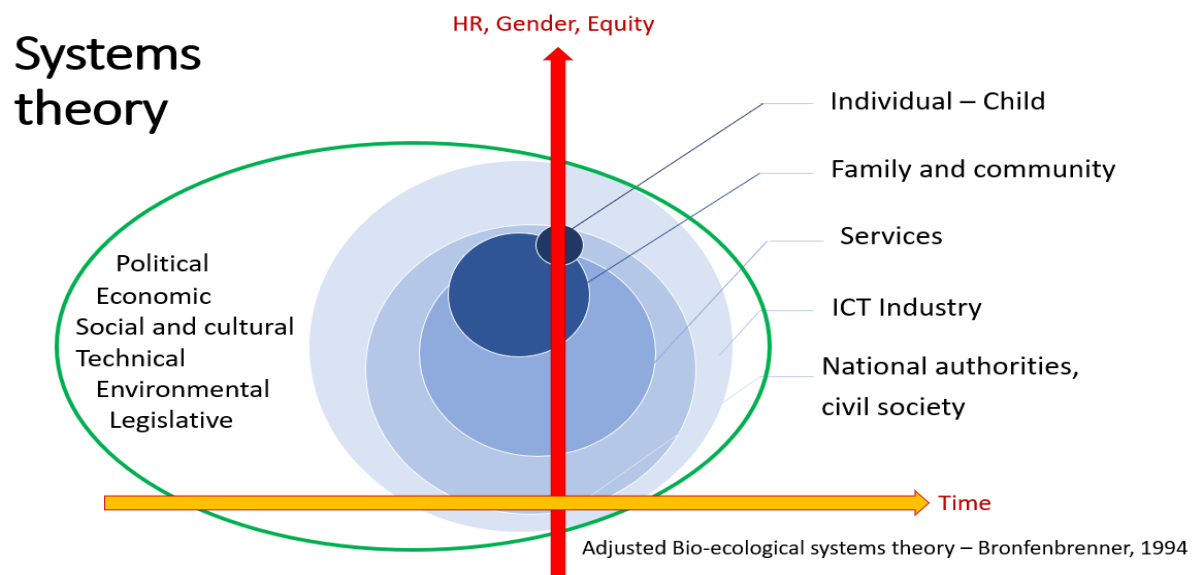
Figure 4: Theoretical framework

5.1.1 Working conceptual framework for evaluation

The conceptual framework allowed the evaluation to merge the perspectives of different groups and subsystems, allowing a deeper understanding of the whole system's structure, the changes within the system, and its parts (inter-dependence). The conceptual framework highlighted the different role players in the system working on protective measures for internet use, mitigating actions, and reporting options for those who fall victims to online violence. The child remains the ultimate target beneficiary of the system transformation focus.

5.2 Programme Theory of Change

The logframe described the programme theory (see Annex IV), which is traditionally defined more linearly even if the programme is complex. The representation in Figure 5 shows the four pillars (blue) of the programme with the main stakeholders (light blue) being affected. The outputs of interventions (light green) lead to shorter- and longer-term outcomes (orange) and the ultimate expected impact (yellow) on child safety and treatment offered to victims of abuse and online violence. There are limited interrelations between the interventions and outcomes of the four sub-components of the programme.
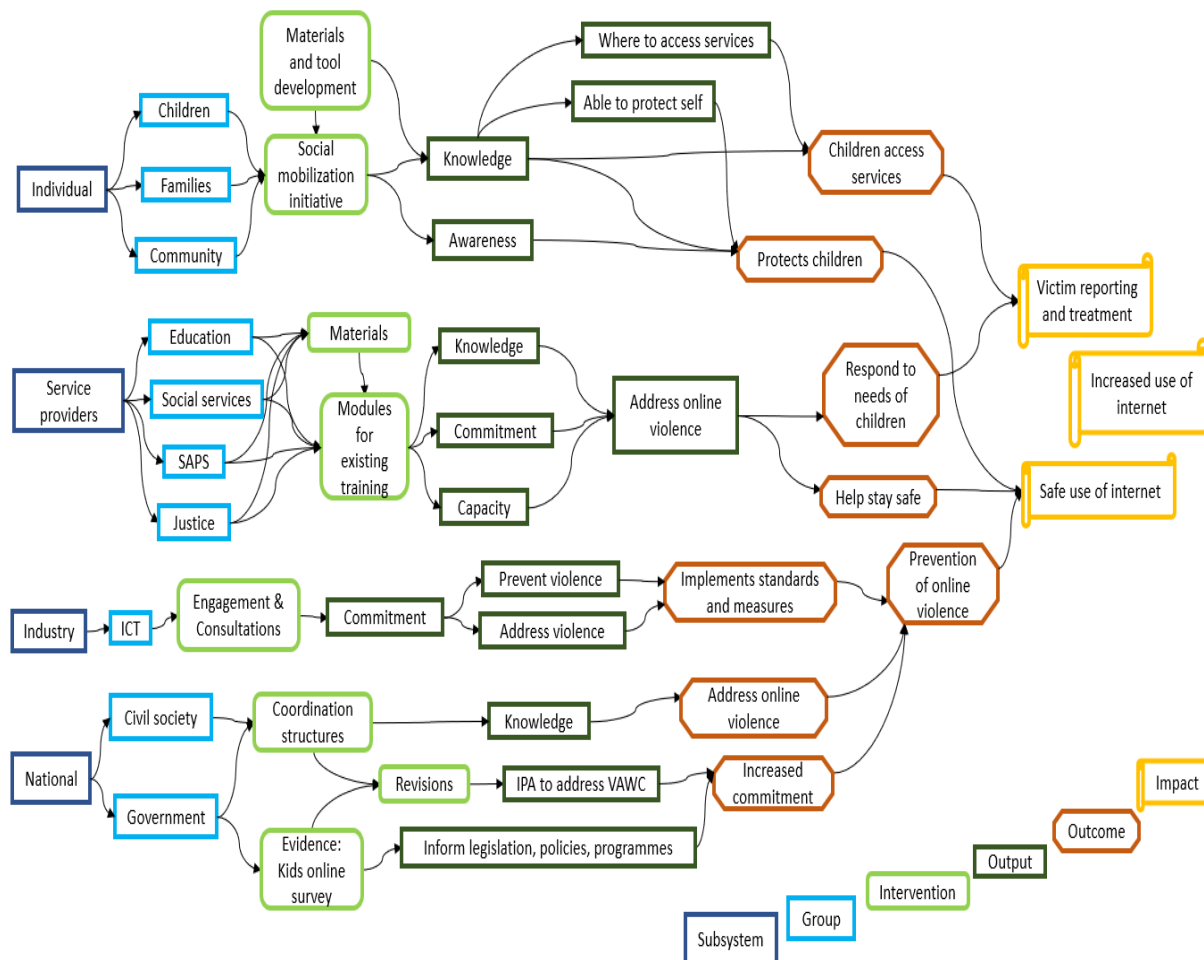
Figure 5: Theory of Change – traditional linear

However, the programme's aim was to bring about and strengthen the system and its subsystems, a complex structure with many interrelationships between the four subsystems targeted in the programme. Figure 6 represents an alternative ToC with the same programme but focused on the interactions between subsystems or pillars. The intended system transformation is then a consequence of changes in one system affecting changes in other sub-systems and dynamic interactions between its components. Not only are there subsystems within Child Online Safety (COS), but the COS system forms part of other larger formations, such as child protection (CP) and internet provision systems amongst many others. The interaction between all these systems and sub-systems is critical to strengthening the COS system and

goes beyond interventions to a specific stakeholder group. The child is not only a recipient of the programme intervention but sits at the centre as the ultimate beneficiary, of the many systems.
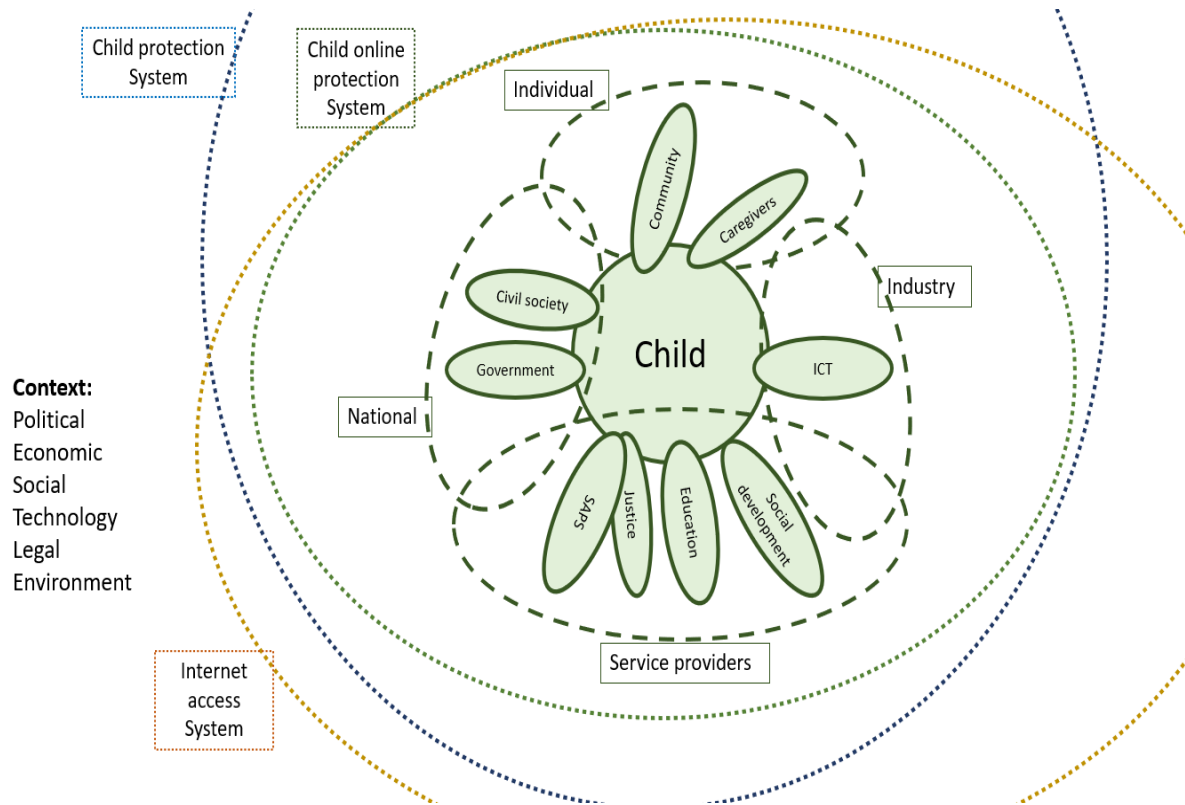
Figure 6: Theory of Change – adapted to illustrate system

6. METHODOLOGY

The evaluation was a summative external evaluation. It was explanatory based on mostly qualitative data from key informant interviews (KII) with some data from surveys. The evaluation questions and methods are human rights-based (including child rights) and gender transformative and consider equity of various groups.

The evaluation was conducted in accordance with United Nations Evaluation Group (UNEG) Norms and Standards for evaluations and the inception and evaluation reports were developed in line with the UNICEF Global Evaluation Reports Oversight System (GEROS) quality assurance standards.

The methods described systems changes and transformation and aimed to understand the progress, achievements, and shortcomings of the implemented programme on the respective subsystems and the system as a whole. Although no causality was attributed, descriptions of the system transformation ensured realistic recommendations, lessons learned, and good practices.

6.1 Evaluation criteria and questions

The Organization for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) criteria of relevance, coherence, effectiveness, efficiency, and sustainability guided the evaluation. Additional questions focused on descriptions of the system and any transformation achieved. Less emphasis was placed on investigating progress towards targets set for output and outcome results, and impact measurement was not included in the study (due to the early transformational stage of the system).

The main questions for each of the criteria are listed below. The full evaluation matrix, including the sub-questions, indicators, data sources, and methods are available in Annex V. The questions were refined at various stages of the preparation phase, including the evaluability assessment and iterative feedback from the Evaluation Reference Group (ERG).

- Relevance:

  - To what extent did the programme intervention's objectives and design respond to beneficiaries and partner institution's needs, policies, and priorities, and will it continue if circumstances change?
  - Were the objectives and design of the interventions sensitive to the economic, environmental, child rights, gender, equity, social, political economy, and capacity conditions in which they took place?

- Coherence:

  - To what extent were the programme's interventions aligned with national priorities and policies on safeguarding children online?
  - What would improve coherence and coalescence with relevant national norms, standards, priorities, and policies, including child rights, equity, and gender equality?

- Effectiveness:

  - To what extent were the programme's interventions achieved based on its objectives and results, including any differential effects across groups whilst factoring in gender and national equity considerations?
  - What were the significant factors influencing the achievement or non-achievement of the objectives, programme outputs, and outcomes?

- Were there any significant differential results by gender and subgroups, and what were the causes?

- Efficiency:

  - To what extent did the intervention deliver the planned results in a cost-effective and timely manner? Were resources used strategically, and was value achieved against the final investment?
  - What were the main factors that supported or impeded the delivery of programme results?
  - Were the chosen strategies the most cost-effective and efficient? Were there alternatives that could have worked better, and, if so, what were they?

- Sustainability:

  - To what extent were the net benefits of the programme's interventions likely to continue based on the institutional capacities and instruments developed via the programme?
  - Which factors could improve the programme's sustainability if it were to be expanded or replicated to sustain net benefits over time?

- System description and transformation

  - To what extent did the intervention produce or, is expected to produce, significant positive or negative, intended, or unintended results?
  - Were there secondary, or potential, consequences of the programme's interventions?
  - To what extent would changes in systems, behaviours, or norms be attained?

6.2 Data collection methods

The data collection included a broad range of stakeholders and data sources and utilised the following methods:

6.2.1 Desk review

Document reviews took place at various stages of the evaluation. They helped frame the approach during the inception phase and were used to extract evidence for various evaluation questions during the validation phase. The desk review involved an examination of programme documents and reports, materials and documents developed during the evaluation, and government policies and legislation. The literature review included research studies internal to the programme (e.g., Disrupting Harm and National Kid's Online) as well as external documents and research reports. See Annex VI for the list of documents reviewed.

6.2.2 Primary and secondary data from other sources

The programme proposal document (30 Sept 2017) described the plan to be developed and recommended that a Monitoring and Evaluation (M&E) system and tools would be produced for the programme. The tools and data sets were not realised so no data was available for verification. Progress towards targets as reported to donors could not be verified and calculations were not formalized to allow independent analysis. No monitoring tools (including pre-and-post-test data for individual training and social mobilization interventions) were developed or available to the evaluator, and neither were media monitoring and tracking data or minutes of meetings.

There was an expectation by the evaluator that secondary data would be available from partners (including civil society), government departments, and other sector stakeholders. Very little data and information on online safety exists nationally, however.

6.2.3 Key informant interviews

In-depth semi-structured interviews were conducted with key informants. These covered programme implementers and partners through to individuals and groups with viewpoints of the system and subsystems who could comment on system transformation. Annex VII reports on the key informants interviewed, the motivation for inclusion, and reasons for non-participation. 15 key interviews took place with the following groups:

- **UNICEF staff:** country office (CO), specifically Child Protection (CP).
- **Government departments:** DSD, DBE, Films and Publication Board (FPB), and the Law Reform Commission (LRC)
- **Research partners:** Bureau for Market Research (BMR) at University of South Africa (UNISA)
- Materials development partner
- **Programme implementing partners:** Media Monitoring Africa and Agape Youth Movement.
- **Civil society:** Teddy Bear Clinic and Save the Children South Africa.

None of the following groups were interviewed as they were not included or affected by the programme activities:

- Government stakeholders: The Department of Communication and Digital Technology (DCDT), Department of Justice (DOJ), Department of Home Affairs (DHA), and South African Police Service (SAPS) were not included in the programme activities.
- The Information and Communication Technology (ICT) industry (Google SA, Facebook SA, Vodacom, MTN, Telkom) was not included in programme interventions.
- Civil society (Childline) did not respond to repeated invitations to participate.
- Government departments such as DSD and DBE have dedicated national mechanisms for child protection. There is a need for an overarching national instrument dedicated to COS that consists of all relevant stakeholders, including civil society, the ICT industry, and children and their caregivers.

Modes of data collection
Due to Covid-19 restrictions data collection took place remotely via Zoom, Teams, or voice calls depending on the interviewee. No in-person engagements took place and all interviews were one-on-one between the evaluator and the interviewee. Audio was recorded to supplement notes and deleted once the notes were updated. The notes and audio-recordings were not shared with any internal or external individual or group.

Sampling
Non-probability, purposive sampling was used. The evaluation scope was national and targeted all subsystems, areas and locations covered by the interventions. Snow-ball sampling ensured other experts were included to offer additional insights. There was limited disaggregation of data as the informants included primary programme stakeholders and not large numbers of beneficiaries. The interviews explored equity and gender issues, particularly how power influenced programme delivery and which beneficiary were reached.

6.2.4 Online surveys

Online surveys were developed and used to engage with participants of training events. The groups included:

- **Service level participants:** 200 educators in the Eastern Cape
- **Social service workers**: 53 of 249 trainees completed the full programme
- **Faith-based organizations (FBO):** 35 of 45 trainees were contactable

The programme did not instruct caregivers and parents directly. The intervention was Training of Trainers (ToT) who would then disseminate the guidance to caregivers. The ToT took place but the trainers have not yet rolled out the training to parents and caregivers, who were therefore not included in the evaluation.

Some groups were not trained as per the programme plan. This generally due to Covid-19 restrictions on face-to-face meetings but also a lack of commitment from some departments during the time of the implementation. These groups included the South African Police Service (SAPS) and justice officials.

The focus of these surveys was on the practical application of the training in catalysing behaviour change amongst the participants and others who work with children. This provided data on progress in system transformation and implementation of online safety measures directly with children. It was not an assessment of the training events themselves or a test of knowledge levels.

Recruitment and sampling
Recruitment happened through emails (social service workers and educators) and WhatsApp (FBO) from contact lists provided by training implementation partners. An invitation and link to the survey was sent to all contactable trainees without sampling. Repeat invitations and reminders to participate were sent on three occasions to increase response rates and all responses were anonymous.

Survey Monkey was used for the distribution and administration of the online survey. The link was shared with all respondents without targeting. An average response rate of 26% was obtained, with a 24% rate coming from social service workers, 41% for educators, and 17% for FBO. As the survey sought a description of the respondent's experiences no control group was used. The response rate was acceptable as data saturation of open-ended, qualitative data was reached and no new insights emerged.

6.3 Tools

A generic set of questions was developed from the evaluation matrix (see Annex VIII). The questions were linked to codes for main evaluation questions as some questions were relevant to multiple main evaluation questions (for example questions and probes about coherence also revealed data on system structure). The questions relevant to each respondent group were extracted, and used to develop a specific tool, either Key Informant Interview (KII) schedule or an online survey. The generic question matrix and codes were used to ensure all the relevant questions were included for each respondent group. Annex IX presents the different tools used during the evaluation, which included:

- KII schedule for UNICEF staff.
- KII schedule for programme partners (service providers and government departments).
- Online survey for service level participants: Educators.
- Online survey for service level participants: Social service workers.
- Online surveys for community: Faith-Based Organisations.

6.4 Analytical approaches

6.4.1 Data analysis

The evaluation matrix (Annex V) was used to categorize and guide the document review and extraction of secondary data from other documents and data sets.

Key informant interviews: A framework was used to code the data according to the main evaluation questions. Each interview was analysed as a single unit immediately after the interview, using the audio recording to supplement the notes. An identifier colour code was assigned to each quote to determine the questions it related to. Multiple identifier codes per quote were possible as the data was arranged with a systems approach where answers could be relevant to the DAC criteria and the system description (see Table 3). The analysis was an iterative process with the same interview being coded repeatedly; immediately after the interview, again when new codes emerged, and finally, once all interviews were completed. Once the identifiers were compiled, the quotations for each evaluation question were thematically analysed, keeping them embedded in the interview to ensure the contextual relevance remained intact. The generic question matrix (Annex VIII) that steered the development of the different tools was used as a guide for this purpose. Additional information was tagged and used in the report wherever it was most relevant.

Online surveys: The data from the online surveys were extracted from Survey Monkey to Excel as raw data. Quantitative data were analysed using frequencies for close-ended questions. Open-ended questions were manually analysed using thematic and content analyses. The content analysis included coding the answers using the framework described above in Table 4. Some of the data contributed to other evaluation questions and stakeholder groups. Respondents often volunteered how they act as parents and caregivers to their children and this data was included with the parent perspective. The data were analysed per stakeholder set and the sets were compared only after the coding was complete.

Table 3: Coding and analytical framework

	U	P	D	R	S	CS	F	C	I
BA									
OP									
OT									
R									
C									
ET									
EC									
S									
I									
GE									
P									
V									
LL									
A									

	U= UNICEF staff - child protection and MEL
	P= Partner government departments (DSD, DBE, SAPS, DCDT, FPB)
	D= Developer of materials
	R= Research partners
	S= Service providers (Police officers, Justice officers, Educators, CYCW)
	CS= National Violence Against Children coordination mechanisms and civil society
	F= Families/parents/caregivers - trained
	C= Community- religious leaders - trained
	I= ICT industry actors
	BA=Background and assumptions
	Op=Output
	Ot=Outcome
	R=Relevance
	C=Coherence
	Et=Effectiveness
	Ec=Efficiency
	S=Sustainability
	I=Impact
	GE=Gender and Equalities
	P=Partnerships/Network
	V=Value for Money
	LL=Lessons learned
	A=Advice/recommendations

6.4.2 Integration, triangulation, and data saturation

Integration of data sources and information: The aim was to integrate multiple sources (document review—where verifiable secondary data existed, KII, and online surveys) and types of data to ensure a full definition of the system, its components, and its transformation. The analytical framework (Table 3) was the key component to guide the integration, most of which took place during the coding and analysis. Care was taken to ensure completeness and coverage of all stakeholder group perspectives and evaluation questions.

Completeness: The coding matrix aided the inclusion of all perspectives, particularly from stakeholders involved in the programme activities. The evaluator expected to interview 30 persons for the KIIs but only half this number participated. Annex VII was developed to catalogue participation and list reasons for each of the non-respondents to ensure all stakeholder groups were represented. This table was an online, dynamic shared document, updated daily and tracked by the evaluator and UNICEF staff. Repeated invitations were sent to make certain all stakeholders had an opportunity to participate (at least three repetitions). UNICEF CP staff assisted with an introductory letter and follow-ups if the evaluator had difficulty obtaining a commitment from the stakeholder. In some cases, another key informant was approached to contribute.

Where data was not available from the KII interviews it was sourced from documents and an extensive South African-based literature search (105 programme documents and research studies, see Annex VI). The Disrupting Harm study took preference over other studies and represented some perspectives that were not included in the interviews or surveys, for example, the issues raised by children and information on the ICT industry.

Triangulation: The main purpose of triangulation was to ensure the perspectives of all stakeholders were represented. Each evaluation question was answered by more than two stakeholder groups where it was relevant to them. The different perspectives were integrated as described above. Data discrepancies were scrutinised to ensure validity and analyse differences in the system. Discrepancies in most instances were related to different opinions rather than data error.

Data Saturation: The evaluator is confident that all perspectives were included and data saturation was reached for both the main evaluation questions and the sub-questions. Interviews continued even after saturation was reached to ensure that all perspectives were included and to clarify where information was contradictory or expressed different views.

6.4.3 Trustworthiness

Content, construct, and criterion validity were all addressed during the development of the data collection tools. Reliability was ensured by reviewing tools internally and externally and via pilot testing. Trustworthiness was ensured by triangulation of methods (KII, online surveys, and document and literature reviews), and validating secondary data with interviews, data sources, analysis, and interpretation. Trustworthiness and rigour of qualitative data and analysis used a four-pronged approach that started during the inception phase and continued to the dissemination stage.

- Credibility (comprehensive, trustworthy, and sensible explanations); through triangulation and member checking.
- **Transferability;** by keeping the contextual factors at the forefront.
- **Dependability;** keeping accurate recordings (and matching audio recordings with written notes).
- **Conformability;** through triangulation of data sources and member checking.

6.5 Ethics and quality assurance processes

6.5.1 Ethics

As an individual consultancy, ethical conduct was the responsibility of the consultant and a reflection of their attributes, such as integrity and credibility, as evident through her training and experience in development and programme evaluations and research studies. The consultant is impartial and has no conflict of interest in the evaluation or the programme. The consultant's core values guide her ethical conduct and ensure accountability to the management of the programme and the scientific and evaluation field. Her main principles include respect for all participants and wider stakeholder groups. She believes in transformation, participation, inclusion, and equity. As a gender specialist, a gender lens and sensitivity to cultural differences are applied to all studies. The consultant adhered to UNICEF child safeguarding principles and standards, including UNICEF's values of Care, Respect, Integrity, Trust, and Accountability (CRITA), and the UNEG ethical guidelines. All ethical principles were applied when engaging with participants and handling the data, including beneficence, non-maleficence, confidentiality, and privacy.

While participants may not receive direct benefit from this assessment, the information will be used to inform the design of any subsequent programme phases. The benefits of collecting a variety of information in a cost and time-effective methodology (as used in this evaluation) outweighed the potential risks. Information on the indicators added valuable knowledge on the progress towards transforming the system and achieving COS. There were no intrusive or invasive medical procedures or potential physical harm to any participant and questions required no sensitive or personal information to be shared.

UNICEF approached the key players, informed them of the evaluation and invited them to participate. The consultant followed up on this introduction and shared the letter from UNICEF (Annex X) and a detailed information document about the study, including ethical considerations. Consent was provided in person before the data collection. The informed consent form is attached in Annex XI. The interviewer explained the purpose of the evaluation, the process, and specific research ethics, including the confidentiality of all data and information. The right to decline to participate, withdraw from the evaluation at any time, or refuse to answer any question was explained to all participants.

All data sheets were kept confidential and secure, hard copies and written notes were locked in an office, and electronic information was password protected. Absolute anonymity cannot be guaranteed as the details and affiliation of each interviewee were known. However, no personally traceable information was shared during the writing of the report or dissemination of the results. Data analysis focused on cumulative information and the organizational level rather than individuals. Online surveys were anonymous and no individual tracking was possible.

To ensure transcripts were accurate, audio recordings of the interviews were taken with informed consent. All recordings were deleted upon completion of the notes.

No formal ethical review was required as no children were interviewed, no sensitive questions were included, and no invasive methods were used. This was cleared with the ERG during the inception phase. The ethics checklist used for this purpose is attached as Annex XII.

No children were included in the evaluation as direct respondents but it is critical to ensure future programmes (that cascade or work on different subsystems) include child voices. In those instances, appropriate ethical clearance will be needed in both the programme and evaluation designs.

6.5.2 Quality assurance

The evaluation followed United Nations Evaluation Group (UNEG) Norms and Standards. The reports were developed according to the UNICEF Global Evaluation Reports Oversight System (GEROS) quality assurance standards. A double quality control mechanism was in place, using internal and external mechanisms. Internally, it was led by the consultant's critical reflection and review of the rigour and trustworthiness of the data and processes. Externally, oversight came from the UNICEF Evaluation Reference Group, whilst UNICEF country and regional reviewed all deliverables. The GEROS formed the standard for the reports.

6.6 Evaluation management and logistics

6.6.1 Phases of work and time schedule

There were three phases to the evaluation (unchanged from the ToR):

1) Preparatory and Inception phase
2) Drafting, validation, and completion phase
3) Review phase

The activities, deliverables, and time allocated (45 consulting days) are indicated in Annex XIII. The initial timeline of the evaluation was 20 weeks. The evaluation phase 1 (inception) started on 1 November 2021 and was intended to conclude by 18 March 2022 with the submission of the final report. The timeline was extended due to the holiday period (businesses closed for the festive season) and the delay in feedback needed to finalize the inception report. Some evaluation activities, such as literature search and review, continued. Further delays stemmed from the challenges in recruiting participants due to the financial year-end. The finalization of the evaluation was dependent on the review, turn-around time of feedback from the ERG, and the external quality assurance process.

6.6.2 Consultant and responsibilities

The evaluation was conducted by Dr Madri Jansen van Rensburg, the consultant. Dr van Rensburg was responsible for all aspects of the evaluation, from design, data collection and management, to drafting reports. The total number of days contracted was 45 days (15 days for inception, 20 days for drafting the report, and 10 days for finalization). The emerging evaluator (EE) internship was deemed infeasible due to the short duration of the evaluation (less than 6 months as required for an internship).

Madri is a proud South African national with substantial education in Health, Social and Business sciences (2 PhD and 2 MSc), decades of local experience (30+ years working on the African continent and in the Global South), and 98 projects completed as an independent consultant since 2007. She has a distinct ability to work with complex data sets and interpret and integrate data from diverse sources. She enjoys working contextually, seeing similarities and contrasts across cultures and countries. Her passion lies in participatory methods to include groups that are often excluded. Madri grounds all work in solid theory and is a systems thinker focusing on the interactions between systems and subsystems rather than the individual (who ultimately benefits). As a gender specialist, she incorporates a gender lens and cultural sensitivity to studies. She is a past president of the Africa Gender and Development Evaluators Network (AGDEN). Madri places a high value on quality assurance, ethical behaviour and validity, reliability, and trustworthiness of data.

6.6.3 Management and logistical support

The evaluation was handled remotely and no site visits or face-to-face interactions took place due to the 4th Covid-19 wave in South Africa and transmission preventative measures. The UNICEF Country Office (CO) was requested to assist with gatekeeping and recruitment of key informants. The programme manager helped with requests for documents and secondary data. A letter of introduction was developed to this effect and is attached as Annex X.

The evaluation reference group (ERG) created by UNICEF represented partner organizations (listed in Annex III). The role of the ERG was to review deliverables (inception report, draft evaluation report, and final evaluation report) and form the first line in disseminating evaluation findings.

An external company working at the regional office level assessed the quality of the deliverables.

6.7 Challenges, gaps, and limitations

6.7.1 Challenges

Timing of the evaluation study
There were implications for the timing of the evaluation, which resulted in process delays but did not affect the data quality or reporting.

- The inception phase commenced at the end of the year (holiday season), which impacted the turn-around time for the review of the inception report and external quality control.
- The fieldwork stage coincided with the financial year-end (March/April), affecting many key informants (especially government and NGOs). Repeat invitations ensured that all relevant key informants were interviewed, although it delayed the review phase of the study by two weeks (to ensure informants had every opportunity to participate).

Participation
Repeat invitations and introductions facilitated by UNICEF alleviated the initial challenge to recruit participants. Reasons for non-participation included stakeholders failing to identify the programme as being its own entity with a specific purpose. This is not a negative aspect since the structural system changes did not need to be attributed to UNICEF to be effective.

It was anticipated that parents and caregivers who underwent training would also participate to give a closer view of the effect on children. Parents were mentored using a Training of Trainers (ToT) method. Participants who had taken part had not yet imparted the training and were unable to offer insight into the ultimate benefit to parents and children. The three groups of trainees (social service workers, educators, and FBO) provided valuable insights into behaviour change amongst those who underwent training, although less information was available regarding the direct effect on children. This confirmed the assumption that the system changes are still too early to affect children's behaviour.

Unrealised risks
Risks that were anticipated but did not arise due to prevention measures were the following:

- The unavailability or delay of key documents for desk review was avoided by UNICEF preparing all documents in advance and sharing them at inception.
- Delays for ethical approval were avoided since no ethical approval was required.

- The Protection of Private Information Act (POPI): The resistance of respondents and organizations to disclose information of key informants was nullified through the preparation of respondents and their inclusion in the programme leading to high levels of commitment.
- Covid-19 restrictions did not influence participation as online and electronic means of engagement were used.

6.7.2 Gap

The lack of a formal M&E system and database to verify the reported achievements of targets proved a challenge. This was unforeseen since a logframe was used to report progress to donors. Not only is an M&E system a necessity, but the development of a formal system, database, and tools (such as media monitoring and tracking, minutes of meetings, and pre-and-post-testing during training) was included in the programme funding proposal. It was assumed during the evaluability assessment that these systems and datasets were in place. In addition to the adverse effect on the programme, the consequences of not having a formalized M&E system for the evaluation were the following:

- Data and information reported in funding and other reports could not be verified by the evaluation.
- Data sources, such as minutes of meetings and training reports, were not available.
- Financial data was not available to the evaluator and, although aspects such as efficiency could be deducted, value for money could not be determined.
- Programme staff were overwhelmed by several concurrent evaluations and, although very committed, the additional task of compiling data for evaluation was limited by their time and resources.

6.7.3 Limitations

The main methodological limitation was the ***inability to interview children directly***. Not including the voices and opinions of children was a decision made during the inception phase and the behaviour changes and impact on children could not be fully investigated. This was due to the programme focusing on strengthening the system and the impact on the ultimate beneficiaries (children) not being attained within at least three to five years of having all system changes in place. The opinion and insights of children and parents were included in the research studies (Disrupting Harm and Kids Online) that guided the development of the programme. Children's voices remain the central source of information and the exclusion of direct interaction with them should not be misinterpreted as indifference to their insights on system transformation progress. This evaluation focused on system structures, such as training of service providers, with a clear understanding that children will enjoy the ultimate benefits of an improved system further down the line. The caveat is that it was only applicable to this stage of the system transformation and that further programme activities and evaluations will need to concentrate directly on changes for children as reported by children.

Interviewing people remotely presented a potential bias in data collection. People tend to be more open about their feelings and experiences in face-to-face engagements and more restrained during remote discussions. This did not arise during the evaluation as interviewees were able to choose the mode of engagement (telephone, Zoom, or Microsoft Teams meetings). However, in-person engagements would likely have been hindered by time commitments and would not have yielded different, or more valid and reliable data. Online surveys had limited responses, but anonymity encouraged honest responses.

7. RESULTS OF PROGRAMME PROGRESS

This part of the report addresses the finding of the standard evaluation questions on progress, relevance, effectiveness, efficiency, sustainability, and coherence. Answering these questions is important for accountability and learning. The system changes are described in the next section (Section 8) to provide a better understanding of the impact of the programme on the system.

The OECD DAC criteria assessed changes for the stakeholders, specifically the criteria of relevance, coherence, effectiveness, efficiency, and sustainability, while the impact is regarded as consequential to later stages of system transformation (OECD, 2020). See Figure 7.

Figure 7: OECD DAC criteria

7.1 General findings

There were four pillars to the programme. The first section describes the overall findings using the OECD DAC criteria as an overview. Subsequent sections describe the findings for each criterion.

The following dashboard shows the level of success against the different criteria (See Table 4). This is according to the four pillars (subsystems) that the programme targeted (see Table 1 for the activities and specific stakeholders targeted, and Table 2 for the planned outputs and outcomes).

The following colours indicate levels of achievement:

LEVEL OF ACHIEVEMENT	
Exceeded expectation	
Completed sufficiently	
Unsatisfactory	
Reported target reached, not verified	
No attribution to UNICEF programme	
Too early for results	
Not done	

Table 4: Achievement of criteria

PILLARS AND KEY ACTIVITIES	PROGRESS		RELEVANCE	COHERENCE	EFFECTIVENESS	EFFICIENCY	SUSTAINABILITY
	OUTPUTS	OUTCOMES					
CHILDREN, CAREGIVERS, COMMUNITIES			[grey]	[green]	[green]	[green]	[green]
Children have better knowledge of how to protect themselves from online violence and where to access services should they be needed	[blue]						
Parents have better knowledge regarding online safety	[grey]						
There is greater community awareness of how to protect children from online violence	[grey]						
Individual's knowledge		[light green]					
Children supported		[light green]					
SERVICE PROVIDERS			[grey]	[green]	[grey]	[grey]	[green]
Educators have better knowledge of how to address online violence effectively	[dark grey]						
Social Service Professionals have better knowledge of how to address online violence effectively	[grey]						
Police and Justice actors have greater commitment and capacity to address online violence	[red]						
Children benefit from key services that aid their safety online and respond to the needs of child survivors		[light green]					

ICT INDUSTRY			gray	green	red	red	red
Consultation with key actors and international experts	red						
Implement concrete measures.	red						
The ICT industry implements standards and measures to prevent online violence among children		red					
NATIONAL AUTHORITIES AND CS			gray	green	dark gray	gray	gray
Research studies (Disrupting Harm, Kids Online).	dark gray	light green					
Evidence used to inform relevant legislation, policies, and programmes	olive	light green					
National VAC coordination mechanism vs COS steering committee.	olive						
Revised Integrated Programme of Action	olive						
Better knowledge and commitment to addressing online safety within national authorities and civil society		light green					

7.2 Progress towards results

To what extent were outputs achieved within the timeline relative to the activities scheduled?

1) To what extent did the progress of the outputs contribute to programme implementation?
2) To what extent was output monitoring contributing to learning about the system?

7.2.1 Outputs

The achievement of output targets for each of the four pillars was based on the 31 December 2022 funding report. The intended output targets were reached and often exceeded. However, the reported achievements could not be verified as there was no central database capturing the reach, the sources were from different subsystems (departments and organizations), and the nature of the spread for online awareness is complex. The absence of a central, formal M&E system and database affected the programme's ability to reflect and learn about, and within, the system. Activities were somewhat delayed due to the influence of Covid-19 regulations and two no-cost extensions were granted till 31 December 2022.

Individual, family, and community

RESULT	INDICATOR	TARGET	ACHIEVED	EVALUATION NOTE
Children have better insight on how to protect themselves from online violence and where to access services when needed	Number of children provided with information about online reporting mechanisms	300,000	10.2 mil	Not verified
	Number of targeted children with access to high-quality, effective child-friendly resources concerning online safety	300,000	1.24 mil	Not verified
Parents have increased knowledge regarding online safety	Number of parenting programmes integrating online violence prevention and response	2	4	
Communities have a greater awareness of how to protect children from online violence	Number of community initiatives that integrate information on online awareness	15	18	

The number of ***children who were provided with information about the online reporting mechanism*** (10 million+) far exceeded the target of 300,000. They were reached through the online interventions of UNICEF, DBE, GIZ, and the FPB. Reaching large numbers of children through online channels is feasible, although capturing and verifying absolute numbers is difficult. The formula that was used to determine the reach was not formalized, but an effort was made to capture data. It was stated as cumulative numbers of the following[1]:

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- Intervention programmes with caregivers of children.
- Webinar with children included as participants.
- TV channels (SABC, Newzroom Afrika, and ENCA) where the Representative, Deputy Representative, Chief, and Programme officer shared information about online violence. SABC has a listenership and viewership of over 20 million people.
- Radio stations in the country catering to various community languages.
- Child Radio Foundation.
- Actual Presentations at child gathering platforms like Child Protection Week, Children's Parliament, and National Children's Day.
- Platforms such as GovChat and U-Report for online sharing.

The number of ***children who received information about online safety*** (1.2 million) also exceeded the target number (300,000). This is smaller than the previous target due to the intensity of this intervention and the greater volume of information that was shared. The children were reached through multiple platforms, including televised webinars, Facebook, TikTok, and Twitter. Without collaboration from the service providers, it is not clear how the reach was captured. Although the numbers could not be verified, these numbers are reasonable estimates due to the activities and platforms reaching large numbers of children. Duplication in the counting of children using more than one platform likely occurred.

Parental awareness was achieved by integrating a parent and teen training manual with the online module of the Sinovuyo parenting programme. Three programmes were completed, surpassing the target of conducting two. The programmes targeted Training of Trainers but, whilst the rollout of the training to parents is slowly gaining momentum, it did not reach critical mass at the time of the evaluation. An excellent toolkit was developed and DSD has incorporated the information into the development of a programme addressing child sexual exploitation as well as online and offline abuse.

The target for ***community awareness*** was set at 15 initiatives and this was achieved. The reported initiatives included the training of 45 FBO representatives (religious leaders). Additional rollout to more communities via structures beyond FBO is needed in future.

To achieve the targets set for the individual, family, and community levels, several initiatives were completed. This included the development of quality materials and tools used by various partners, such as social mobilization tools, and modules for the training of parents (integrated into the Sinovuyo parenting programme). Training of communities focused on FBO and religious leaders reported the following:

- The most important learnings involved basic child rights and child protection factors, such as the law and the Children's Act. They learned about the risks, dangers, and consequences of social media.
- Those who reported having employed the training did not include any COS issues, but rather broad CP matters.
- Many of the respondents (30%) said the solution to alleviate COS would be to remove internet access, while a further 30% would choose to ignore the issue.
- Most respondents (66%) indicated that they shared the information with family and friends, 30% shared with church members, just one person shared the information with a child, and one other shared with a community member.
- They suggested the groups who need the information most were parents (50%), teachers (22%), and community members (22%).
- The most vulnerable groups they identified included those between 8 and 15 years of age and those with access to social media.

Imparting knowledge to children was limited to creating awareness and using more passive approaches, such as online platforms. Active strategies, such as dialogues and peer-to-peer discussions, were used by implementing partners (Media Monitoring Africa and AGAPE Youth Movement) and were more practical for skills development (rather than just information transfer). More consideration should be given to these channels in future rather than relying solely on parties in close contact with children, such as parents,

community members, educators, and social service workers. Activities that did not materialise included meetings with corporates to enhance their commitment to COS.

Service level

RESULT	INDICATOR	TARGET	ACHIEVED	EVALUATION NOTE
Educators have more knowledge on effectively addressing online violence	Number of tools related to school safety that integrate online safety	4	2	Training of 203 educators in one province
Social Service Professionals have a greater understanding on effectively addressing online violence	Number of social service providers who convey better knowledge on online safety and support survivors of online violence	200	234	
Police and Justice actors have more commitment and capacity to addressing online violence	Plan in place to improve the capacity of law enforcement to address online violence against children	200	0	
	Development of a handbook and brochure (amended activity)	1	2	Development of 1 handbook and 1 brochure

Educator knowledge was addressed by developing materials to be included in school safety training for educators. The training incorporated 203 educators from two districts in the Eastern Cape. Capturing lessons learned from these events would improve the rollout of the training to other districts and provinces. The commitment of the Department of Basic Education is high. Restrictions on in-person schooling due to Covid-19 were addressed by the DBE as they recognised the opportunity offered by online learning. The department took stock of the access challenges for all children (especially connectivity of the most disadvantaged learners) while paying close attention to the online safety of learners. The department developed structures and processes to ensure learners are aware of risks, such as adapting the School Safety Framework and the e-safety in schools policy. The materials developed by UNICEF's programme contributed to these efforts.

The online survey with educators from the Eastern Cape who took part in training revealed the following:

- The most important topic they learned about was the risks and dangers of social media and cyberbullying.
- The way they applied the knowledge related to incidence awareness and being able to increase understanding among learners. One mentioned she could develop a practical strategy for the school while another mediated an incident of online abuse.
- Their response behaviour changed in that they would ordinarily have disciplined the learner or restricted their internet access.
- The trainees mostly shared the learning with colleagues, school management teams, and school governing bodies. Two of them shared the information with children.
- They believed parents, caregivers, educators, and school management were the groups most in need of the information.
- They disagreed on a specific vulnerable group (age groups ranged from younger than 12 years old to 12-18, 13-17, and 10-18-year-olds). They also raised the topic of girls and perpetrators.

- They felt the most important steps were awareness campaigns for children (27%) and sharing knowledge (15%). They recommended advertisements on social media and television.
- Sharing information should extend beyond life orientation educators and should be monitored. They stated parents should have access to children's phones and that the ICT industry should block specific applications and content.

234 **social service professionals** were trained, exceeding the target of 200. High-quality teaching materials were developed and the training was endorsed and available on the DSD online platform. It was accredited for Continued Professional Development (CPD) points by the professional board and there was a good uptake by social service workers. The online survey conducted with the trained social service workers revealed the following:

- The most important outcomes of the training were the awareness of their role in the protection and support of children and the importance of communication (especially between caregivers and their children).
- Most of the social service workers reported they disseminated what they had learned to parents and caregivers (29%). One reported that he specifically addressed the safety of adults themselves. Three mentioned specific actions they took based on their new understanding.
- The majority (50%) indicated they would have ignored online abuse before the training, 25% acknowledged they would discipline the perpetrator, and 25% would block internet access.
- The main groups that they distributed the information to were colleagues (37%), parents and caregivers (16%), family members, friends, and educators (11% each). One shared it with her child and another one with a non-family child.
- The groups in greatest need of the information, according to the social service workers, were educators (50%) and parents (22%).
- The most vulnerable group was "all children with internet access".
- Similar to the educators they felt that more public awareness is needed.
- Suggestions for improving COS covered practicalities, such as improving reporting facilities (including an online application) and more regular, practical, in-person training. They also suggested holding discussion and support groups at schools and capacitating NGOs.

Materials to increase awareness amongst the *police and justice sectors* were developed. Unfortunately, no training was established at the time of this evaluation due to the Covid-19 restrictions and the uprising in the KwaZulu Natal (KZN) province in 2021. A handbook was developed and was in the process of finalization at the time of the evaluation. The lack of training leaves a gap in a crucial subsystem of law and order and needs more effort to secure commitment from the key role players. Interviewees from the sector were not willing to participate in the evaluation.

Industry level

RESULT	INDICATOR	TARGET	ACHIEVED	EVALUATION NOTE
Increased commitment of key industry actors to prevent and address online violence	Number of ICT industry players that endorse industry standards for the online safety of children	3	0	No engagement with industry other than as research respondents of Disrupting Harm study
Industry implements essential measures in line with industry standards to protect children from online violence	Number of targeted industry partners that have implemented functional safeguard and reporting mechanisms	3	0	Reported 4, but no evidence and not related to the UNICEF COS programme

The UNICEF COS programme planned to conduct advocacy with corporate entities, such as Vodacom, MTN, and Telkom, seeking the endorsement and implementation of the Guidelines for Industry on Child Online Protection and to follow up on those issued by the International Telecommunication Union (ITU). The consultation did not take place and the guidelines were not endorsed as planned. The only engagement with the industry was as research participants for the Disrupting Harm study. Although valuable information was obtained, no relationships or firm commitments were, as yet, developed.

According to the Programme Manager, no direct engagement transpired with the industry at this point of the programme2. Achievements reported towards mechanisms to safeguard children cannot be directly attributed to the UNICEF COS Programme. Media Monitoring Africa turned out to be a valuable partner and it would be beneficial to work with the organisation to improve commitment and outcomes within the ICT Industry. It is also critical to build effective partnerships with Google SA and Facebook.

System level

RESULT	INDICATOR	TARGET	ACHIEVED	EVALUATION NOTE
Evidence regarding online violence is available	Online violence study conducted	1	1	Research report with national and international application
Evidence regarding online violence informs relevant legislation, policies, and programmes	Number of legislative, policy or programmatic reforms amendments reflecting recommendations of study	6	5	Cannot be directly attributed to the UNICEF programme as the official launch of the study report was delayed
Online violence is addressed systematically within coordination structures around VAC	Online violence systematically integrated into the Interim Steering Committee.	Yes	Yes	The current structures are embedded in specific government departments.
Revised Integrated Programme of Action to manage VAWC effectively addresses online violence against children	Revised POA effectively addresses online violence	Yes	Yes	

The most significant contribution of the UNICEF COS programme was the Disrupting Harm study completed by UNISA. This research provided a priceless, in-depth understanding of COS issues from the perspectives of children, parents, and industry to aid the country's efforts. It also contributed internationally as part of the Global We Protect Alliance and the value of this research should not be underestimated. Unfortunately, dissemination of the findings and impact on policies could not be realised at the time due to delays in the launch of the report. The national launch has been held up due to the processes for acceptance and global launch by UNICEF and other international role players.

The development of a Model National Response (MNR) is dependent on this report. Each subsystem needs to understand the challenges the specific sector faces in addressing COS. However, every stakeholder

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group also needs to understand the overarching issues and specifics for each sector. The document is therefore critical for contributing to multiple action plans as well as developing a national response.

The programme reported that there is a commitment from South Africa to sign the Global We Protect Alliance and to develop a Model National Response (MNR). However, this stems from DSD and not from all stakeholder groups. DSD, DBE, and FPB have taken leading roles but are working in isolation and the current silence of other partners needs to be addressed. There were also accounts of changes to legislation to strengthen protection from online violence, harm, and abuse. UNICEF reports that seven reforms were made covering the National Strategic Plan (NSP), Film and Publications Act, Domestic Violence Act, Sexual Offence and Related Matters Act, Criminal Procedure Act amendment (led by Justice Department), National Emergency Response Plan, and Cyber Crime Bill signed by the President in September 2021. This is a lengthy process and may take some time before the amends are included. The Law Reform Commission (LRC) completed a study to this effect but the results were not publicly available at this stage and the process is therefore ongoing. These reforms cannot be attributed to UNICEF's COS programme or information gained through the Disrupting Harm study as the report has not yet been launched.

UNICEF referred to an "Interim Steering Committee embracing online safety for both women and children". It is unclear whether the interim steering committee applies to VAC and Child Protection (CP) in general or COS. It is also uncertain if it refers to a government-led structure versus a system structure that includes all stakeholders. The evaluation found that there is no national coordinated mechanism specifically for COS. Although COS falls within the mandate and activities of the CP system, it needs a dedicated task team to coordinate across subsystems as each one uses individual mechanisms (School Safety in DBE and Child Protection in DSD, for example). COS needs a dedicated steering committee rather than being seen as merely a subtask of CP.

Although UNICEF stated that the "revised *Integrated Programme of Action Addressing Violence Against Women and Children* effectively addresses online violence against children", this achievement refers to online access to protection orders rather than COS directly.

7.2.2 Outcomes

To what extent were outcomes achieved relative to the activities schedule within the timeline?

1) To what extent did the outcomes progress contribute to programme implementation?
2) To what extent did outcomes monitoring contribute to learning about the system?

This evaluation focused on system transformation rather than determining the actualisation of impact and its longer-term outcomes as these rely on reaching a critical level of system transformation first. However, a short discussion follows on findings related to the envisaged effects of the programme.

Individual, family, and community

The anticipated outcomes at the individual, family, and community levels are related to the prevention of abuse and violence (through knowledge), and support by caregivers. The programme outcome target of improving the knowledge of participants (70%) likely reflects only awareness. Knowledge levels could not be measured as no pre-and-post-test monitoring tool was developed or used so it remains unclear how the change in understanding could be estimated. Improving knowledge levels requires more than awareness activities and should include behaviour change as an ultimate goal.

RESULT	INDICATOR	TARGET	EVALUATION NOTE
Children, families, and communities protect children from online violence and children can access services when needed	Percentage of participants who demonstrate increased knowledge of online safety following interventions	70%	Not measured
	Percentage increase in children and parents conveying that parents or caregivers support children's safe internet usage	5% increase	Not measured

The results will depend on the realisation of other factors in the system and will need time to take effect and then be measured. The M&E proposal included pre-post intervention measures that incorporated a follow-up study by UNISA. This study should be launched when more system changes are evident and able to affect outcomes.

The main result of activities at the individual level was increased awareness. This was not sufficient to bring about change in protection from online violations or seeking treatment when violations occurred. Parents and caregiver training will only be enacted once the ToT gains momentum. Training of communities centred on religious leaders only so a much wider level of community engagement and training is needed. These structures should include other networks beyond FBO, such as traditional and local leaders, Community Based-Organizations (CBO), and informal associations. More relevant interventions, such as peer-to-peer dialogues and group discussions, are needed to engage children. Children will need more than online platform awareness and will benefit from further training to develop the skills needed to be vigilant, protected, and able to seek help.

Service level
The goal of the service level interventions was for children to be better protected and assisted by more knowledgeable service providers. It can be assumed that the knowledge of trained service providers would increase but this may not translate into behavioural change and an improvement in the services offered. Knowledge is only a first step toward behavioural change, and indicators need to be adjusted to reflect this. Currently, they only assess knowledge levels directly after the training events. Training pre-and-post-test tools were not developed and therefore no pre-testing was done to compare current or future knowledge levels. The indicator for capacity development needs revision as it currently reflects outputs.

RESULT	INDICATOR	TARGET	EVALUATION NOTE
Children benefit from key services that keep them safe online and respond to the needs of child survivors	Percentage of service providers (or sample of participants) who demonstrate increased knowledge of online safety and reporting mechanisms	70%	No comparison as no pre-testing was done. Should measure behaviour change.
	Percentage of social service provider participants (or sample of participants) who demonstrate increased technical skills to support survivors of online violence	70%	No comparison as no pre-testing was done. Should measure behaviour change.
	Number of capacity-building initiatives or curriculums for service providers that integrate online safety for children	3	Output indicator

The online surveys with social service workers and educators provided insight into the integration of learning for the trainees. The aim of the survey was not to test knowledge but to consider the application of learning. The results indicated that the training increased awareness but did not have the same impact on real knowledge transfer or behaviour change. The application of the knowledge remained low as most participants could not describe events of COS. There were however higher levels of recognition of unsafe

situations in a personal capacity. Social service workers and educators related more incidences at home, or in their private lives than in their professional capacity.

It is important to recognize that the resulting increase in awareness is very important and already contributes to changes in the system, but more work would be needed before service providers would be capable of reacting to incidents of online violence. Face-to-face training would offer a better environment to practically apply knowledge but this was not possible due to the Covid-19 pandemic.

Industry level

There were no outcomes or impacts on the ICT industry that can be attributed to the UNICEF COS programme. Media Monitoring Africa carried out work in the industry, but this is not directly aligned with the outcome indicators. It is critical to involve the ICT industry in the next phase of the programme. Indicators would need to relate to changes within the industry, especially in its gatekeeping responsibility, rather than merely reflecting knowledge levels.

RESULT	INDICATOR	TARGET	EVALUATION NOTE
ICT industry implements standards and measures that prevent online violence among children	Percentage of industry participants (or sample of participants) who demonstrate increased knowledge of online safety and incident reporting mechanisms	70%	Activities not done
	Percentage of targeted ICT industry partners that have implemented functional safeguard and reporting mechanisms	50%	Activities not done

System level

The indicators for the systems level did not reflect outcomes for government or civil society (CS). The training of statutory duty bearers was not reflected in the activities.

RESULT	INDICATOR	TARGET	EVALUATION NOTE
Increased knowledge and commitment to address online safety within national authorities and civil society	Percentage of government participants (or sample of participants) who demonstrate increased commitment and knowledge toward addressing online safety	70%	Not achieved and indicator not reflecting outcome.
	Percentage of targeted policies changed, laws revised, or government agency policies updated to prevent and prosecute online violence against children and support survivors	50%	Output indicator

UNICEF programme reports indicated that three key policies were adjusted, though the changes in these policies cannot be fully attributed to UNICEF's COS programme. System changes (other than shifts in awareness and knowledge levels of government and CS staff) are further described and addressed in the next section of the report (Section 8).

The commitment of certain government departments and key individuals was exceptional. These include DSD, DBE, and FPB. Some departments did not participate in this phase of the UNICEF programme but their commitment will be critical for building and strengthening the COS system. These include DHA, DCDT DOJ, NPA, and SAPS.

Civil society representatives were not prominent in any engagements, though some indicated they participated in training events or meetings where UNICEF was present. More effort and strategic interventions are needed to include CS to a larger extent and leverage their strengths.

7.2.3 Impact

The evaluation did not include measurement of any impact as decided during the inception phase (based on the early stages of system change). Changes to the protection and treatment of children, reporting of cases by the ICT industry, and investigations and prosecutions could not be achieved within a short timeframe as this kind of impact depends on substantial system change. However, an attempt is made to capture some positive and negative influences of the programme on the systems level.

RESULT	INDICATOR	TARGET	EVALUATION NOTE
Children protected	Percentage of children who report using protective measures during their internet use (such as privacy settings)	N/A	Too early for detection. Follow-up survey needed.
Children treated	Percentage of online violence survivors who receive support services	N/A – Target not required	
ICT industry	Percentage of reported cases of online violence followed with the removal of harmful internet content	N/A – Target not required	
System level	Percentage of online violence investigations that lead to indictment/prosecution/conviction	N/A – Target not required	

7.2.4 Activities incomplete

The activities that were not completed include:

- Direct engagements with ICT industry role players other than input in the research process.
- Training of service providers, including SAPS and DOJ officials.
- More engagement with CS
- National work sessions with all stakeholders to produce actions plans and develop, or adapt, a Model National Response

7.2.5 Excluded stakeholders

The following stakeholder groups and sectors were included in the proposed system but were not fully engaged in the programme to date. Their participation will be needed in future engagements:

- SAPS
- DOJ
- NPA
- DCDT
- ICT industry, including service providers, such as Vodacom, MTN, Telkom, Cell-C, and others
- ICT platforms and industries, such as Google SA, Facebook, TikTok, Instagram, Twitter, and others used by children
- Civil society (as partners in service delivery rather than just training participants)

Stakeholders who were not targeted in this phase of the programme but should be included:

- Department of Home Affairs (DHA)

- Department of Health (DOH)
- Others, as become evident

7.3 Relevance

To what extent do the programme intervention objectives and design respond to the needs, policies, and priorities of beneficiaries and partner institutions? And how will they continue to do so if circumstances change?

1) To what extent were different interventions relevant to improving online safety through system transformation?
2) As a result of system transformation, to what extent were different interventions relevant to improving children's access to services when needed?
3) Which interventions were the most, or least, relevant and which interventions should have been included to address whole system change?

The engagements with key informants, online surveys with trainees, and the documents reviewed (programme, legislation, policies, and literature) reiterated that this programme was both needed and timely. The Covid-19 pandemic stressed the importance of internet connectivity and an online presence. The pandemic also prioritized and accelerated activities, such as the DBE's school safety efforts, for safeguarding children.

The programme's design and its goal to strengthen the system were relevant, and they remain so. Identifying the four key pillars or subsystems showed the programme's ability to prioritize the most important groups for ensuring system transformation. In doing so, it focused on more than just the needs of specific beneficiaries and partners by highlighting the national situation and the need for system transformation to allow access for children while keeping them safe.

Whilst the interventions were relevant, they were not all executed at the same level. The most critical intervention was the production of evidence and a description of the online environment. The programme worked towards making significant contributions to legal reforms through the Disrupting Harm study (done by the BMR at UNISA). The study not only investigated the situation as expressed by children, parents, and other role players, but will continue to be instrumental in providing background information for the system and its multiple subsystems.

The pillar focusing on the ICT industry received less attention and few activities were completed. This critical subsystem needs more priority in the next phase of the programme as the industry holds responsibility for regulation. The pertinent aspect of training the law enforcement and prosecution sector also lagged. Other training materials and activities will provide a foundation to support the rollout to stakeholder groups not yet reached. Training for SAPS, COJ, and NPA needs to be prioritized.

Are the objectives and design of the interventions sensitive to the economic, environmental, child rights, gender, equity, social, political economy, and capacity conditions in which they take place?

1) To what extent did the programme design and interventions consider the context of South Africa (Political, Economic, Social, Technology, Environmental and Legal)?
2) To what extent did the programme design and interventions include equality? Were the most marginalized included in the programme in a manner that enhanced their contributions using methods appropriate to their level of understanding and participation?
3) To what extent did the programme design and interventions include gender?
4) To what extent did the programme design and intervention activities contribute to the promotion of children's rights?
5) To what extent did the programme take into consideration the capacity of role-players in South Africa? Were all relevant stakeholders included in the online child safety system?

This programme is particularly needed in South Africa. The country's progressive legislation includes The Domestic Violence Act, 1998; The National Council Against Gender-Based Violence (NCAGBV); **The Criminal Law (Sexual Offences and Related Matters) Amendment Act, 2007** (Act No. 32 of 2007); The Children's Act, 2005 and Children's Amendment Act, 2007; The Women Empowerment and Gender Equality Bill; The National Action Plan; and the Prevention and Combating of Trafficking in Persons. These will need continued reforms to incorporate COS, and the generation of information (Disrupting Harm study) was a critical step towards this. Political will was addressed during this phase of the study, providing a foundation for other commitments, structuring a national coordinating mechanism, and developing and implementing a sophisticated MNR using the research results and knowledge generated.

Technological and economic factors play a large role in internet access. The programme's focus was on risk identification and prevention but it is also important to consider the right to access. This does not imply a programme responsibility to provide access, but rather the uniqueness of the COS system should be considered when implementing generic VAC strategies that might not be relevant. Internet access facilitates many development rights, as highlighted by the education effort during the Covid-19 pandemic. COS programmes need to consider the balance of access and protection. The Disrupting Harm study and efforts by other system stakeholders provided information on this. UNICEF is in an excellent position to share this knowledge and guide advocacy for access. Children's rights concerning child protection were addressed but more work is needed on access. This is not entirely the responsibility of the programme, but the system and the knowledge generated are factors that could play a critical role when national access for all children is discussed.

Not all role players were included in this initial phase of the programme, with the focus being the inclusion of the most critical stakeholders (individuals, government, and service providers). Participation of some stakeholder groups was intended but not achieved (SAPS, DOJ, DCDT, and ICT industry) and others were not targeted but should be included in further interventions (DHA, civil society).

7.3.1 Equity and gender responsiveness

Gender, equity, and other power relations were not directly addressed in the programme. There was a lack of specific actionable points and reporting results (e.g., no disaggregation of data) to address inequalities. However, this is less critical compared to other evaluations because the programme assumes the same

level of vulnerability applies to children online and that access is the determining factor. Both girls and boys in Low- and Middle-Income Countries are equally affected by the availability of internet access and the cost of data. This negated the need to identify or target the most vulnerable groups. There was no consensus amongst respondents to the online survey and KII as to who they consider more vulnerable. For some, it included specific age group ranges and, for others, it was socioeconomic status. The UNICEF programme aimed to strengthen the system through strategic stakeholders instead of targeting specific vulnerable groups. Inequalities, online vulnerabilities, and gender differences will become clearer as the work progresses, service providers capture data on violations, and more research is conducted.

As mentioned above, the programme focused on the larger system and its place in the CP sphere. In subsequent stages, the socio-economic aspects of access and how they affect the system will need to be addressed. There also needs to be deliberate steps to identify and include the most vulnerable groups.

7.4 Coherence

Coherence addresses how well the intervention fits globally, nationally, and within and between other systems. This links to aspects of system dynamics and transformation. Some questions on coherence are addressed in the section on system changes (Section 8).

To what extent are the programme's interventions contributing to the global safeguarding of children online? How is this linked to achieving SDGs?

1) To what extent did the programme contribute to the global online child protection system?

This programme is part of the 'We Protect Programme' of the Global Partnership to End Violence Alliance. The programme contributed information through the universal Disrupting Harm research study and is aligned with the Global Partnership goals. The programme's global value was high, contributing to both the alliance and the SDGs, and addressed the following targets:

- Target 16.2 of the Sustainable Development Goals (SDGs) calls on all countries to "end abuse, exploitation, trafficking and all forms of violence against, and torture of, children" by 2030
- Target 5.2 (the elimination of all forms of violence against women and girls)
- Target 8.7 (eradicate child labour and human trafficking)

What could be done to improve coherence and interlinkages with relevant national norms, standards, priorities, and policies, including child rights, equity, and gender equality?

1) To what extent did the programme influence national norms, standards, priorities, and policies regarding online child safety?
2) To what extent did the programme interventions influence national efforts on gender equality, equity, and child rights? What can be done to improve the influence?

The programme reacted to national priorities and contributed in two ways:

Firstly, through the programme design, it became clear that the issue of online safety of children can only be addressed systemically. The programme strategy focused on four pillars, or levels, including the individual (children, caregivers, and community members), service providers (education, social services, and law enforcement), ICT industry, and national structures (government and civil society). The programme was instrumental in establishing the structure of the system and, although not all pillars were addressed equally, it made significant progress in positioning it within other important CP systems, both nationally and within UNICEF structures. Progress has been made in alleviating silo thinking and enhancing collaboration between subsystems.

Secondly, through the research and results from the Disrupting Harm study, the programme generated information essential for all work on COS in South Africa. It also contributed to knowledge and understanding of different contexts internationally.

Children's rights to protection were addressed directly as the main target of the programme. Their rights to access were not addressed but the programme design, structure, and information generation contribute to this aspect. Gender equality and equity were not addressed directly in the programme, as described in the previous section (7.4 Relevance).

7.5 Effectiveness

The implementation of the programme activities and results (outputs, outcomes, and impact) visible at this early stage of system development and transformation was described in detail in Section 7.2. This section will answer the main overarching questions regarding the ultimate effectiveness of the programme.

> **To what extent were the programme's interventions achieved regarding its objectives and results, including any differential effects across groups, factoring in gender and national equity considerations?**
>
> 1) To what extent was individual level capacity improved so that children, families, and communities protect children from online abuse?
> 2) To what extent did the programme strengthen key service providers that help keep children safe online and respond to their needs as survivors of abuse?
> 3) To what extent is the ICT industry implementing standards and measures that prevent online violence?
> 4) To what extent did the national authorities and civil society structures increase knowledge and commitment to addressing online safety?
> 5) To what extent was the programme's aim of strengthening the system to ensure children are safe online and can access services achieved?
> 6) Were there any differences in effects for different groups?

The best result was the capacity development of service providers (although training of SAPS and DOJ did not take place), while the ICT industry showed the fewest achievements. Knowledge transfer was mostly only limited to awareness.

At the individual level, achievements were related to the development of materials for training. General awareness amongst children and, to a lesser extent, parents and caregivers was achieved. Transferring knowledge was limited to widespread awareness on social media for children. Parent training hadn't taken place but Training-of-Trainers was completed and the incorporation of modules into the Sinovuyo parenting programme contributed greatly. Communities were reached through the training of religious leaders (representatives of FBO). This community group was important but of limited influence and it would be worthwhile to include other community structures, such as CBOs, and traditional and local leaders, to reach communities effectively and to scale.

Service providers were trained in the education and social development sectors. The uptake of the training was good, and the materials developed were of high quality. Application of the knowledge was not yet evident, but identification and referral of cases had begun taking place. Relationships with SAPS and DOJ need attention to yield results.

Additionally, the ICT industry was not included directly. This is a gap in the programme and recommendations include working directly with the industry as well as through an implementing partner (e.g., Media Monitoring Africa) to enhance this pillar of the system. The industry needs to protect children and their efforts will have a tremendous impact due to their platforms and the young digital population.

National authorities were mostly committed and involved in the programme, particularly key government departments such as DSD, DBE and FPB. Other departments whose commitment is needed include DCDT, DHA, DOJ, SAPS, and NPA. The main challenge was that a system-based approach and thinking were lacking, resulting in work silos. Awareness of the system approach is needed and UNICEF holds an important role there. The lack of activity coordination and the duplication of efforts to reach children in different spaces demonstrates the need for a national coordinating structure dedicated to COS.

Civil society (CS) played a minor role in the programme. Some organizations were represented at training events by individuals, some reported attending meetings (with UNICEF as a participant and not a facilitator), and some were involved in training and other interventions (Agape Youth Movement). There were no minutes of meetings available to the consultant for further investigation into CS involvement.

The most significant gap in the system was the lack of a central and national COS mechanism or steering committee to lead the system. Various government departments have national instruments in place, but there is no central coordinating structure dedicated to the online safety of children. A work session should be held with all subsystems present, data from the Disrupting Harm study shared, a central national steering mechanism formed (with representation from all subsystems), and the Model National Response developed as a collective. This will further ensure buy-in from all stakeholders.

The programme was more effective in addressing online safety than providing access. However, in the next stage of the programme, the structural system changes and intended strengthening of the ICT industry subsystem will provide the opportunity and mechanism to lead advocacy for access. The information and pathways created through the programme will provide leverage and enable these efforts.

> ### What were the significant factors influencing the achievement or non-achievement of the objectives and programme outputs and outcomes?
> 1) Which factors influenced the achievement of programme objectives, outcomes, and outputs?
> 2) Which factors hindered the achievement of programme objectives, outcomes, and outputs?

The results were system-based and some groups were affected differently due to non-participation (either through programme constraints in execution or their planned inclusion in the next phase). See Sections 7.2.4 and 7.2.5 for lists of those activities and which stakeholders were not yet affected. Recommendations for ensuring the inclusion of certain groups follow in Section 10.

Some factors that hindered the achievement of results include the following:

- The main obstacles were the Covid-19 restrictions, which negatively affected the timeframe of the programme, delaying UNICEF activities as well as partner interventions and contributions. Events and meetings were disrupted and postponed. The change to online meetings affected the participation of stakeholders due to technical issues and an initial lack of computer proficiency. The pandemic also impacted health, mental wellness, and productivity. The lack of travel and in-person meetings further influenced the awareness and understanding of the system development. Having one face-to-face meeting with all stakeholders might have accelerated the uptake of the subsystems. Implementing partners also had to restrict the number of participants in training events due to online modes of delivery and some participants were excluded due to internet accessibility. The extension took place according to prescribed procedures and did not have any budget implications.
- The lack of commitment from some stakeholder groups could be partially attributed to Covid-19 restrictions but is more likely due to the silo mentality that often persists in government departments.

The factors that enhanced and enabled the achievement of results were:

- The flexibility of consultants and programme partners to deliver products of high quality. Implementing partners had to adjust to different modes of training delivery and holding meetings, which required additional effort and time.
- The consultants who conducted the research (BMR at UNISA, Prof Tustin, and Dr Basson) had to adjust the methodology and were able to deliver a high-quality report that is valid, reliable, and trustworthy.
- Mr Burton, who developed materials, had to adjust the mode of delivery and the curriculum. For example, educators were trained remotely, and the SAPS training module was adjusted to incorporate into the existing training curriculum.
- The fact that the programme was designed with the aim to strengthen the system and used a system approach also alleviated some challenges:

  - The burden was distributed throughout the system and the effect of a crisis (such as Covid-19) did not influence all aspects of programme delivery.
  - The aim of the programme was not a direct intervention with a single group, but rather to strengthen parts of the system for broader delivery.

> **Were there any significant differential results by gender and subgroups, and what were the causes of these?**
>
> 1) 26. To what extent did the programme interventions show different results for groups, including gender?

The programme did not include gender or other subgroups as the focus was system development and transformation. However, information from the Disrupting Harm study made significant contributions to understanding the subgroups at risk of online violence, including gender.

7.6 Efficiency

To what extent did the intervention deliver the planned results in a cost-effective and timely manner? Were resources used strategically, and was adequate value achieved as a result of the final investment?

1) To what extent have resources been used strategically and cost-effectively?

Value-for-money could not be determined as financial information with breakdowns for different activities was not available. No analysis or conclusions on itemized spending and efficiency of budgets per subsystem were therefore possible. The assumption was that the financial processes were in place and followed for reassigning the budget to other activities.

What were the major factors that supported or impeded the delivery of programme results?

1) What were the major factors that enhanced and limited the delivery of programme activities in a timely and cost-effective manner?

Considering the activities and relevant outputs, the deliverables were provided in a cost-effective and timely manner. Optimal use was made of partner skills and assistance and UNICEF did not overcommit resources. One recommendation would be to have a dedicated staff member at the Country Office focusing on COS. It is reasonable to assume that COS falls within the Child Protection sphere (and would be managed as part of the larger unit), but more dedicated attention is needed to facilitate the system development and transformation. This will ensure that the COS programme is prioritized and not merely seen as an add-on to other Child Protection programmes.

The main impact on the programme delivery time was the Covid-19 regulations, including the hard lockdown, travel restrictions, and the effects of being unable to hold face-to-face training or larger meetings. Section 7.5 discusses this in more detail. The extension did not incur additional costs and efforts were made to ensure the time was used effectively. The flexibility of consultants to develop materials and adjust research methodologies allowed the completion of deliverables on time and to the same standard.

The systemic approach to addressing COS was the most appropriate for strengthening the ability of role-players (and subsystems) and achieving overall commitment and momentum. The way Covid-19 challenges were handled within the system is testimony to the value of this approach. Other direct interventions would be more costly, take longer to implement, and be less sustainable.

Were the chosen strategies and approaches the most cost-effective and efficient? Were there alternatives that could have worked better, and, if so, what were those?

1) To what extent were alternative strategies and approaches considered and implemented to ensure efficiency while maintaining quality?

7.7 Sustainability

The **sustainability of the intervention's results** ranged from high for the national level (government), low for the individual and service provision levels, and non-existent for the ICT industry component. The **sustainability of delivery results** is linked to system transformation and is higher than that of the individual activity results.

> **To what extent are the net benefits of the programme's interventions likely to continue based on the institutional capacities and instruments produced through the programme?**
>
> 1) To what extent are system changes and transformation permanent, and to what extent will the changes in subsystems enable continued transformation?
> 2) To what extent did national level interventions change to allow continued system enhancement? Are these changes implementable?
> 3) To what extent are new knowledge and skills integrated into the regular activities of professionals working with children?
> 4) To what extent will the ICT industry comply with new standards, and how will this complement or hinder continued system changes?

Sustainability of results achieved

The sustainability of results at the national level (government only) was high due to the structures and processes already present (and were used during this programme), especially related to general Child Protection (CP) programmes. The following national-level interventions and changes contributed to sustainability:

- **The influence of knowledge creation from the programme (the UNISA Disrupting Harm study).** This knowledge is crucial for understanding the impact of online violence and abuse, and identification of leverage points in the system that can address these factors. The knowledge created is applicable throughout the system and essential to the development of the MNR.
- **The materials developed for the capacity development efforts in the different subsystems.** Not only are the end products sustainable, but the process and expertise of the developer will ensure that these tools and modules can be adjusted and used in other subsystems, both existing and new.
- **Legal reforms will continue and these long-lasting effects will ensure the sustainability of system interventions.** It takes a longer time to be effective, but the change has greater longevity.
- **The commitment of key departments in National Government was a critical step in the development of the system.** There are passionate and dedicated individuals who are driving system transformation. They were critical to this phase of the system development, but their efforts will still have an impact even if they are not personally involved after the development phase. This contrasts with programmes where interventions target specific beneficiaries. In these instances, the loss of a driven individual and champion is often devastating to the programme. In a dynamic system, the drive and passion are transferrable, and the effect remains in the system as a legacy.

The value of the knowledge created (through the Disrupting Harm study and the development of materials) has been highlighted throughout this report. This made a significant improvement to the system and sustainability of the programme and system, even without continued programme interventions. Managing the dissemination and use of the knowledge will be an important next step to ensuring the sustainability of the knowledge generated.

Results from the training of service providers are low. The training of social service workers comprised a module added to online training for CPD. The real impact of the training towards behaviour change, and ultimately assisting children, depends on additional teaching. The educator training took place in only two districts of the Eastern Cape and this kind of limited coverage will not lead to rollout in other districts or provinces. From the online surveys, it was clear that the practical application of the training was not yet evident. The same effect was apparent with the limited numbers of religious leaders trained, particularly as FBO formed the only group representing the community.

Working with the ICT industry is important for the system to strengthen gatekeeper functions and the lack of interventions in this subsystem is the main weakness of the programme at present.

Sustainability of the system changes

The sustainability of the system is high due to the programme's influence on system strengthening and continuity. It is more likely that changes in the system and subsystems will persist as opposed to interventions like training events.

If one part of the system (a stakeholder or champion) is critically affected, the system is more likely to recover as the overall integrity remains stable. The system transformation achieved so far is not fixed and final but will evolve and develop through time and in response to technological and other changes in the South African environment.

> ### What factors could improve the programme's sustainability if it were to be expanded or replicated to maintain net benefits over time?
>
> 1) Which factors have been identified by different subsystems that can be replicated to enhance sustainability across multiple subsystems?

The most important factor for sustainability is not having a fixed intervention that is stable and efficient, but rather a system that is dynamic and able to adjust to changes in the environment, the system, and subsystems. Although the programme targeted system strengthening, there were factors identified that can be replicated for use by specific stakeholder groups. For example, the adjustment and revision of materials and the process of training module accreditation (e.g., CYCW training).

This programme only began to affect system changes and addressed the foundational aspects. Four pillars, or subsystems, were used and others will need to be included to address the needs of children and protect them from online risks. The required structural changes to the system to ensure sustainability include the following:

- **Adding additional subsystems.** At present law enforcement and prosecution sectors need to be included and committed. This includes SAPS, NPA, and DOJ.
- **The ICT industry** will need to play a key role.
- It is anticipated that **other subsystems requiring inclusion will become clearer** as the system is strengthened. This could include the Department of Health (DOH) and other community structures.
- Further developments in each subsystem will be identified and addressed as the system transforms.

Most of the current sustainability lies within the broader system. The next phase of the programme should expand the interventions within and between subsystems, adjust activities and interventions that were incomplete, and cascade interventions (e.g., training of educators in other provinces). The leverage points in the system will ensure that children are reached and optimally affected. Section 8.3 outlines this.

8. SYSTEM TRANSFORMATION RESULTS

The real value of the UNICEF Programme lies in the advancements towards structural changes in the system, early knowledge generation, and the commitment of key stakeholders. There are three important functions of the Child Online Safety (COS) system:

1) Awareness of all role-players of the value and risks of COS
2) Contributions by subsystems, such as service provision and policy changes ,that enable the greater system
3) Ultimately capacitating and protecting children.

This section presents the findings in describing the system, highlighting system changes, and identifying leverage points that impact the online safety of children.

8.1 System description

It is important to describe the system structure to understand how it fits within the national CP system and how it relates to other programmes. The system dynamics and the interrelatedness of the different subsystems are important to effect transformation. This description will aid in understanding the system transformation achieved, and planning further interventions for the continuation of the programme.

8.1.1 System structure - coherence and boundaries

> **To what extent are the programme's interventions synergistic with national priorities and policies on safeguarding children online?**
>
> 1) To what extent did the programme contribute to other relevant systems (online and child protection systems) in South Africa?

The alignment of the programme and system with national priorities is described in Section 7.3. It is relevant when describing the system structure in this section and highlighting how the COS fits into the CR and CP systems. See Figure 8.

The COS system fits into the larger CP and child rights (CR) structures but is not fully embedded within the CP system. The CP system aims to protect children and is fully contained within the CR system. However, because the COS system goes beyond online safety and includes the rights of the child to internet access and an online presence, part of it falls outside of the CP system. As such, it requires different solutions to protect children.
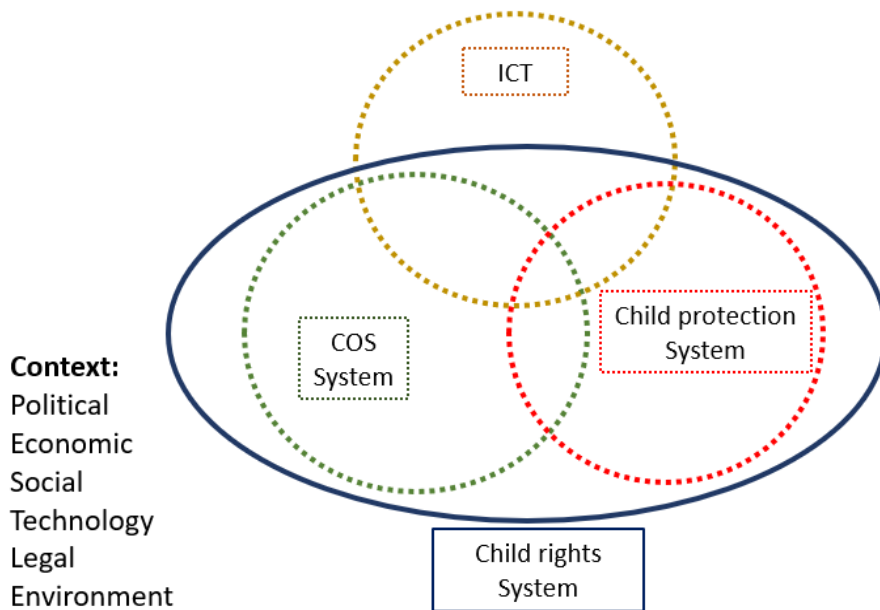
Figure 8: Fit of COS system in larger systems

The COS system differs from other CP systems and interventions in that it does not aim to remove a risk factor (access to the internet) but provides guidelines for navigating it safely. Caregivers and service providers need to be equipped with a greater and wider scope of knowledge to go beyond removing or avoiding the danger. For example, awareness is not merely pointing out possible dangers but requires a careful reflection on boundaries and risk management by the child themself while using the internet. This cannot be achieved by focusing on one aspect or one stakeholder group but needs wide system transformation. It also does not see the child as the individual at-risk but considers and treats all children as playing multiple, varied roles. For example, a child could be a victim, perpetrator, witness, or enabler. Some children perpetuate the crime by recording it and this leads to secondary victimization of the enabler, the witness, and the victim.

In planning transformation, it is important to understand the system and where it overlaps or embeds in other larger systems. Strategic planning needs to consider the boundaries of what, and who, is part of the system.

8.1.2 System dynamics - interrelatedness

The functioning and dynamics of the system are critical to understanding and using systems thinking. The COS system aims to reduce risks while enhancing internet use. This dynamic is controlled by feedback loops (negative and positive) that allow the system to adjust both the inflow of internet usage (and perpetrators) and the outflow of risk (and victims). The main aspect to understand is the dynamic interaction and interrelatedness of the subsystems.

The current system needs additional structures to be included. Figure 9 shows an adjusted system with supplementary subsystems recommended for expanding the current programme as well as additional government departments and community structures. It also further disaggregates civil society into those

organizations to be included as service providers in CP, advocacy partners, or implementing partners (e.g., for training and capacity development of children, caregivers, and community members).
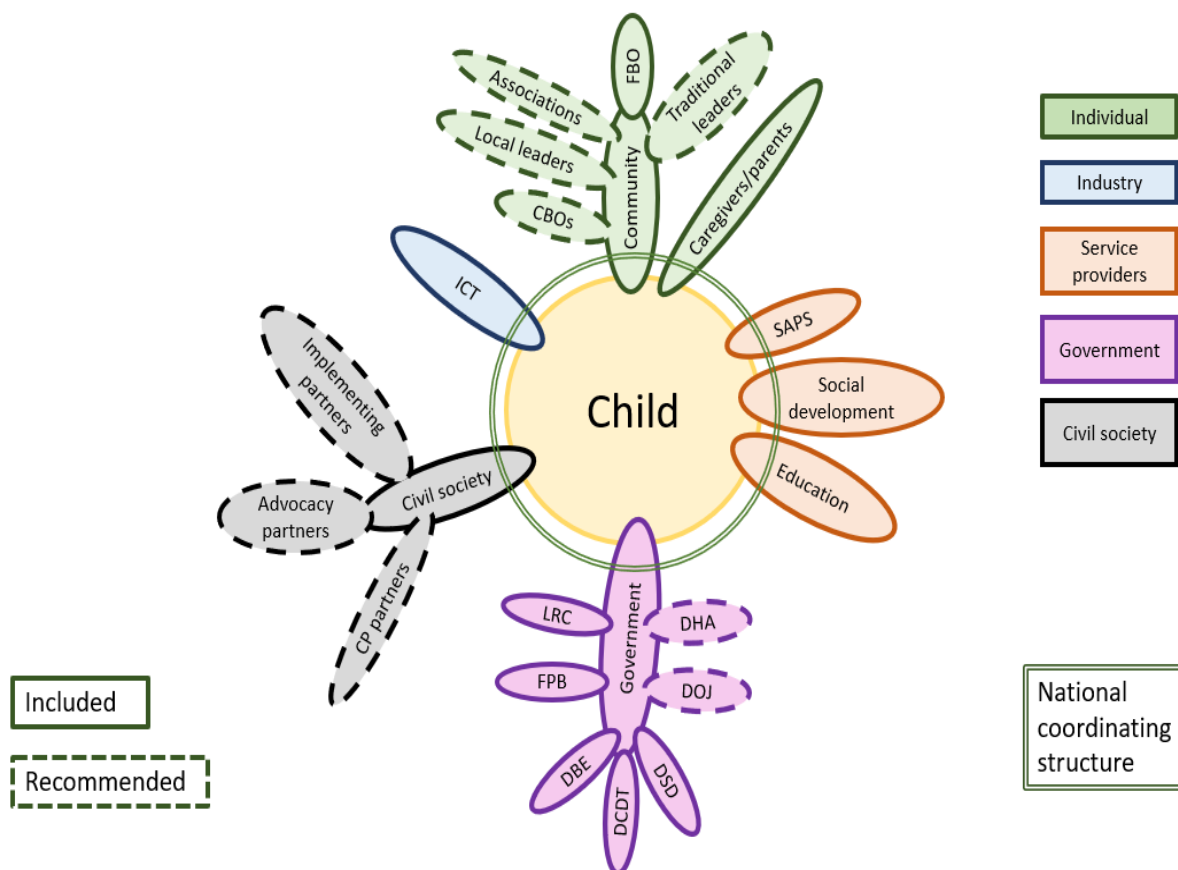
Figure 9: Recommended expansion of COS system

Figure 10 illustrates how the system and its parts interact to enhance COS and represents the revised systems-based ToC. The interventions aim to change the mechanism by changing environmental aspects (political, economic, social, technology, environment, and legal) and the system itself. System changes include awareness, knowledge, commitment, behaviour, processes, and services of all subsystems. This transformed system will then be able to protect and respond to children, with the ultimate impact being child safety and wellness.

Important aspects to consider when assessing or describing a system are the assumptions made about the system and the environment (including risk and contributing factors). These assumptions need to be clearly stated to ensure monitoring of the system, the contributing factors, and environmental influences. This approach allows for capturing intended and unintended changes, as well as both positive and negative changes. Regular review of the system (by all stakeholders) is needed for timely adjustments.
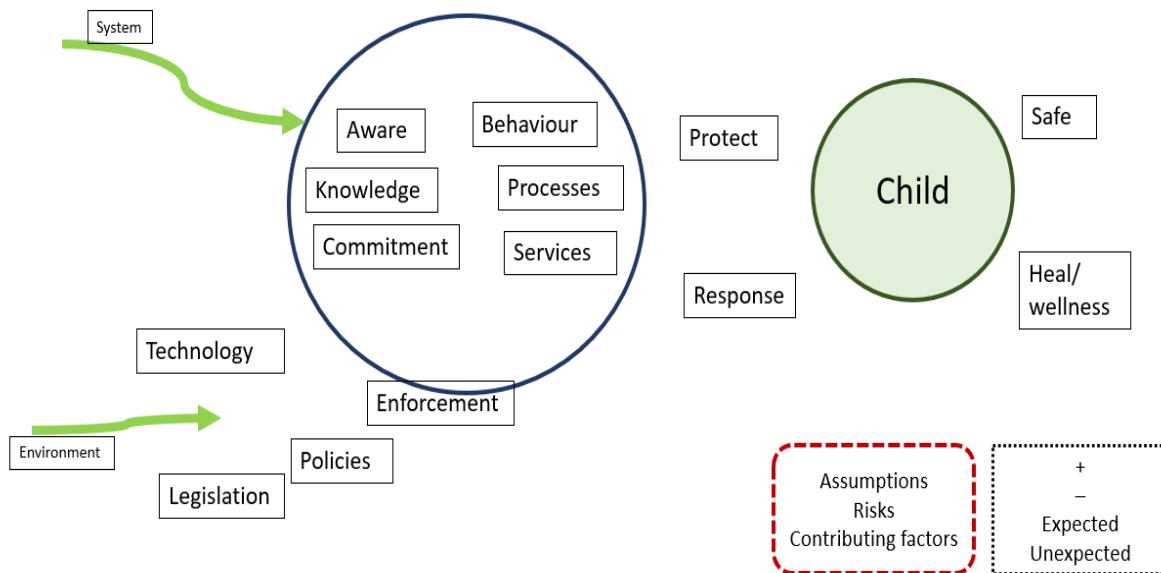
Figure 10: Theory of Change – systems-based

The next level of dynamics to consider is in and between subsystems. This is illustrated in Figure 11. The parts (stakeholders and individuals) interact and influence each other within the subsystem and the subsystems influence each other and the broader system. There is also the bidirectional influence of the environment and the system (e.g., changes in legislation due to the system and shifts that influence it in return). The goal of the system dynamics is to influence the ultimate goal of the system (that is the child being safe online).
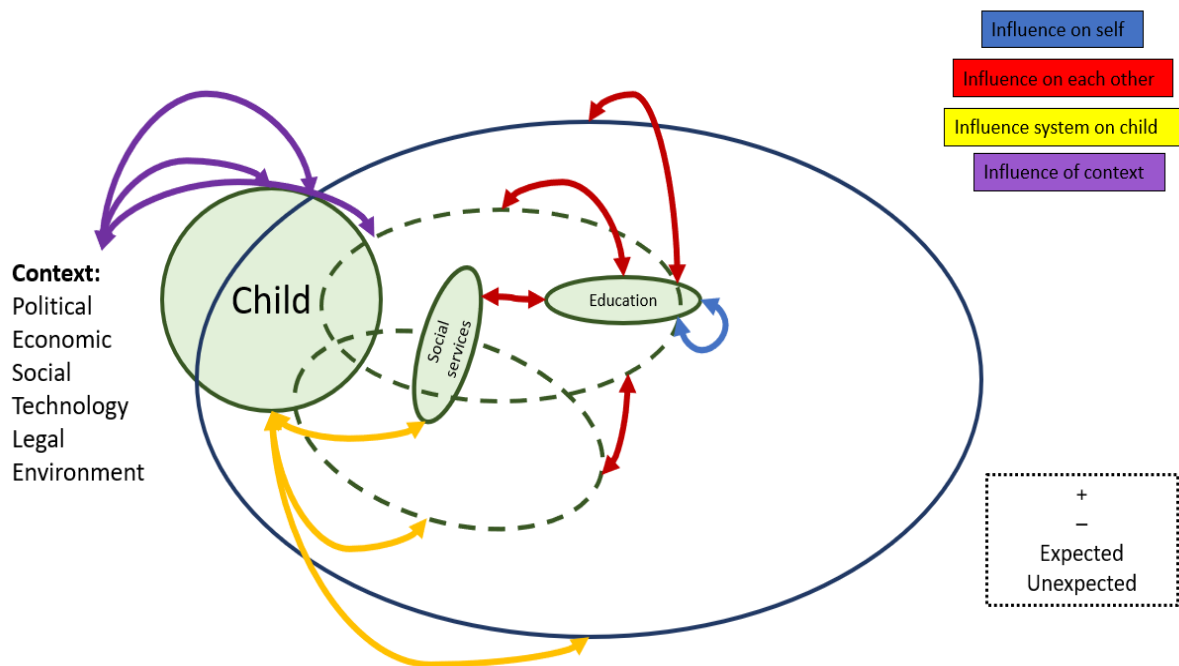
Figure 11: Interactions of parts, subsystems, systems, and context

The interrelatedness of the different subsystems is important to consider as understanding this reduces silo thinking and working. It further limits duplication of effort and enables the identification and use of leverage points. Understanding the system dynamics enables continuous monitoring, reflection, and adjustments to interventions in different functions as the effect of a small adjustment to one area is easier to visualize. To illustrate this further, an example of the dynamic interactions of the DSD subsystem is used. The following are interactions between parts of the system:

- **Influencing within a subsystem:** Interventions with the Department of Social Development (DSD)
- **Other parts of the subsystem:** DSD will also influence the work of educators in the service provision subsystem
- **The DSD subsystem** will have an influence and will be influenced by the larger COS system
- **Other larger systems** such as CP and CR will be influenced by the work done to protect children from online harm

The environmental context (legislative, political, and socio-economic) will influence all system levels (individual, service provision, industry, and national subsystems) and, conversely, the system will affect the environment.

8.2 System changes

The UNICEF programme had a significant influence on the COS system and affected critical elements of its structure. Considering the DAC criteria, and describing progress towards output and outcome results, only provides a limited picture of the true value of the programme in system transformation.

To what extent did the intervention produce, or is expected to produce, significant positive or negative, intended, or unintended results?

1) To what extent are system changes and transformation visible? Which subsystems were affected more, which were less affected, and what factors influenced this?
2) To what extent has system transformation influenced the online safety of children? How can this be enhanced?
3) What unintended (positive and negative) effects were observed in the system? What contributed to this? How will this be captured in future programmes?

The following changes were evident due to the UNICEF programme:

- The most fundamental change that happened in the system was the widespread awareness raised. This not only included the ultimate target beneficiaries (children), but also those in close contact with children (caregivers and community members), the service providers (educators, social service workers), and national structures such as the government and civil society. This awareness-raising was the first step toward the practical application of knowledge.
- Another vital step was the generation of knowledge of the system. The Disrupting Harm study is not merely a product of the programme but provides information essential to understanding and transforming the system to enable change for children. The influence and value of this knowledge were not limited to a single or a few subsystems but influenced all levels and all subsystems. It holds value for other systems, such as the CP and CR systems, in South Africa and globally. The delays in disseminating the information and making the report public due to a hold in the international launch are regrettable but not critical. This knowledge will be crucial for the next important, whole-system step in developing an MNR and formalizing an overarching national COS mechanism.
- Subsystem changes in knowledge and actions (specifically in reaction to Covid-19 implications like online education) were seen, especially in the service delivery and government spheres.

It might seem that not attending to awareness of the SAPS and not focusing on the ICT industry are shortfalls in the programme implementation. However, system dynamics imply that small changes can have major effects on other parts of the system. So far, the COS system has built a foundation of knowledge and understanding of the core issue and the system structure. General awareness was raised to prepare the system and subsystems. Awareness and information about the system structure and the environment within which it functions were critical and had a huge influence.

A further point to note is that systems transformation is not a simple and linear process. Measuring progress towards impact using individual indicators (such as those in the M&E logframe and what was captured by the DAC criteria) might miss the essential changes in the system and focus on what seems like a lack of impact. Results of efforts might seem insignificant at this stage when they actually have a significant and long-lasting impact on the wider system.

The main system transformation that can be directly attributed to the UNICEF programme is the availability of critical information, the level of awareness, and formalizing the structure of the system. Subsystem changes were also visible, especially in parts of the service delivery pillar (educators and social service workers) and in the work of some government departments (DSD, DBE, and FPB). The next steps will be the wider dissemination and application of the knowledge, capacity development (knowledge and practical skills) of all system components, and the formalization of a dedicated and representative coordinating body.

All components of the system played an important role and were affected by increased knowledge and awareness. There were critical government departments included in the initial design that did not play a role, such as DOJ and DCDT. Others, such as DHA, should be included and some might become more important in the future, such as DOH. It will be important to ensure that civil society plays a larger role as implementing partners, advocates, and service providers to children. Viewing CS as a separate subsystem from the national government could highlight the role it needs to play. The identification and use of leverage points to directly work with children is important to ensure the optimal effect.

> ## Were there secondary or potential consequences of the programme's interventions?
>
> 1) What consequences impacted other systems and the context?

The knowledge generated influenced not only efforts in South Africa but also the international COS efforts. This is especially important as the research study methodology aligned with studies in other countries and comparison and global action plans are therefore possible. These plans are even more critical for COS as there are no national boundaries limiting perpetrator access to children. The information did and will play a role in efforts in child protection more generally and for children's rights.

The system changes to date were more structural and influenced awareness more than behaviour change. However, there were reports by trainees of an ability to recognize rights violations and refer appropriately (treatment and reporting perpetrators). The government subsystem implemented changes such as incorporating COS in the School Safety programme and the DSD's inclusion of COS as a module in the training curriculum. Attributing this solely to the UNICEF programme was not possible as many other factors had an influence. The publicized suicides by learners after cyberbullying events played a major role in DSD and DBE reactions and creating hot spots. These campaigns and events also motivated the subsystems to work closer together.

> ## To what extent were changes in systems, behaviours or norms reached?
>
> 1) To what extent did the system changes influence the behaviour of individuals, components, and subsystems?

8.3 Leverage points - capacitating and protecting children

The first step in transforming the COS system was to raise awareness and empower its various parts for the protection of children and the delivery of services. However, these efforts cannot yet be seen as influencing the behaviour of children directly. For example, working with parents and caregivers first raised their awareness (they need to understand both the benefits and risks) and then guided them on how to ensure their children are safe online (through guidance and monitoring of online behaviour). It is not a train-the-trainer type of intervention where the parent will then transfer the knowledge to the child. Children are in many cases more tech-savvy and able to access the internet from different devices. Although working with service providers that interact directly with children, caregivers, and parents is important, this is not the most efficient method of sharing information with children. None of these groups offers good leverage points in the capacity development of children. This is not due to a lack of proximity to the child but to the nature

of online technology. The leverage points for the intervention are critical and, based on the interviews and literature, it seems the best way children learn about online behaviour is through peer-to-peer dialogue. The following *touch points* were proposed:

- The school space (not just the physical school grounds but any space where learning takes place) is the most appropriate to reach children.
- Online platforms and communities are important touch points for general awareness but can also be used for more in-depth knowledge transfer as well as monitoring of behaviour (systemic shifts and not individual tracking).
- To reach more community members and increase general awareness, it is proposed that high-use public spaces, particularly those where people spend time waiting (such as at health clinics, taxi ranks, and shopping centres), are used along with broader media messages.

The *leverage points* should preferably be through children and not via intermediaries such as caregivers or educators acting as trainers of children. These peer structures include:

- Representative Council of Learners (RCL) at schools. These are structures that are in place at all schools and will enable more children to be reached.
- Civil society and NGOs that work with children in different activities, including sports and other online training efforts.
- Development of games and applications (similar to applications already developed for reporting GBV).

9. CONCLUSIONS, GOOD PRACTICES AND LESSONS LEARNED

9.1 Conclusions

The UNICEF programme to strengthen the online safety of children successfully created a foundation to enable further system transformation (See Figure 12). Four pillars or levels were targeted, of which only three were included in the programme activities. The ICT industry was not reached as intended. The individual (children, caregivers, parents, and community), service providers (social service workers and educators) and national structures (mainly government departments such as DSD, DBE and FPB) levels were included. Civil Society was included to a lesser extent and SAPS and justice officials were not directly reached. Activities were impacted by the Covid-19 pandemic restrictions and the outbreak of violence in KZN. This foundational work included high-quality knowledge generation through the Disrupting Harm study and the development of various materials and tools for training service providers. Widespread awareness of COS issues was reported by the programme through training and awareness events with different stakeholders. Some activities did not take place as per the programme proposal, especially those related to law enforcement and justice officials and the ICT industry. A dedicated COS national steering body that includes all stakeholders is needed. Although many different stakeholder groups (such as government departments) were doing excellent work, this mainly happened in silos. The reaction to current critical events (such as suicides after online abuse and victimization) by different departments (including DSD and DBE) shows that combined efforts are possible and effective.
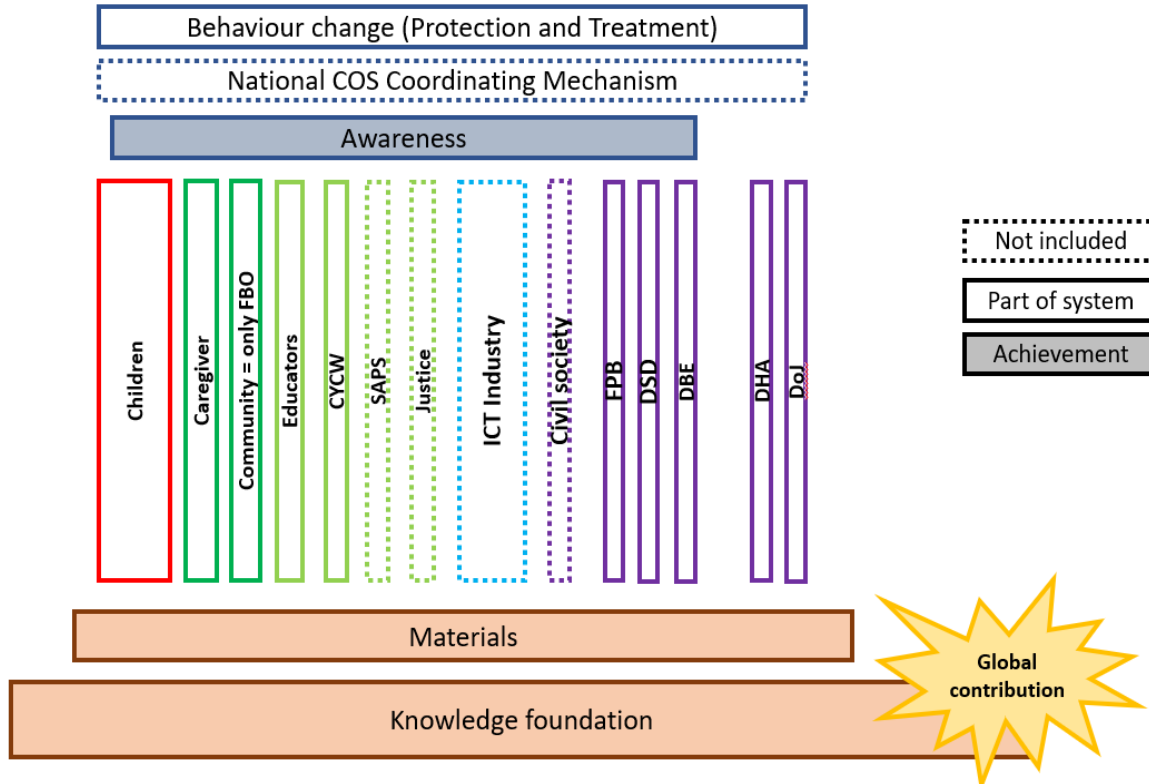
Figure 12: Summary of results

9.1.1 Progress towards output and outcome results

The outputs generally exceeded the targets for the programme. This is commendable but an M&E system would enable verification of these reports. There was unfortunately no description or disaggregation available for a large number of children which could resolve the groups reached through the different methods. It will be critical to ensure that there is not only a large reach but also in-depth interventions. Peer-to-peer dialogue seemed to be most effective. The capacity development of parents and caregivers will only be effective once the roll-out from the trainers takes effect. Training of religious leaders raised awareness but the influence on broader communities will be limited until other community representatives are also included.

The training materials developed for different service providers (social service workers, educators, and SAPS) were of high quality. The training of educators was limited to two districts in the Eastern Cape, and replication of the training to other districts and provinces should be easy. The method to reach social service workers through accredited online modules for CPD was effective and can also be replicated with other social welfare personnel. SAPS and justice officials still need to be trained and it would be good to include orientation of other service providers such as community-based workers, mental and health care workers, NPA, and other service providers to children.

On a national level, the commitment was found to be high for some government departments (including DSD, DBE, and FPB), while others would need stronger relationship-building activities and awareness of system implications. The work of this important stakeholder group could also be enhanced through systems thinking. A group that was not optimally involved in the programme but offers tremendous potential is civil society. Some national child rights NGOs participated in training events but the contributions such as advocacy work, service provision, and implementation of programme activities were not evident. This offers a great opportunity to optimize the work done by the programme.

The outcomes were not realised at this stage of the programme as the intended results depend on further strengthening of the system. Repeat measures such as a follow-up Disrupting Harm study will provide information on targets reached for outcomes in the future.

The most significant contribution was the generation of knowledge for the system through the Disruptive Harm research study and the development of a range of high-quality training materials and tools. Sharing this information is the next step toward the development of a South African MNR.

9.1.2 DAC criteria and equity

The results of the DAC criteria varied between components and within the different pillars of the programme. Due to the ICT industry component lagging in implementation it showed lower ratings for all segments but its strategic influence remains highly relevant. There were differences between interventions, with relevance and effectiveness being high and coherence and sustainability being low.

Relevance
The UNICEF COS programme was relevant to the time, needs, and situation in South Africa and contributed to strengthening a system that will enhance the online safety of children. The design of the programme included the four main pillars. The identified pillars remain relevant, with some components needing more directed effort (ICT and service provision) and additional components needing to be included (additional government departments and civil society). The programme was applicable to legislation reform and, although the programme was reported to have impacted legal reforms, it will become more relevant once the knowledge generated through the programme is disseminated more widely. The Disrupting Harm study will have a significant impact on all components of the system in the planning and execution of child protection measures.

Coherence

The programme's knowledge generation contributed significantly to global efforts, such as the Global Partnership to End Violence Alliance's '*We Protect'* Programme" and the SDG targets 5.2, 8.7, and 16.2. The programme reacted to national priorities by working systemically and through the knowledge generated locally toward the national effort. However, coherence within the system was low. The four different pillars had no exchange and there was limited collaboration even within components of the programme. Awareness of the systemic nature of the COS efforts should enhance relationships between different stakeholders to work together for the greater good.

Effectiveness

The effectiveness of the programme, in general, was related to knowledge generation and transfer. Awareness of COS was raised significantly at a system-wide level. More effort will be needed to roll out the training to other stakeholders not yet included in the programme activities but the development of materials will enhance this. Engagement of children requires innovative methods to reach them more appropriately and ensure a depth of skills transfer. This includes peer-to-peer dialogue using existing leverage points, such as RCL structures at schools and CBO events.

The effectiveness of the system will be enhanced through a dedicated and inclusive steering mechanism. COS is currently prioritized as part of the CP system and therefore situated in CP departments. Although apparently cost-effective, it often results in the COS challenges being addressed with solutions from the CP system that are not relevant to the COS system (e.g., the focus on removal of threats). Not enough resources are allocated to COS due to the overwhelming need and preference for CP. Having a dedicated steering committee for COS with representation from all stakeholder groups, including children, will highlight the uniqueness of the COS system and its challenges.

The Covid-19 pandemic influenced the implementation of interventions and the lack of commitment from some stakeholder groups hampered the programme's reach. However, the pandemic also provided opportunities to raise awareness of the importance of internet access and highlighted the dangers for children. The flexibility of implementers to adapt materials and methods significantly strengthened the system.

Efficiency

The programme had two no-cost extensions that allowed the completion of some activities affected by the Covid-19 pandemic. The extensions did not influence the quality of programme delivery or the allocation of budget items. The changes in the line items, limited financial and monitoring information, and the complex nature of the systems approach, prevented value for money from being calculated. This does not distract from the finding that the programme was efficient in delivering activities and relevant outputs. The optimal use of partner and consultant skills and structures (including existing processes) enabled a cost-effective operation. The programme needs to be attentive to the requirements to determine the value for money and ensure that this is available for the next evaluation.

Sustainability

Sustainability was assessed on two levels. The sustainability of the results of the programme interventions after completion and the feasibility of the system to continue working towards COS without the UNICEF programme.

The sustainability of the programme results (and intended interventions) was generally low. Some activities did not take place due to Covid-19 and the replacement interventions did not have the same effect. For example, the development of a handbook and brochure for SAPS made good use of the programme budget and the skills of the consultant, but training is still needed to reach the intended stakeholders. The programme lacked gatekeeping of internet access to children due to the absence of the ICT industry. A commitment to fulfil its responsibility is critical. The sustainability of the knowledge generated was high but, without dissemination of the information to all stakeholder groups, it will lose its significant effect.

Conversely, the sustainability of the system was high. This was mostly due to the structural integrity of the system as it was based on existing facilities and procedures (mainly based on government structures). This can be further enhanced by including CS structures and leverage points to reach important stakeholder groups, such as community members and children. The system also needs to be expanded by including additional subsystems (e.g., NPA, DOH, and other community structures).

Equity and gender responsiveness

The programme did not address gender or equity directly. Strengthening the system focused on the assumption that all children with access to the internet were at risk and that structures should be in place to protect them. Target beneficiaries (such as trainees) were not selected based on any characteristics or vulnerabilities. More targeted interventions for groups identified as vulnerable will need to be included in the next phase of the programme. These target groups should be context specific (for example, service providers identified different groups based on gender, age, or socio-economic status). More research is needed to clarify this and information will only become clear through continued engagement with all stakeholders (especially children).

There were power discrepancies between stakeholder groups with larger government departments being more likely to drive the process. UNICEF harnessed these strengths but an approach of inclusiveness and participation of all stakeholder groups (including a wider range of government departments) is needed. Power relations will need to be addressed.

9.1.3 System changes

Foundational building blocks for the system to function are in place. This includes the system-wide awareness of the importance of COS and the generation of essential knowledge.

The COS system is contained within the CR system with significant overlap with the CP system and similarities to VAC prevention. However, it has a unique character that calls for distinctive solutions. One aspect is the range of victims involved, from those being directly targeted, to witnesses of events, and those who share images intentionally and unintentionally. Perpetrators are similarly diverse and can include children. The mixture of physical and online violence (e.g., sharing of incidents) makes treatment and prevention different from general CP issues. Another aspect is the technical skills of children that frequently surpass those of adult caregivers and service providers. This makes cascading of skills and using caregivers as the main gatekeepers to prevent harm both ineffective and insufficient. Furthermore, solutions such as simply avoiding the threat are not applicable as internet access is a critical children's right as highlighted by Covid-19 and the implications on education and learning. The system needs to be recognized as unique with a dedicated steering mechanism that is inclusive of all stakeholders.

The interrelatedness of the system components has not received enough attention and the limited interaction between stakeholders and even within sub-systems was apparent (e.g., between government departments and between government and CS). It is important to consider the dynamic nature of the COS system where a careful balance should be maintained between ensuring internet access to all children, controlling and regulating access of predators, providing protection to the vulnerable, and treatment to those affected by online violations. The system also needs expansion through the inclusion of other components and by including stakeholder groups within a component (for example, diversification of training to community members). Understanding the dynamic nature of interaction among different components and the system-wide implications of change within a subsystem is critical to strengthening the whole.

The most important consideration is the use of system touchpoints as spaces where the various stakeholder groups can be engaged. Expanding these touchpoints will reach a wider audience for awareness and skills transfer. The leverage points in the system where the interventions can be most effective also need to be identified and used. These include RCL systems in schools and the involvement of CBOs that work with children, while online games and applications can provide another entry point.

9.2 Good practices

There were four good practices in the system that should be highlighted:

9.2.1 Recognizing system transformation is needed

The acknowledgement by the Global Alliance and UNICEF that the issue of COS can only be addressed through system change (strengthening) is a practice that needs to be more widely applied. Although system thinking is not yet embedded, changing the focus and recognizing its importance was a major first step. It is recommended that strategically planning system transformation and allowing the evaluation to use a system approach be documented and shared to enhance learning and the evaluation of system transformation.

9.2.2 Building a solid knowledge foundation

Although it would be logical to establish a strong knowledge foundation for programmes it is seldom done through solid and rigorous research. Doing so would allow more strategic planning and contribute to the national system, subsystems, and international efforts to ensure the online safety of children.

The full dissemination of the research results was delayed to ensure that the report is optimally used but they have already impacted many interventions and will continue to do so. The possibility of a follow-up study and the insights it will bring is something to look forward to.

9.2.3 Incorporating key subsystems

The UNICEF programme began with a model for incorporating important subsystems. Not waiting for a full system analysis but using programme logic to strengthen parts of the system already in place was a useful approach. The key departments that participated built critical mass and momentum. Other departments will be more likely to commit to the efforts based on the evidence of system transformation and continuous review will unveil how other departments and organizations can play a role.

9.2.4 Reaching children through peer dialogue

One of the partner organizations (Agape Youth Movement) uses an approach of peer dialogue. This was identified as a key strength and investigating and adapting this model for further engagement and training efforts with children is highly recommended. It is envisaged that peer dialogue can also be applied by service providers and CS implementors.

9.3 Lessons learned

The key lesson from the programme implementation is that a systems approach does not need to be labelled as such to affect system change. The UNICEF programme was not explicitly called a system transformation programme, yet the aim to strengthen the system indicated that it focused on that structure. Further system transformation will be accelerated if all staff and stakeholders in the programme are more aware of the basic system principles (such as interrelatedness and boundaries) and optimally apply them during implementation. Some of the lessons of the programme regarding system transformation highlighted in this evaluation are:

- Foundational knowledge is critical and an early priority. The Disrupting Harm study contributed foundational knowledge to all sub-components of the system.
- Wide awareness of the topic for all stakeholders in the system is essential early in the system development.
- Acknowledging that a system can function within another system (COS within CP), yet contain key components outside of that system (such as the unique balance of risks to benefits of internet access).
- Understanding and appreciating the system approach by the different subsystems can alleviate the damaging effects of working in silos.

10.RECOMMENDATIONS

The recommendations reflect on how current gaps can be alleviated and interventions improved due to the summative nature of the evaluation. It, therefore, aims to improve the continued effects and sustainability of the completed programme and similar programmes. But, more importantly, as funding has been secured for another phase of the programme, the recommendations are also formative and aim to ensure the implementation of lessons in the new phase of the COS programme.

The recommendations are broadly categorized as targeting the system transformation process (including structural changes and interventions), monitoring and evaluation (for learning about and within the system), enhancing the Model National Response, and specific recommendations for future evaluations and research.

The process of developing the recommendations firstly included the engagement of all respondents. Specific questions in the interviews and surveys elicited stakeholder perspectives on priorities. It was important to ensure views and recommendations of all stakeholders were included regarding their sub-system as well as their views on the COS system. Suggested recommendations were tested with other respondents as interviews progressed. These were only included at the end of each interview to avoid bias. The integrated and refined draft recommendations were presented to the ERG. The recommendations were based on information from all systems of both rights-holders and duty bearers. Children were not involved as direct respondents, but the Disrupting Harm study results ensured that their views were included on system transformation issues rather than programme implementation priorities.

10.1 System transformation

It is important to consider the goal of keeping children safe online while ensuring access to the internet can only be achieved through system transformation. This necessitates awareness that all interventions are systemic and it requires thinking and working systemically. To strengthen the system, all the stakeholders need to be involved and work towards overall system transformation, which will alleviate the silo mindset and way of working. The focus is to make it very clear to all stakeholders and subsystems that the programme and work on child online safety (COS) are systemic. Assumptions about the system and the subsystem roles should be prominent and tested regularly using a Monitoring and Evaluation (M&E) system (with a framework, tools, and dataset) that can reflect the complex system changes and be geared primarily for learning and accountability.

10.1.1 Systems thinking to guide COS programme implementation

Recommendation 1: UNICEF South Africa COS programme staff should strategically reflect on the systemic nature and boundaries of the COS system, how it influences the second phase of the programme, and how the various interventions and stakeholders fit into the broader COS system. UNICEF CP staff can then influence higher-level understanding and implementation of systems thinking to key government departments such as DSD and DBE.

Priority: high | **Timeframe:** immediate | **Responsibility:** UNICEF CP

Firstly, all stakeholders should understand and be aware of systemic programmes and how to apply systems thinking. It is essential to recognize that changes in sub-systems are interlinked and that a shift in one affects the whole system. This will require not only a paradigm shift but also knowledge of systems thinking. Secondly, the COS should be understood as a system within the CP and CR frameworks but with unique characteristics and components outside of those systems. The system is unique in that it both focuses on access (providing a right) and restrictions (protection from harm and treatment). It would be

damaging to simply see the COS programme and interventions as contributing part of CP, GBV, or VAC strategies. This is relevant for all subsystems, including government departments and service providers. This is a higher-level recommendation for all stakeholders in the system.

The responsibility of UNICEF South Africa is to reflect on the continued programme interventions and recognize and use the systemic nature of all child online safety work by UNICEF South Africa. This will ensure that all stakeholders (subsystems such as government departments, implementing partners, and Civil Society) are aware and influenced to contribute systemically.

10.1.2 Subsystem stakeholders and relationships

Recommendation 2: UNICEF South Africa COS programme staff should ensure that important stakeholders targeted in the original programme proposal that were not reached are included in the second phase of the programme (ICT industry, CS, DCDT, SAPS, and DOJ). UNICEF South Africa can also play an important advocacy role in championing the inclusion of additional stakeholders (DHA and DOH) and enhancing relationships between subsystems and stakeholders.

Priority: high and critical | **Timeframe:** immediate | **Responsibility:** UNICEF CP

The initial four components of the programme provided a formal structure for the first phase. UNICEF should continue with capacity-building and sensitization programmes designed to reach all actors in the space. It is recommended that stakeholders are included in each subsystem and that additional subsystems are included in the UNICEF Programme. The suggested changes include the following:

- Separating the national structure into different components or sub-systems comprising government and civil society (CS). The current combination of these two into a single "national" level has diluted the effect and contributions of CS. Civil society has a larger role to play in advocacy for access, service provision (preventative, protection, and mitigation), and a role as training partners.
- The ICT industry urgently needs to be involved, especially as the main gatekeeper and access provider.
- The intended stakeholders and partners that were not involved in the programme should be added, including DCDT, DOJ, and SAPS.
- The inclusion of other government departments, such as DHA and DOH, should be considered.
- The current "individual" level subsystem includes caregivers (parents) and community members. These stakeholders have different functions and should therefore have distinct interventions.
- Children are the ultimate target and should be considered as the overarching subsystem. Currently, the design assumes that caregivers, service providers, and community members will cascade skills to children. Although this may happen, it is not the most effective intervention. Placing children at the centre changes the dynamic, ensuring caregiver and community interventions focus on strengthening their roles rather than acting as intermediaries for the programme to reach children.
- The community subsystem should be broadened to include other structures besides FBOs and religious leaders. Suggestions include traditional and local leadership, CBO, and informal associations.

10.1.3 Touch points and leverage points

Recommendation 3: UNICEF South Africa CP technical advisors should play a coordinating role to identify touch points (spaces where children and community members can be engaged) and leverage spots in the system. Doing so will ensure efforts have a maximal effect and this needs to be communicated with implementing partners as a matter of priority.

Priority: high | **Timeframe:** short-term | **Responsibility:** UNICEF CP manager and those providing technical support to partners

UNICEF South Africa and all implementing partners should go beyond the traditional points of intervention delivery. As the programme aimed to strengthen the system, the next step is not only cascading that to unreached subsystems but also to communities and children in various ways. It is therefore critical to identify spaces to engage community members and children at deeper levels. It is also important to optimize activities by targeting specific leverage points. UNICEF South Africa should identify these from the suggestions provided by literature, the participants of this evaluation, and engagement with children about programme activities.

10.1.4 Specific interventions

Recommendation 4: The role players in the COS system and programme as managed by UNICEF South Africa should move from awareness activities to more specific interventions. This includes expanding the depth of the work with children beyond just reach and including and strengthening other system structures and components. UNICEF South Africa is uniquely situated to influence the strategic move to more targeted interventions.

Priority: high | **Timeframe:** short term | **Responsibility:** UNICEF COS programme and all other implementing partners

The recommendations to strengthen the implementation are the following:

- Moving beyond awareness to focused training. In some instances, this is possible through the integration of materials in existing curricula and training (e.g., SAPS) but others need dedicated programmes. Examples are caregivers, social workers, community and front-line workers, and healthcare workers (especially those involved in mental health) beyond those included as part of VAC interventions.
- Working with children requires specific approaches. Peer-to-peer dialogue seems to be the best method for reaching children. This should be investigated, documented, and adjusted for the roll-out of more in-depth and targeted training. This is an issue of **depth** of interventions.
- Training should be rolled out beyond the current scope. The training of educators should include other provinces and needs strategies to determine high-priority districts and the cascading of training. The training of social service providers should be expanded to a wider group of personnel. This is a **reach/scope** issue.
- **Incomplete activities** and those not done due to circumstances should be prioritized. The training of law enforcement and justice officials (SAPS and DOJ) is essential and will need the commitment of all departments. Similarly, the involvement of the ICT industry and Civil Society is critical. The limited engagement with DCDT needs urgent attention.
- The focus should now shift to **outcomes** in terms of intention and measurement. The focus on awareness should move to knowledge and skill transfer and this should be measured regularly. The aim should be measurable behaviour change.

10.1.5 Addressing equity and gender

Recommendation 5: UNICEF South Africa COS staff and its research partners should investigate and identify the most vulnerable and marginalized groups in each sub-system, address power issues that threaten COS and prevent optimal intervention, and measure changes for these groups.

Priority: high | **Timeframe:** long-term | **Responsibility:** UNICEF CP and MEL, research partners, SAPS, DoJ, and NPA

This completed phase of the programme effectively focused on strengthening the system through knowledge generation and raising awareness of the various subsystems. It would be critical in future to identify the most vulnerable and marginalized groups and address their needs specifically. This includes the benefits of connectivity, the protection of children, and addressing services for those victimized.

Disadvantaged groups (including those with fewer opportunities and resources and those with financial difficulties) were identified. They need specially designed interventions. Online violence and abuse are strongly related to power discrepancies, with girls remaining the most high-risk group. This does not imply resources should only be geared toward girls, but rather that programmes addressing gender should be developed and implemented.

Special attention should also be given to addressing groups beyond the linear perpetrator-victim continuum. The needs of children who enable online violence and abuse, those who record and share incidents, and those indirectly affected (witnessing in physical proximity or through shared images) should also be addressed.

10.2 Monitoring and evaluation system

It was challenging for the evaluation to verify information on targets reached. Part of the challenge was in the types (online awareness is difficult to capture) and calculation of data from different subsystems. However, the programme would be richer and progress easier to track if an M&E system was in place (including tools and a central database that can capture the complexity of system changes). This would not only enhance accountability, planning, and timely adjustments of efforts but, more importantly, ensure continuous reflection and learning around the system changes.

Recommendation 6: UNICEF South Africa MEL should urgently develop a functional and dynamic M&E system for the UNICEF COS programme (phase 2). The system should allow reflection on progress towards targets and capture and reflect on system transformation.

Priority: critical | **Timeframe:** immediate | **Responsibility:** UNICEF CP and MEL

For optimal functioning, the M&E system needs to address both traditional (DAC) criteria and systems thinking. It is recommended that the M&E database include:

- Data captured for monitoring purposes. This should comprise capturing the targets reached for each subsystem as well as cumulative numbers. It should also include collecting secondary data from partner organizations and encouraging the collection of data where it is not available.
- Qualitative data to capture system changes and the process needed to achieve them. Using the following criteria as a guide will ensure that system changes are not only captured but that subsystems are kept informed.

  - System and subsystem descriptions with clear boundaries
  - System dynamics and inter-relatedness of subsystems (to identify and change silo behaviour and the replication of efforts)
  - Leverage points
  - Intervention strategies
  - Assumptions

- Capturing lessons learned and good practices. For example, recording the lessons learned and reflecting on these regularly will enhance adaptations and the roll-out of activities. Another example is documenting and using the process of peer-to-peer dialogue to capacitate children.

Another recommendation related to the M&E system is the training of project staff (of all subsystems) on the M&E framework. This should focus on the following:

- Awareness of the value of continuous data input, monitoring, and reflection, as well as the importance of evaluations.
- System transformation criteria.
- Technical aspects to capture and use data from the system, including reporting and programme and project management.

10.3 Disseminating knowledge and development of the Model National Response (MNR) and action plans

Development of an MNR and action plans for subsystems are crucial. The first step is formally disseminating the knowledge already generated. All subsystems need to work together to develop the MNR based on the knowledge yielded through the Disrupting Harm study and the development of materials. It is essential to align all work done within the system, such as CR and CP (both nationally and within UNICEF).

The recommendations of this evaluation, including the sharing of knowledge generated, identifying leverage spots and touchpoints, and the development of the MNR, can be coordinated to occur at the same event where all stakeholder groups from the subsystems meet in person.

10.3.1 Disseminating knowledge generated

Recommendation 7: UNICEF South Africa and DSD should urgently prioritize the sharing of knowledge generated through the programme. Research, such as the Disrupting Harm and Kids Online studies, as well as the knowledge and lessons gleaned during the material development efforts should be disseminated

Priority: urgent for other activities to follow | **Timeframe:** immediate | **Responsibility:** UNICEF CP, DSD, research, and development partners

The essential (and exceptionally executed) Disrupting Harm study specifically addressed aspects to enable the understanding and strengthening of the COS system in South Africa. The dissemination of this knowledge is critical for strategic planning across the entire system. The process of developing materials further contributed to a solid foundational body of knowledge but the communication of the learning was hampered due to delays in the international and national launch of the report. This information must be shared in a formal event with all stakeholders. Dedicated resources and time will be needed to ensure a wide representation and commitment of all levels and components of the system.

10.3.2 Development and adjustment of Model National Response

Recommendation 8: UNICEF South Africa should influence the collaborative process to develop a South African Model National Response with whole system participation, including child representation.

Priority: high | **Timeframe:** immediate | **Responsibility:** UNICEF CP and all stakeholder groups, not dominated by any single entity or government department

The development of a Model National Response (MNR) is critical for every stakeholder group and subsystem working on COS and is pivotal to forming a coordinated national response. One of the main recommendations of this evaluation is that a work session, or series of work sessions, be conducted with all role players present. The first step will be sharing the Disrupting Harm study findings and the additional knowledge generated by the programme. Breaking the silo approach that has been used thus far and alleviating the power dynamics of some subsystems is an essential step in strengthening the COS system. The steps can include:

- Sharing the findings of the Disrupting Harm study and lessons learned from the materials development process.
- Sharing and reflecting on the findings relevant to each subsystem.
- Development of a national coordination mechanism (steering group) consisting of representatives of all subsystems (donor organizations and child and youth representatives) with rotating or shared leadership.
- Development of the overarching MNR and adjusting the global MNR for the South African context based on the knowledge-sharing event.
- Development of individual subsystem action plans.
- Contributions to a shared and central M&E system to track progress, maintain accountability, and, more importantly, ensure continuous learning.

Elements from the global MNR (see Annex XIV for Summary of We Protect MNR 2015) needing revision to ensure a contextually relevant and coherent South African MNR should be based on the local research and knowledge base. Evaluation suggestions include:

- Enabler considerations:

  - Emphasis should be placed on multi-disciplinary and cross-sectional collaboration to avoid the current problem of silo work.
  - Justice and prosecution agents need to be urgently included in the programme.
  - The reporting environment should include ICT structures and strengths.
  - Data and evidence should be accessible to the whole system and in formats that address varying audiences (child-friendly versions) and modes (electronic and hard copies).

- Subsystem capability considerations:

  - The "victims" group consists of different subgroups that need unique interventions and information. For example, there are victims directly affected by perpetrators but also indirect secondary victims, such as online and offline witnesses and those sharing incidents with others. The effects of these are complex and distinct to each group.
  - Industry, both ICT and other corporate responsibilities, should be co-opted.

10.4 Recommendations for future evaluations and research

Recommendation 9: UNICEF South Africa should ensure that future evaluations of the programme include children's voices and a strategic plan for a follow-up Disrupting Harm study.

Priority: medium | **Timeframe:** long-term | **Responsibility:** UNICEF South Africa MEL, research consultants

As this evaluation took place early in the system transformation process and did not include the influence on child behaviour it is vital to incorporate a substantial impact component in the next evaluation. This should not only measure impact but investigate qualitatively how system changes affected children. Including all stakeholders and subsystems is important but listening to the voices of children is even more critical. The next phase of the programme's design and implementation should already include ethical statements and requirements for including children as respondents in the evaluation. This can be done by including consent in programme activities and early application for ethical clearance from relevant review bodies.

It was envisaged in the programme documents that the Disrupting Harm study will be repeated in future to measure change. The timing of this study will be important and should be based on assessments of system transformation.

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ANNEX I: TERMS OF REFERENCE OF THE EVALUATION

TITLE	FUNDING CODE	TYPE OF ENGAGEMENT	DUTY STATION
Consultancy: Strengthening children's online safety in South Africa	SC 180176	☒ Consultant ☐ Individual Contractor Part-Time ☐ Individual Contractor Full-Time	SOUTH AFRICA/ Pretoria

PURPOSE OF ACTIVITY/ASSIGNMENT:
Evaluation of the Global Partnership funded project to strengthen UNICEF's online child protection programme in South Africa from May 2018 to August 2021.

SCOPE OF WORK:
The consultant is expected to undertake the end of project evaluation of UNICEF South Africa's supported activities under the Global Partnership to end violence focused on safeguarding children online. As a result, the consultant is expected to: • Retroactively reconstruct a programme theory of change in consultation with the programme section • Conduct an evaluability assessment at the initial phase of the evaluation to inform refinements to the preliminary evaluation questions and evaluation design • Review proposal documents, project agreements, reports, surveys, training tools, and materials produced under this partnership framework as per the initially agreed result framework attached in Annex 1 • Assess and analyze the quality and content of all documents and tools produced as a result of this investment • Keep all instruments and records of relevance to UNICEF, DSD on a central database • Evaluate the programme results • Document partnerships built throughout the project • Prepare the interview tools to assess the satisfaction of partners as part of the qualitative component of this evaluation and conduct interviews with stakeholders who were involved in the project • Present initial findings and results to UNICEF and members of the Evaluation Reference Group • Provide a draft inception and evaluation report with preliminary recommendations to the Evaluation Reference Group for validation • Compile the final inception, draft and evaluation reports based on periodic feedback received from stakeholders

CHILD SAFEGUARDING
Is this project/assignment considered as "Elevated Risk Role" from a child safeguarding perspective?
☐ YES   ☒ NO   If **YES**, check all that apply:
Direct contact role   ☐ YES   ☒ NO If YES, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:
Child data role   ☐ YES   ☒ NO If YES, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):
More information is available in the Child Safeguarding SharePoint and Child Safeguarding FAQs and Updates

ANNEX II: EVALUATION REFERENCE GROUP

ORGANIZATION	TITLE	NAME	EMAIL ADDRESS
DBE		Dr Patricia Watson	Watson.P@dbe.gov.za
DSD		Ms Gayan Dwarika	GyanD@dsd.gov.za
DSD		Ms Neliswa Cekiso	NeliswaC@dsd.gov.za
Film and Publication board		Mr Muridili Murendeni	Murendeni.Muridili@fpb.org.za
UNISA BMR		Dr Antionette Basson	abasson@bmr.co.za
DSD		Ms Lesego Mogami	LesegoMo@dsd.gov.za
UNICEF	Child Protection Specialist	Ms Sinah Moruane	smoruane@unicef.org
UNICEF	Chief of Child Protection	Ms Mayke Huijbregts	mhuijbregts@unicef.org
UNICEF	Manager of Planning, Monitoring & Evaluation	Ms Ilona Milner	imilner@unicef.org
UNICEF	M&E Officer	Mr Allister Pillay	apillay@unicef.org
UNICEF	Child Protection Specialist	Mona Aika	maika@unicef.org
UNICEF	M&E Officer	Fulufhedzani Ravele	fravele@unicef.org
UNCEF ESARO	Regional Evaluation Manager	Bikul Tulachan	btulachan@unicef.org

ANNEX III: INTENDED USERS AND STAKEHOLDERS

USERS/STAKEHOLDERS	INTENDED USE
• UNICEF South Africa Child Protection	• To inform the future design of the child protection programme drawing upon lessons learned. • To draw from recommendations to strengthen programmes to address child online protection in South Africa.
• Global Partnership to End Violence	• To document and share information on results achieved as a result of the Global Partnership investment. • To identify further opportunities for the potential scale-up of the programme. • To inform overall programme effectiveness and strategic planning at a broader global level.
• Government and Other stakeholders: • Department of Social Development (DSD), Department of Basic Education (DBS), South Africa Police Service (SAPS), Judiciary, Telecommunication and Postal Services, CSOs, etc.	• To build on lessons learned to strengthen national efforts to enhance child online protection measures for children.

ANNEX IV: LOGFRAME AND THEORY OF CHANGE

Version September 2021

1. FUND MONITORING FRAMEWORK			2. PROJECT MONITORING PLAN			3. PROGRESS REPORT		
1a. Result Level	**1b. Result Description**	**1c. Fund Recommended Indicator**	**2a. Project Indicator** *(Use Fund recommended or propose modification to add project specificity)*	**2b. Data Source**	**2c. Project Target** **(#/% or date completed)**	**3a. 1 Jan – 30 Sep 2021**	**3b. Start of the Project – 30 Sep 2021** *(Accumulated)*	**3c. Brief Progress Description**
4. INDIVIDUAL, FAMILY AND COMMUNITY LEVEL								
4a. Summary of Activities (*Brief summary of activities targeting individual behavior change. No more than 100 words*): Knowledge and skills of children, families, and communities to help children safely use the internet and for children to access services if they are victim of online violence will be strengthened. A social mobilisation initiative will be developed that addresses broader violence against children which includes online safety. Tools will be developed and piloted to reach children, parents and communities with key information – including a module on online safety and integrated within existing parenting programmes. A training manual will be developed to train 1,000 social service and justice professionals on online safety. Child friendly materials for online safety will be developed. Meetings with corporates will be held in respect of guidelines from ITU.								
OUTPUT	Children have increased knowledge on how to protect themselves from online violence and where to access services when needed	#/% targeted children engaged in education activities for online safety						
		Hotline/helpline or online reporting mechanisms established or strengthened	# of children provided with information about online reporting mechanisms	Project reports	300,000	714 children reached	Over 10 m children reached	The DBE, UNICEF and GIZ online child participation programme has reached 564 children with online safety information through direct participation. -Films and Publication Board: 150 children were reached
		#/% targeted children with access to high quality, effective child-friendly resources about online safety	# targeted children with access to high quality, effective child-friendly resources about online safety	Project reports	300,000	Over 20000 children through Tik Tok and other social media platforms	1,200,000 children through televised webinars Over 20000 children through Tik Tok and other social media platforms	Through multiple platforms including Facebook, TIK TOK and twitter handle. (TIK TOK reached over 2,000 children) and young people.
	Parents have increased knowledge about online safety	#/% targeted community participants (parents, educators, child service	# parenting programmes integrating online violence prevention and response	Curriculum	2	1	3	Sinovuyo parenting programme has integrated an online module to

	providers) engaged in education activities for online safety for children							capacitate parents on online safety for children. - DSD has developed a programme addressing child sexual exploitation and abuse online and offline. - The toolkit developed by UNICEF has a module on parental capacity building on digital/ online child safety.
	Communities awareness of how to protect children from online violence is increased	#/% targeted individuals reached through mass media/ information/ advocacy campaigns	# of community initiatives that integrate information on online awareness	Partner reports and/or revised materials	15	10	15	**Over 10 Series** of webinars held every Thursday since July with learners and each webinar starting with digital space safety tips, UNICEF/Film and Publication Board Webinar
OUTCOME	Children, families and communities protect children from online violence and children are able to access services when needed	% of participants (or sample of children) who demonstrate increased knowledge of online safety	% of participants who demonstrate increased knowledge of online safety following interventions	Pre-post intervention survey	70%	NA	NA	End of project evaluation to be conducted. Up to 20 million viewers reached with televised webinars on online safety (SABC and ETV)
		% of reported online violence survivors who are referred to survivor services	% increase in children and parents reporting that parents/caregivers support children's safe internet usage	Pilot and follow-up survey	5% increase	NA	NA	Will be reflected in end of project report based on the UNISA study findings and will be captured in final evaluation report.
IMPACT		# of reports of online violence involving children to hotline or	% of children who report using protective measures	Pilot and follow-up survey	N/A – Target not required	NA	NA	This will be captured in end of project report (Childline and

		online platform per 1000 population aged 18 and under (national statistic)	during their internet usage (such as privacy settings)					Films and Publications Board)

5. SERVICE LEVEL

5a. Summary of Activities (Brief summary of activities targeting societal change. No more than 100 words):

In 2020, a lot of time and effort was put in development of awareness raising tools and training materials. As the world turned to a virtual mode of work, the momentum was very opportune towards creating awareness on online protection and safeguarding of children. In addition to the awareness raising tools, UNICEF also organised a few national level televised webinars with policy makers, activists and children themselves to create high level awareness on child protection online. Compounded by the use of Tik Tok and other social medial platforms this reached many children and youth in and beyond SA. We also trained 173 religious leaders on online protection.

OUTPUT	Educators have increased knowledge on how to effectively address online violence	% of educators who report practical knowledge on how to prevent online violence	# tools related to school safety that integrate online safety	Tools	4	-	2	Adaptation of training module for educators has been completed. Planning to train educators on online safety is ongoing and scheduled for October 2021
COMPLETED	Social Service Professionals have increased knowledge on how to effective address online violence	% of targeted social service providers who know how to respond to support survivors of online violence	# of social service providers who report improved knowledge on online safety and support survivors of online violence	Training logs	200	234	234	234 social service professionals have been trained in March 2021
	Police and Justice actors have increased commitment and capacity to address online violence	#/% targeted law enforcement, and judicial officers engaged in capacity building activities to prevent and prosecute online violence and support survivors	Plan in place to improve capacity of law enforcement to address online violence against children	Partner report	1	0	0	Activity amended to support awareness raising materials in place of training. Tor issued to develop an information booklet for the judiciary.
OUTCOME	Children benefit from key service that help children stay safe online and respond to the needs of child survivors	% of community participants (or sample of participants) who demonstrate increased knowledge of online safety and reporting mechanisms	% of service providers (or sample of participants) who demonstrate increased knowledge of online safety and reporting mechanisms	Training pre- and post-tests	70%	NA	NA	End project indicator after training. We are working with Vodacom and Google South Africa.
		% of social service provider participants (or sample of participants) who demonstrate increased technical skills to support survivors of online violence	% of social service provider participants (or sample of participants) who demonstrate increased technical skills to support survivors	Training pre- and post-tests	70%	NA	NA	End Project indicator after training

		of online violence					
	% targeted policies changed/protocols and SOPs updated among child service provider organizations and institutions	# of capacity building initiatives or curriculums for service providers that integrate online safety for children	Curriculum or initiatives project documents	3	1	3	So far, there are tool kits developed for 1) awareness raising, 2) A composite training toolkit with various modules for different professionals and 3) the Learning Management System (LMS) for the system course that is functional and operational.
IMPACT		% of online violence survivors who receive support services		N/A – Target not required	Data not available	Tracking	End Project Indicator

6. INDUSTRY LEVEL

6a. Summary of Activities (Brief summary of activities targeting industry change. No more than 100 words)**:**

Advocacy will be conducted with actors from the corporate world such as Vodacom, MTN and Telkom for endorsement and implementation of the Guidelines for Industry on Child Online Protection and to follow up on guidelines issues by the ITU. A consultation will be held with key actors and international experts on the Guidelines to promote their endorsement and share concrete measures that can be taken. Following the consultations, industry leaders will be encouraged and supported to implement concrete measures and share good practices as long as government legal framework allows for these measures.

OUTPUT	Increased commitment of key industry actors how to prevent and address online violence	# of targeted industry partners that have agreed to ICT standards to protect children from online violence	# of ICT industry who endorse industry standards for online safety of children	Industry endorsement commitments (letters, public statements	3	-	3	Locally these commitments will be derived from UNISA ICT service providers report. A questionnaire was sent to ICT companies on their policies towards the protection of children. A platform of network with ICT companies will follow the data analysis from the questionnaire. Google SA, MMA and Vodacom have indicated their commitment to protect children online
	Industry implements key measures in-line with industry standards to protect children		# of targeted industry partners that have implemented functional safeguard and	Online mechanisms and/or partner reports	3	-	2	Film and Publications Board Google SA

	from online violence		reporting mechanisms					
Outcome	ICT industry implements standards and measures that prevent online violence among children	% of industry participants (or sample of participants) who demonstrate increased knowledge of online safety and incident reporting mechanisms	% of industry participants (or sample of participants) who demonstrate increased knowledge of online safety and incident reporting mechanisms	Industry survey	70%	NA	NA	End Project indicator
		% targeted ICT industry partners that have implemented functional safeguard and reporting mechanisms	% targeted ICT industry partners that have implemented functional safeguard and reporting mechanisms	Industry survey	50%	NA	NA	End project indicator
IMPACT		% of reported cases of online violence followed up by the removal of harmful internet content			N/A – Target not required		Data not available	End project indicator following the external evaluation process

		7. SYSTEM LEVEL						

7a. Summary of Activities (Brief summary of activities targeting systems change. No more than 100 words):

The biggest system change achieved last year, was SAs commitment to signing up to the Global We Protect Alliance and therewith the commitment to develop a SA Model National Response. Additionally, progress was made in the changes in the law to strengthen the protection from online violence, harm and abuse. Also the development of the training toolkit which was endorsed by Department of Social Development and uploaded on their online learning platform for all social service professionals to be trained with an officially accredited course. Another systemic change was the Ministerial commitment and a training plan with all duty bearers on online protection.

OUTPUT	Evidence on online violence is available and used to inform relevant legislation, policies and programmes		Online violence study conducted		1	1	1	Final report in April 2021. Launch in July 2021
			Number of legislative, policy or programmatic reforms amendments reflecting recommendations of study		6	1	7	NSP Film and Publications Act Domestic Violence Act Sexual Offence and Related Matters Act Criminal Procedure Act amendment (led by Justice Department) National Emergency Response Plan Cyber Crime Bill signed by the President in September 2021
	Online violence is systematically addressed within coordination structures on	Multi-stakeholder body established to evaluate country capabilities and develop a	Online violence systematically integrated within the Interim Steering Committee.	NSP and Declaration document	Yes	In place	Yes	Interim Steering Committee embracing online safety for both women and children.

	violence against children	national plan to prevent/ prosecute online violence and support survivors						UNICEF supporting the development of the National Violence Prevention Strategy
	Revised Integrated Programme of Action to address Violence Against Women and Children effectively addresses online violence against children	Review of legal framework, policies, regulations, government agency SOPs completed; gaps identified to prevent and prosecute online violence	Revised POA effectively addresses online violence	NSP	Yes	In place	Yes	The Domestic Violence Amendment Bill makes provision to apply for a protection order Online (great achievement for women and for the protection of children)
OUTCOME	Increased knowledge and commitment to address online safety within national authorities and civil society	% of government participants (or sample of participants) who demonstrate increased technical skills to prevent and prosecute online violence and support survivors	% of government participants (or sample of participants) who demonstrate increased commitment to and knowledge on addressing online safety	Survey	70%	NA	NA	End of project indicator will present overall number of statutory duty bearers trained and capable of applying tools learned
		Countries have comprehensive multi-sectoral plans to prevent and prosecute online violence against children and support survivors						
		% targeted policies changed/ laws revised/ government agency policies updated to prevent and prosecute online violence against children and support survivors	% targeted policies changed/ laws revised/ government agency policies updated to prevent and prosecute online violence against children and support survivors	Laws and policies	50%	-	3 key policy & plans and laws revised	End of Project indicator NSP Film and Publications Act Domestic Violence Act
IMPACT		% of online violence investigations that proceed to indictment/ prosecution/ conviction			N/A – Target not required	Data not available	Data not available	

Victim reporting and treatment

Increased use of internet

Safe use of internet

Impact

Outcome

Children access services

Respond to needs of children

Help stay safe

Prevention of online violence

Output

Where to access services

Able to protect self

Protects children

Implements standards and measures

Address online violence

Increased commitment

Intervention

Group

Subsystem

Knowledge

Awareness

Address online violence

Knowledge

Commitment

Capacity

Prevent violence

Address violence

Knowledge

IPA to address VAWC

Inform legislation, policies, programmes

Materials and tool development

Social mobilization initiative

Materials

Modules for existing training

Commitment

Coordination structures

Revisions

Evidence: Kids online survey

Children

Families

Community

Education

Social services

SAPS

Justice

Engagement & Consultations

ICT

Civil society

Government

Individual

Service providers

Industry

National

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ANNEX V: EVALUATION MATRIX

QUESTION	SUB QUESTIONS	INDICATOR	DATA SOURCE AND METHOD
OUTPUT PROGRESS:			
To what extent were outputs achieved relative to the activities schedule within the timeline	1. To what extent were the planned outputs achieved?	Trends in output progress against set targets (logframe)	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children)
			Secondary data from government and partner organizations (including monitoring data and research data)
			Monitoring specific tools and data including reports.
			Online survey with families and communities
			Online survey with trained officials (SAPS, educators, CYCW, judicial)
			Materials and product review
	2. To what extent were output monitoring contributing to learning about the system?	Trends across reflection and reporting periods and influence and corrections on activities?	Monitoring specific tools and data
			Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children)
		Factual elements on identification of contributions of outputs towards subsystem changes	Monitoring specific tools and data
			Lessons learned documentation (programme reports and other statements)
OUTCOME PROGRESS:			
To what extent were outcomes achieved relative to the activities schedule within the timeline	3. To what extent did the outcomes progress contribute to programme implementation?	Trends in outcomes progress against set targets (logframe) Factual evidence of outcomes achieved Descriptions of challenges, influencing factors and corrective actions	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children)
			Secondary data from government and partner organizations (including monitoring data and research data)
			Monitoring specific tools and data , reports and requisite documents
			Online survey with families and communities
			Materials and product reviewIntegration of data and results across surveys, key informant interviews (KII), secondary data sources)

QUESTION	SUB QUESTIONS	INDICATOR	DATA SOURCE AND METHOD
	4. To what extent were outcomes monitoring contributing to learning about the system?	Trends across reflection and reporting periods and influence and corrections on activities?	Monitoring specific tools and data Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children)
		Factual elements on identification of contributions of outcomes towards subsystem and system changes Documentation of lessons learned through the programme lifecycle	Monitoring specific tools and data Lessons learned documentation (programme reports and other statements)
RELEVANCE:			
To what extent do the programme intervention's objectives and design respond to beneficiaries and partner institution's needs, policies, and priorities and continue to do so if circumstances change?	5. To what extent were different interventions relevant to improve online safety through system transformation?	Evidence that all elements relevant to system transformation were targeted Factual elements on individual level interventions: children, families, and communities Factual elements on service providers capacity to address online safety Factual evidence on ICT industry commitment and knowledge to provide safe services Factual evidence of national structures (government and civil society) to develop policies, procedures, guidelines, and activities Evidence of the assumptions made in the design phase of the programme Evidence of the gaps encountered and addressed during the design phase of the programme Evidence of the risks identified, and mitigation strategies developed	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Secondary data from government and partner organizations (including monitoring data and research data) Interview with UNICEF staff Interview with partners (service providers, national structures, and ICT industry) Online survey with families and communities Online survey with trained officials (SAPS, educators, CYCW, judicial)

QUESTION	SUB QUESTIONS	INDICATOR	DATA SOURCE AND METHOD
		during the design phase of the programme	
	6. To what extent were different interventions relevant to improve children's access to services when needed through system transformation?	Evidence that all elements relevant to system transformation were targeted

Factual elements on individual level interventions: children, families, and communities

Factual elements on service providers capacity to address online safety

Factual evidence on ICT industry commitment and knowledge to provide safe services

Factual evidence of national structures (government and civil society) to develop policies, procedures, guidelines, and activities

Evidence of the assumptions made in the design phase of the programme

Evidence of the gaps encountered and addressed during the design phase of the programme

Evidence of the risks identified, and mitigation strategies developed during the design phase of the programme | Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children)

Secondary data from government and partner organizations (including monitoring data and research data)

Interview with UNICEF staff

Interview with partners (service providers, national structures, and ICT industry)

Online survey with families and communities |
| | 7. Which interventions were the most relevant, the least relevant and which were left out in addressing whole system change? | Factual elements on the relevance of subsystem interventions

Factual elements of the gaps in interventions for other subsystem or components of subsystems | Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children)

Interview with UNICEF staff

Interview with partners (service providers, national structures, and ICT industry)

Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB) |

QUESTION	SUB QUESTIONS	INDICATOR	DATA SOURCE AND METHOD
Are the objectives and design of the interventions sensitive to the economic, environmental, child rights, gender, equity, social, political economy, and capacity conditions in which they take place?	8. To what extent did the programme design and interventions consider the context of South Africa (Political, Economic, Social, Technology, Environmental and Legal)?	Factual elements on the inclusion of context in the design of the programme Trends in adjusting system interventions to environmental challenges (including Covid-19) Factual evidence of incorporating enhancing aspects of the environment (e.g., legislation)	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Interview with UNICEF staff Interview with partners (service providers, national structures, and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB)
	9. To what extent did the programme design and interventions include equality? Were the most marginalized included in the programme in a manner that enhance their contributions and in methods that are appropriate to their level of understanding and participation?	Factual elements about the extent of inclusion of the most vulnerable in the programme design Factual elements and descriptions of challenges in the design related to the inclusion of the most vulnerable and marginalized Trends in numbers of most vulnerable and diversity of targeted beneficiaries	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Interview with UNICEF staff Interview with partners (service providers, national structures, and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB) Materials and product review
	10. To what extent did the programme design and interventions include gender?	Factual elements on the programme investigating gender differences and adjusting interventions accordingly Factual elements on outcomes for beneficiaries and partners to address gender power issues and differences in access to internet and services	Doc review - global standards and conventions e.g., UN CRC Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Interview with UNICEF staff Interview with partners (service providers, national structures, and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB) Review of materials and products developed

QUESTION	SUB QUESTIONS	INDICATOR	DATA SOURCE AND METHOD
	11. To what extent did the programme design and interventions activity contribute to the promotion of children's rights?	Factual elements on the extent to which the programme interventions on different subsystems are in accordance with national and international conventions and standards Trends in reporting numbers and facts to relevant monitoring agencies	Doc review - global standards and conventions e.g. UN CRC Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Interview with UNICEF staff Interview with partners (service providers, national structures and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB) Review of materials and products developed
	12. To what extent did the programme take into consideration the capacity of role-players in South Africa? Were all relevant stakeholders included in the online child safety system?	Factual elements on the sourcing of data on capacity and the incorporation on tailor-made interventions. Factual elements and descriptions of other subsystems and components that form part of the system and should be included in future programmes	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Interview with UNICEF staff Interview with partners (service providers, national structures, and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB) Review of materials and products developed
COHERENCE:			
To what extent did the programme effect system transformation that is linked to subsystems, other relevant systems, and context.	13. Which subsystems, components and elements were the most relevant, the least relevant and which were left out in addressing whole system change?	Factual elements on the complementation and synergy of different elements, components, subsystems. Critical analyses of subsystem interlinkages and changes in these linkages and interactions	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Interview with UNICEF staff Interview with partners (service providers, national structures, and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB)

QUESTION	SUB QUESTIONS	INDICATOR	DATA SOURCE AND METHOD
To what extent are the programme's interventions synergistic with national priorities and policies on safeguarding children online?	14. To what extent did the programme contribute to other relevant systems (online system and child protection system) in South Africa?	Factual elements on the contribution of the programme on other systems Benchmarking against optimal intersystem programmes and achievements Evidence of efforts made to contribute to other systems and unintended influences on those systems	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Benchmarking against international systems Interview with UNICEF staff Interview with partners (service providers, national structures, and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB)
To what extent are the programme's interventions contributing to global safeguarding of children online? How is this linked to achieving SDGs?	15. To what extent did the programme contribute to the global online child protection system?	Factual elements on the contribution of the programme on global online child protection system Critical analysis of citations of South African contributions	Desk review and meta-analysis (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Benchmarking against international systems Interview with UNICEF staff Interview with partners (service providers, national structures and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB)
What could be done to improve coherence and interlinkages with relevant national norms, standards, priorities, and policies, including child rights, equity, and gender equality?	16. To what extent did the programme influence national norms, standards, priorities, and policies regarding online child safety?	Evidence of programme influence on policy and guideline changes. Descriptions of changes in policies and guidelines and trends in the implementation of those changes	Desk review and meta-analysis (project documents and reports; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Interview with UNICEF staff Interview with partners (service providers, national structures, and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB)
	17. To what extent did the programme interventions influence national efforts on gender equality, equity, and child rights? What can be done to improve the influence?	Evidence on influence of programme on child rights, gender quality and equity Factual information on gaps and efforts to address gaps in coordinating efforts to improve services and prevent online harm for all children	Desk review and meta-analysis (project documents and reports; literature review of research studies on gender, equity, and child rights Benchmarking against international systems Interview with UNICEF staff Interview with partners (service providers, national structures, and ICT industry)

QUESTION	SUB QUESTIONS	INDICATOR	DATA SOURCE AND METHOD
			Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB)
Effectiveness:			
To what extent was the programme's interventions achieved regarding its objectives and results, including any differential effects across groups factoring in gender and national equity considerations?	18. To what extent was individual level capacity improved so that children, families, and communities protect children from online abuse? (link to output and outcome progress questions and data)	Factual evidence of achievement of improved knowledge of children

Factual of increased knowledge of parents about online safety

Factual evidence of increased community awareness on how to protect children from online violence | Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children)

Secondary data from government and partner organizations (including monitoring data and research data)

Interview with partners (service providers, national structures, and ICT industry)

Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB)

Online survey with families and communities

Monitoring specific tools and data

Online industry survey (BMR) |
| | 19. To what extent did the programme strengthen key service providers that help keep children safe online and respond to their needs as survivors of abuse | Factual evidence of educators having increased knowledge on how to address online violence

Factual evidence that social service professionals have increased knowledge to address online violence

Factual evidence that police and justice actors have increased capacity and commitment to address online violence | Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; National guidelines for industry, service providers and other interactions with children)

Secondary data from government and partner organizations (including monitoring data and research data)

Interview with partners (service providers)

Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB)

Online survey with trained officials (SAPS, educators, CYCW, judicial)

Online industry survey (BMR) |

QUESTION	SUB QUESTIONS	INDICATOR	DATA SOURCE AND METHOD
	20. To what extent are the ICT industry implementing standards and measures that prevent online violence	Factual evidence of ICT industry applying measures to enhance online safety for children	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Interview with partners (ICT industry) Online industry survey (BMR)
	21. To what extent did the national authorities and civil society structures increase knowledge and committed to address online safety?	Factual evidence of research conducted to generate knowledge on online violence Factual evidence that the knowledge generated was disseminated and used to inform legislation, policy, and programme changes Factual evidence that coordinating structures to prevent online violence is addressing it systemically Factual evidence that the Revised Integrated Programme of Action to Address VAWC effectively address online violence against children Factual of increased knowledge of parents about online safety Factual evidence of increased community awareness on how to protect children from online violence	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Secondary data from government and partner organizations (including monitoring data and research data) Interview with UNICEF staffInterview with partners (service providers, national structures and coordinating mechanisms) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB) Monitoring specific tools and data Online industry survey (BMR) Minutes of meetings Materials and product review

QUESTION	SUB QUESTIONS	INDICATOR	DATA SOURCE AND METHOD
	22. To what extent was programme aim of strengthening the system to ensure children are safe online and can access services achieved?	Factual information about the strengthening of the system (also drawing on coherence information) Trends on online safety improvements as reported by secondary sources (family friends and documented changes) Trends on reporting by children of online abuse Trends on availability and access of services for victims of online abuse	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Secondary data from government and partner organizations (including monitoring data and research data) National statistics on reporting on online abuse Interview with UNICEF staff Interview with partners (service providers, national structures, and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB) Online survey with families and communities Online survey with trained officials (SAPS, educators, CYCW, judicial) Monitoring specific tools and data Online industry survey (BMR) Minutes of meetings Materials and product review
	23. Was there any differences in achieving results for different groups?	Description of availability of disaggregated data, the use and need for the data Factual information on disaggregated date collection and results disseminated Trends in the numbers reflecting the influence on different groups	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Secondary data from government and partner organizations (including monitoring data and research data) National statistics on reporting on online abuse Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB)

QUESTION	SUB QUESTIONS	INDICATOR	DATA SOURCE AND METHOD
What were the significant factors influencing the achievement or non-achievement of the objectives and programme outputs and outcomes?	24. Which factors influenced the achievement of programme objectives, outcomes, and outputs?	Factual evidence of enabling factors	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Interview with UNICEF staff Interview with partners (service providers, national structures, and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB) Minutes of meetings
	25. Which factors hindered the achievement of programme objectives, outcomes, and outputs?	Factual evidence of challenges and influential factors	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Interview with UNICEF staff Interview with partners (service providers, national structures, and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB) Minutes of meetings
Were there any significant differential results by gender and subgroups, and what were the causes of these?	26. To what extent did the programme interventions show different results for groups include gender?	Factual elements on the programme investigating gender differences and adjusting interventions accordingly Factual elements on outcomes for beneficiaries Factual evidence of programme interventions enhancing capacity of service providers and implementing partners to address gender power issues and differences in their activities	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Interview with UNICEF staff Interview with partners (service providers, national structures and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB) Online survey with families and communities Online survey with trained officials (SAPS, educators, CYCW, judicial) Monitoring specific tools and data
EFFICIENCY:			

QUESTION	SUB QUESTIONS	INDICATOR	DATA SOURCE AND METHOD
To what extent did the intervention deliver the planned results in a cost-effective and timely manner? Were resources used strategically, and was adequate value achieve as a result of the final investment?	27. To what extent have resources been used in a strategic and cost-effective manner	Factual elements on allocated budget's correspond to the national market price (e.g., cost per trainee and consultant) Evidence on the correlation of financial resources invested with work and results achieved	Interview with UNICEF staff Interview with consultants Interviews with implementing partners Review of budgets and financial documents and programme reports to donors
What were the major factors which supported or impeded the delivery of programme results?	28. What were the major factors that enhanced and limited the delivery of programme activities in a timely and cost-effective manner?	Evidence on strategic decisions regarding use of resources to alleviate disruptive factors (including Covid-19 and budget items)	Interview with UNICEF staff Document review (strategic, planning, and financial)
Were the chosen strategies and approaches the most cost-effective and efficient? Were there alternatives that could have worked better, and if so, what were those?	29. To what extent were alternative strategies and approaches considered and implemented to ensure efficiency while maintaining quality?	Evidence on the considering of alternative or revised approaches.	Interview with UNICEF staff Document review (strategic, planning, and financial)
SUSTAINABILITY:			
To what extent are the net benefits of the programme's interventions likely to continue based on the institutional capacities and instruments produced through the programme?	35. To what extent are system changes and transformation permanent and to what extent will the changes in subsystems enable continued transformation?	Perceptions of subsystems regarding real transformation of the system and continued system change Factual evidence of steps to enhance system transformation in different subsystems Factual evidence of roll-out and cascading strategies in different subsystems to ensure knowledge is shared, awareness created, and capacity transferred	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Interview with UNICEF staff Interview with different subsystem players (service providers, national structures and ICT industry, DSD, DBE, DSD, DBE, DCDT, FPB) with a focus on changes in their own system, other parts of their subsystem, system changes and environmental changes
	36. To what extent did national level interventions change to enhance continued changes in the system? Are	Perceptions of national level changes and the implications on implementation	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children)

QUESTION	SUB QUESTIONS	INDICATOR	DATA SOURCE AND METHOD
	these changes implementable?	Factual evidence of changes in legislation Factual evidence of strategies to enhance implementation	Interview with UNICEF staff Interview with different subsystem players (service providers, national structures, and ICT industry, DSD, DBE, DSD, DBE, DCDT, FPB) with a focus on changes on national level
	37. To what extent are new knowledge and skills integrated into regular activities of professionals working with children?	Perceptions of sustainability of capacity and knowledge Factual evidence of strategies to enhance roll-out and cascading knowledge and training events Factual evidence of changes in the provision of services to children	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Interview with UNICEF staff Interview with different subsystem players (service providers, national structures and ICT industry, DSD, DBE, DSD, DBE, DCDT, FPB) with a focus on changes in their own system, other parts of their subsystem, system changes and environmental changes
	38. To what extent will the ICT industry comply with new standards and how will this complement or hinder the continued system changes?	Perceptions of ICT industry level changes and commitment Factual evidence of measures to ensure online safety of children	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Secondary data from government and partner organizations (including monitoring data and research data) Interview with UNICEF staff Interview with different subsystem players (service providers, national structures and ICT industry, DSD, DBE, DSD, DBE, DCDT, FPB) with a focus on changes to ICT industry
What factors could improve the programme's sustainability if it were to be expanded or replicated to sustain net benefits over time?	39. Which factors have been identified by different subsystems that can be replicated in the subsystem or other subsystems to enhance sustainability	Factual descriptions of lessons learned in different subsystems that could enhance sustainability of the whole system by being replicated in other subsystems Dissemination of lessons learned that can enhance the whole system sustainability that has not yet been implemented	Desk review (project documents and reports; literature review of research studies) Interview with UNICEF staffInterview with different subsystem players (service providers, national structures, and ICT industry, DSD, DBE, DSD, DBE, DCDT, FPB) with a focus on changes in their own system, other parts of their subsystem, system changes and environmental changes
PROGRESS TOWARDS SYSTEM TRANSFORMATION:			

QUESTION	SUB QUESTIONS	INDICATOR	DATA SOURCE AND METHOD
To what extent did the intervention produce or is expected to produce significant positive or negative, intended, or unintended results?	30. To what extent are system changes and transformation visible? Which subsystems were affected more and which less and what factors influenced this?	Factual evidence that the child online safety system has been impacted by the programme Factual evidence of changes to subsystems and attribution of these changes to the programme intervention	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislation; National guidelines for industry, service providers and other interactions with children) Secondary data from government and partner organizations (including monitoring data and research data) Interview with UNICEF staffInterview with partners (service providers, national structures, and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB) Online industry survey (BMR)
	31. To what extent has system transformation influence the online safety of children? How can this be enhanced?	Evolution in the reporting of child online safety violations Factual evidence of increased uptake of services to survivors of online violence	Desk review (project documents and reports; literature review of research studies e.g., Disrupting Harm and Kid's Online; Government policies and legislationSecondary data from government and partner organizations (including monitoring data and research data) Interview with partners (service providers, national structures, and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB) SAPS and service providers' statistics Online industry survey (BMR)
	32. What unintended (positive and negative) effects were observed in the system? What contribute to this? How will this be captured in future programmes?	Factual evidence of unintended consequences Factual evidence that the programme actively searched and documented both positive and negative unintended consequences and addressed it timely and appropriately where possible	Desk review (project documents and reports) Secondary data from government and partner organizations (including monitoring data and research data) Interview with UNICEF staff Interview with partners (service providers, national structures, and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB)
Were there secondary and any potential consequences of the programme's interventions?	33. What consequences were there that impacted on other systems and on the context?	Descriptions of positive and negative influences of the interventions and system changes on other systems (e.g., child protection) and on the context (e.g., technology and political will)	Desk review (project documents and reports)Secondary data from government and partner organizations (including monitoring data and research data)Interview with UNICEF staffInterview with partners (service providers, national structures, and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB)

QUESTION	SUB QUESTIONS	INDICATOR	DATA SOURCE AND METHOD
To what extent would changes in systems, behaviors or norms be reached?	34. To what extent did the system changes influence behavior of individuals, components, and subsystems?	Perceptions of subsystem stakeholders regarding their own subsystem and other subsystems	Interview with UNICEF staff Interview with partners (service providers, national structures, and ICT industry) Interview with implementing partners and subsystem partners (DSD, DBE, DSD, DBE, DCDT, FPB)

ANNEX VI: DOCUMENT REVIEW LIST

Legislation
- Children's Act,
- Child Justice Act,
- National Plan of Action on Violence Against Women and Children,
- Department of Social Development's Integrated Social Crime Prevention Strategy,
- White Paper on Safety and Security

Guidelines and policies
- Department of Telecommunications and Postal Services: Children and ICT strategy access of children to the internet.
- Department of Education has a number of policies and guidelines to manage the use of digital technologies in schools, including guidelines for e-safety in school.

Programme proposal documents
- UNICEF final proposal document to Global fund to end violence against children. 30 September 2017
- Global Fund Final M and E framework 29 September 2017
- Budget Template 30 September 2017
- Support letter DSD 27 September 2017
- NCE UNICEF South Africa signed
- Annex 1- No Cost Extension and Reprogramming Request UNICEF SA 6.8.2021 Signed
- Copy of Implementation Plan
- Visibility Manual for End Violence Grantees final
- End Violence Fund Feedback Form_UNICEF SA July 2020 Sinah Report Final

Financial information
- Exp Listing 2018-2021 (Excel)
- Expenditure Listing to 31Dec21 (Apr22) (Excel)
- DFAMDash Donor Statement by Activity – detailed
- DFAMDash Donor Statement by Nature of Expense (Uncertified)
- SC180176_I49934_AMD_20210209104302
- SC180176_I49934_AMD_20210831070036

Programme deliverables
- Disrupting Harm Study
- Disrupting Harm Brief
- Final letter on DHS 1 September 2021 CM202120_CMsigned1Sept21
- FW DHS Final edited research report
- Submission for costs for the launch of the Disruptive Harm Study approved 3 August 2021
- Submission to Minister for the official launch of the disruptive harm study signed by Minister 5 August 2021
- UNICEF_DHS Disrupting Harm - Technical Report_3 June 2021
- Kids online survey
- Contract 43274911 – UNISA Bureau Of Market Research (BMR)
- LRPS-2019-9146178 Kids Online Study

- UNICEF SA Kids Online Survey - Technical Launch - PP Presentation_Grand Final - 12 June 2021 (002)
- UNICEF_Online Safety In SA_Qualitative Research Report_FINAL EDITED 28 October 2020
- UNICEF_South Africa Kids Online Survey Report - 9 June 2021

Manuals and online materials
- 16948-Investigating-Risks-and-Opportunities-for-Children-in-a-Digital-World
- Caregiver and Parents Workbook UNICEF
- Children's Workbook UNICEF
- Concept note online training 21 10 2020
- Govt and civil society participants workbook UNICEF
- Online child protection workshop
- Online safety PB option 3
- PLH_Digital_UNICEF_SA
- Schools' workbooks UNICEF
- SinoTeens_Parent Guidebook_Onlineprotection(S12)
- SinoTeens_Teens Guidebook_Onlineprotection(S12)
- UNICEF Online Child Protection Guidelines V2 Final
- UNICEF Online Child Protection Toolkit V7 revision

Training reports and contacts
- Training agenda for teachers in Eastern Cape
- Training report final for educators and social workers
- Cluster A List
- Cluster B List

Contracting
- Consultant Contract P Burton#2 (002)
- Alta Le Roux Signed Contract (003)
- ContractsignedbyJenniferSmout_20220513091112.701_X
- Patrick burton Contract
- AYM_SSFA_signed_UNICEF__Partner-2
- Signed TOR Online Awareness-Raising Material Development
- NFR Patrick Burton June 2021mm
- NFR Patrick Burton+HN+MM

Mapping of online safety tools and initiatives
- 43266117 Amendment 1 ICWRT. Signed 16.1.2019

Strategy documents to accelerate access to justice
- Amended NPF SO_Working Workshop_ 15112019
- Draft 1 of Victim Centric Strategy 30072019
- Final Report on policy development
- Gap Analysis Report on Management of Sexual Offences
- Minimum Standards for Sexual Offences 18052019
- Report on the Working Sessions in the Amendment of the National Policy Framework for Sexual Offences 2018
- TOR _DOJCD strategies and frameworks for sexual offences

Webinars
- Agenda - Children's Online Safety Webinar Concept (Learner Leader Talks) copy (004) Sinah
- Agenda Webinar Engagement with Parents and Children On sa National Kids Online Study 12 June 2021

Donor reports
- Appendix C: Programme Narrative EVAC second report 28 March 2019_final
- GF Final ME Framework Monitoring Report 30 September 2020
- GF ME Update 30 March 2021_final CP 12082021
- GF ME Update 30 September 2021 CW 27092021
- M&E Results Report to Global Partnership April 2022
- Global Fund final fourth progress report 23 Sept 2020
- Global partnership Progress Report September 2021 22092021 MH
- SC180176_third progress report October 2019

Evaluation related documents
- Criteria for Ethical Review Checklist
- DRAFT - Revised IR Review Template - 21-06-02
- Draft Child Protection Evaluation Intro Letter UNICEF
- ESAR Draft Final report review template
- Example - Emerging Evaluator_Scope of Work_Southern Hemisphere
- FINAL - Revised DER Review Template - 21-06-02
- List of evaluation reference group members
- Madri Consultant Contract (008) Signed
- Proposal UNICEF South Africa Madri Jansen van Rensburg
- SACO ToR Individual Consultant 2021_CP Evaluation_draft
- UNICEF Evaluability Assessment Guidance Note_Web
- UNICEF-Adapted UNEG Evaluation Report Standards

Other research reports
- Report of Diagnostic Review of the State's Response to Violence Against Women and Children, March 2016, Department of Planning, Monitoring and Evaluation, Department of Social Development and KPMG
- Artz L, Burton P, Ward CL, Leoschut L., Phyfer J, Kassanjee R, & Le Mottee C. (2016). Optimus Study South Africa: Technical Report. Sexual victimisation of children in South Africa
- Broadband Commission. (2019). *Child Online Safety: Minimizing the Risk of Violence, Abuse and Exploitation Online.* https://broadbandcommission.org/Documents/working-groups/ChildOnlineSafety_Report.pdf.
- End Violence (2021). *Safe Online | End Violence.* https://www.end-violence.org/safe-online.
- Hsiao C, Fry D, Ward CL, et al. (2018). *Violence against children in South Africa: the cost of inaction to society and the economy.* BMJ Glob Health 2018;3:e000573. doi:10.1136/ bmjgh-2017-000573
- Mathews S, Abrahams N, Jewkes R, et al. (2013). The epidemiology of child homicides in South Africa. *Bull World Health Organ*;91:562–8.

- Meinck F, Cluver LD, Boyes ME, et al. (2016). Physical, emotional, and sexual adolescent abuse victimization in South Africa: Prevalence, incidence, perpetrators and locations. *J Epidemiol Community Health*, 1–7:2.
- Mathews S & Martin L., 2016 Developing an understanding of fatal child abuse and neglect: Results from the South African child death review pilot. SAMJ 106(12):1160-1163. DOI:10.7196.
- Phyfer, J., Burton, P. & Leoschut, L. (2016). South African Kids Online: Barriers, opportunities, and risks. A glimpse into South African children's internet use and online activities. Technical Report. Cape Town: Centre for Justice and Crime Prevention.
- The Economist Intelligence Unit Limited. (2020). Out of the shadows: shining light on the response to child sexual abuse and exploitation. https://outoftheshadows.eiu.com/
- UNICEF. (2019). *Global Kids Online: Comparative Report*. https://www.end-violence.org/sites/default/files/paragraphs/download/GKO%20LAYOUT%20MAIN%20REPORT.pdf
- We Protect Global Alliance. (2019). *Global threat assessment.* https://www.end-violence.org/sites/default/files/paragraphs/download/Global%20Threat%20Assessment%202019.pdf.
- Wolke, D., Lee, K., & Guy, A. (2017). Cyberbullying: a storm in a teacup? European Child & Adolescent Psychiatry, 1-10.
- World Health Oraganization. (2014). *Studies of child maltreatment prevalence*. http://apps.who.int/violence-info/child

Research methods and ethics

- UNICEF Ethical Review checklist

ANNEX VII: KEY INFORMANT PARTICIPATION AND MOTIVATION

ORGANIZATION	TITLE	MOTIVATION	CONTACT	OUTCOME	MOTIVATION
UNICEF - child protection management and staff	UNICEF Chief Social Policy and Child Protection	Sponsor of programme with overall insight into system and subsystems	Ms Mayke Huijbregts	Done	
	UNICEF Programme manager:	Management of programme with overall insight into system and subsystems	Ms Sinah Moruane	Continuous inputs	
	UNICEF: Other staff	Insights into programme delivery, Incorporated COS into own programme	Ms Gloria Khoza	Done	
Government partners	DSD:	Main programme partners with UNICEF	Ms Gyan D	Done	
	DSD: Chief director	Main programme partners with UNICEF	Ms Neliswa	Done	
	DSD: DDG	Main programme partners with UNICEF	Ms Sekawana	Done	Input as per Ms Gyan and Neliswa
	DBE: Director School Safety	Main programme partners with UNICEF	Mr P O Njobe	Done	
			Mr Likho Bottoman	Info received	Mr Njobe provided extensive information on Programme
	FPB	Main programme partners with UNICEF	Mr Murendeni	Done	
	Law Reform Commission	Main programme partners with UNICEF	Adv Delene Clark	Done	
	Department of Justice			Not included	Policy work done by Adv Clark and LRC
	DCDT - Dept Communications and Digital Technology (previous Postal)	Main programme partners with UNICEF	Mr Collins	Not included	No involvement in Programme
	Dept of Home Affairs	Mentioned by other interviewers as key stakeholder		Not included	No involvement in Programme
	SAPS		Brigadier Podumo	Not included	No involvement in Programme
Training contacts	SAPS	Training not done; materials developed	Brig Linda	Not included	No involvement in Programme
	DSD	Arranged, facilitated training		Surveys done	
	Education Eastern Cape	Arranged, facilitated training		Surveys done	

ORGANIZATION	TITLE	MOTIVATION	CONTACT	OUTCOME	MOTIVATION
	Faith based organizations	Arranged, facilitated training		Surveys done	
Research partners	UNISA: BMR: Youth Research Unit	The researchers conducted the studies that informed the programme	Prof Tustid	Info received	Dr Basson on behalf of BMR
			Dr Basson	Done	
Developers of materials		Developed materials used and incorporated in training and brochures	Patrick Burton	Done	
Implementing partners	Media Monitoring Africa	Contributed to ICT sub-component	Ms Phakamile Khumalo	Done	
	AGAPE Youth Movement		Mr Matsetsebale Tleane	Done	
ICT Partners	Google SA, Facebook SA, Vodacom, MTN, Telkom	Contributed to ICT sub-component		Not included	Not involved in programme interventions
NGOs	Childline		Ms Dumisile Nala	Not included	No response
	Teddy Bear Clinic		Dr Shaheda Omar	Done	
	Save the Children SA		Ms Gugu Xaba	Done	
Civil Society: National Violence Against Children coordination mechanisms		National coordination mechanisms involved in discussions to endorse We Protect Statement of Action. Insight into civil society subsystem		Not included	No indication of national mechanism apart from those of DBE, DSD

ANNEX VIII: GENERIC QUESTIONS AND CODING MATRIX

Criteria

BA=Background and assumptions
Op=Output
Ot=Outcome
R=Relevance
C=Coherence
Et=Effectiveness
Ec=Efficiency
S=Sustainability
I=Impact=Progress towards system transformation
GE=Gender and Equalities
P=Partnerships/Network
V=Value for Money
LL=Lessons learned
A=Advice/recommendations

Data source

U= UNICEF staff - child protection and MEL
P= Partner government departments (DSD, DBE, SAPS, DCDT, FPB)
D= Developer of materials
R= Research partners
S= Service providers (Police officers, Justice officers, Educators, CYCW)
CS= National Violence Against Children coordination mechanisms and civil society
F= Families/parents/caregivers - trained
C= Community- religious leaders - trained
I= ICT industry actors

	QUESTION - BACKGROUND	CRITERIA	D/SOURCE
1	Please explain your involvement in the programme?	B	U,P,D,R,I,CS,F,C,S
2	Briefly explain the context within which you work?	B	P,I,CS
3	If we consider the online safety of children as a system with different role players, who do you think are the agents (groups and organizations) who can bring change to the system?	BA,R,C,P	U,P,D,R,I,CS
4	What is your view on the context and factors that influence the online safety of children (probe positive and negative)?	BA,R	U,P,D,R,I,CS,F,C,S
5	How did this programme influence these factors?	R,C	U,P,D,R,I,CS,F,C,S
6	In which ways are the programme aligned to the national priorities on online safety for children?	C	U,P,D,R,I,CS
7	How does this programme link to programmes focusing on child protection in general (not only online safety)?	C	U,P,D,R,CS
8	What was the main assumptions made in designing the programme (about the needs, intervention, stakeholders, and the environment/context)? How did these assumptions realize? How would you revise those assumptions at this time?	BA	U,P,D,R
	QUESTION - INTERVENTION AND RESULTS	**CRITERIA**	
9	What did the programme change for your organization? Could you share any data, stories, or other ways to highlight this?	Op,Ot,Et	P,I,CS,F,C,S
10	What was the most significant results of the programme on the whole system? How did it affect the other stakeholders and partners (those included in the programme and those not included directly)?	Et	U,P,I,CS
11	How would you rate the standard/quality of the activities or materials? Did it adequately address your needs and efforts to assist on online safety for children?	Op,Et	U,P,I,CS,F,C,S
12	Have you used it in other activities, or shared it with other organizations or groups not part of this programme? If so, how useful was it for you?	Op,Ot	U,P,D,R,CS,F,C,S
13	Did you see any change in the online safety of children? What evidence do you have that this happened (and data, narrative, stories, or contacts of other persons)?	Ot,I	U,P,D,R,CS,C,S
	QUESTION - INTERACTIONS	**CRITERIA**	
14	Who else (individuals or groups) contributed to these changes for children? What did they contribute?	C,P	U,P,I,CS,S
15	Who else do you think should be included? (those in and out of the system) How should they be included (e.g., partners offering expertise or services, influencers on children needing capacity regarding online safety, etc.)	R,Ot,I,P	U,P,I,CS,F,C,S
	QUESTION - QUESTION – PROGRESS TOWARDS SYSTEM TRANSFORMATION, PARTNERSHIPS, AND COMMITMENT	**CRITERIA**	
16	How much do you think the programme has really contributed to the online safety of children at this moment? What evidence do you have that this happened?	I	U,P,R,I,CS,F,C,S
17	How much do you think the programme will contributed to the online safety of children in three years' time?	I	U,P,R,I,CS,F,C,S
18	What other changes did the programme lead to that is not directly related to online safety for children?	I	U,P,I,CS,S

	QUESTION - BACKGROUND	CRITERIA	D/SOURCE
19	How did the programme interventions use a participatory and inclusive method to ensure interaction of all stakeholders and partners?	O,C	U,P,D,R,I,CS
20	Do you think all partners were equally committed to the programme and its objectives? Please explain your organization's commitment and what you experienced from other partners? How can this be improved?	O,C,S	U,P,D,R,I,CS
	QUESTION - RESOURCES	CRITERIA	
21	Do you think there is alignment of the resources allocated and the results achieved?	Ec	U,P,D,R,I,CS
22	Looking back do you think there are other aspects that could have been prioritized within the resources allocated?	Ec	U,P,D,R,CS
23	Which factors assisted in the results being achieved? What evidence do you have that this happened?	Ec,O	U,P,D,R,CS
24	Which factors hindered the results from being achieved?	Ec,O	U,P,D,R,CS
	QUESTION - SUSTAINABILITY	CRITERIA	
25	How likely do you think it is that the programme (without further activities) would reach children in the next five years? What will enhance this and what would limit the continued effects of the programme?	S,BA	U,P,I,CS
26	Who are the different role players that will ensure continued online safety for all children in the future?	S	U,P,I,CS,F,C,S
27	What structural changes are needed to ensure the system is optimal to deal with online safety for children?	S,P	U,P,D,R,I,CS,S
28	This programme targeted specific service providers to children such as teachers, police officers and child and youth care workers. Which other service providers do you think should be included?	S,P	U,P,D,R,CS,F,C,S
29	Those closest to children are critical to ensuring their online safety. These include families, parents, caregivers, community members and leaders, faith based organizations. Who else do you think are important to be included? What do you think they need to be able to fulfil their role?	S,P	U,P,D,R,CS,F,C,S
	QUESTION - EQUALITY	CRITERIA	
30	How does inequalities (difference in power and access for different groups) affect online safety of children?	Et, GE	U,P,D,R,I,CS,F,C,S
31	How did this programme address these inequalities? (Probe age, race, gender, income, disabilities, etc.) What evidence do you have that this happened?	Et, GE	U,P,D,R,I,CS,F,C,S
32	How can this be improved? List what you think is required.	Et, GE	U,P,D,R,I,CS,F,C,S
33	Did the programme address the needs of all children, or are/were the needs and safety of certain groups of children overlooked? What evidence do you have that this happened?	Et, GE	U,P,CS
	QUESTION - LESSONS	CRITERIA	
34	What are the most important things you have learned throughout this process?	LL	U,P,D,R,I,CS,F,C,S
35	Do you have any advice how child online safety can be improved further?	A	U,P,D,R,I,CS,F,C,S
36	Do you have any other contact person who could also provide us with information?		P,D,R,I,CS

ANNEX IX: TOOLS

KII: UNICEF Staff

UNICEF Strengthening Children's Online Safety in South Africa

Key Informant Interview Schedule: UNICEF staff
The following are the generic topics included for the KIIs, some questions that are not relevant to the specific person will not be asked.
Introduction:
- Introduce self. Explain evaluation and ethics and obtain consent.
- Explain own understanding of programme and the systemic nature of the programme.

Questions:

	QUESTION - BACKGROUND
1	Please explain your involvement in the programme?
3	If we consider the online safety of children as a system with different role players, who do you think are the agents (groups and organizations) who can bring change to the system?
4	What is your view on the context and factors that influence the online safety of children (probe positive and negative)?
5	How did this programme influence these factors?
6	In which ways are the programme aligned to the national priorities on online safety for children?
7	How does this programme link to programmes focusing on child protection in general (not only online safety)?
8	What was the main assumptions made in designing the programme (about the needs, intervention, stakeholders, and the environment/context)? How did these assumptions realize? How would you revise those assumptions at this time?
	QUESTION - INTERVENTION AND RESULTS
10	What was the most significant results of the programme on the whole system? How did it affect the other stakeholders and partners (those included in the programme and those not included directly)?
11	How would you rate the standard/quality of the activities or materials? Did it adequately address your needs and efforts to assist on online safety for children?
12	Have you used it in other activities, or shared it with other organizations or groups not part of this programme? If so, how useful was it for you?
13	Did you see any change in the online safety of children? What evidence do you have that this happened (and data, narrative, stories, or contacts of other persons)?
	QUESTION - INTERACTIONS
14	Who else (individuals or groups) contributed to these changes for children? What did they contribute?
15	Who else do you think should be included? (those in and out of the system) How should they be included (e.g., partners offering expertise or services, influencers on children needing capacity regarding online safety, etc.)
	QUESTION - PROGRESS TOWARDS SYSTEM TRANSFORMATION, PARTNERSHIPS, AND COMMITMENT
16	How much do you think the programme has really contributed to the online safety of children at this moment? What evidence do you have that this happened?

	QUESTION - BACKGROUND
17	How much do you think the programme will contributed to the online safety of children in three years' time?
18	What other changes did the programme lead to that is not directly related to online safety for children?
19	How did the programme interventions use a participatory and inclusive method to ensure interaction of all stakeholders and partners?
20	Do you think all partners were equally committed to the programme and its objectives? Please explain your organization's commitment and what you experienced from other partners? How can this be improved?
	QUESTION - RESOURCES
21	Do you think there is alignment of the resources allocated and the results achieved?
22	Looking back do you think there are other aspects that could have been prioritized within the resources allocated?
23	Which factors assisted in the results being achieved? What evidence do you have that this happened?
24	Which factors hindered the results from being achieved?
	QUESTION - SUSTAINABILITY
25	How likely do you think it is that the programme (without further activities) would reach children in the next five years? What will enhance this and what would limit the continued effects of the programme?
26	Who are the different role players that will ensure continued online safety for all children in the future?
27	What structural changes are needed to ensure the system is optimal to deal with online safety for children?
28	This programme targeted specific service providers to children such as teachers, police officers and child and youth care workers. Which other service providers do you think should be included?
29	Those closest to children are critical to ensuring their online safety. These include families, parents, caregivers, community members and leaders, faith based organizations. Who else do you think are important to be included? What do you think they need to be able to fulfil their role?
	QUESTION - EQUALITY
30	How does inequalities (difference in power and access for different groups) affect online safety of children?
31	How did this programme address these inequalities? (Probe age, race, gender, income, disabilities, etc.) What evidence do you have that this happened?
32	How can this be improved? List what you think is required.
33	Did the programme address the needs of all children, or are/were the needs and safety of certain groups of children overlooked? What evidence do you have that this happened?
	QUESTION - LESSONS
34	What are the most important things you have learned throughout this process?
35	Do you have any advice how child online safety can be improved further?

KII: Programme partners

UNICEF Strengthening Children's Online Safety in South Africa

Key Informant Interview Schedule: Partners

UNICEF Questions

Thank you for meeting with me today. I am doing an evaluation of the UNICEF (and DSD) Child Online Safety programme. I am looking at the programme not as a single intervention just targeting children, but as changes in the child protection system in South Africa, where we have many different important role players. My questions will ask you about changes for children, your system, and the larger system.

Involvement

Please tell me about your involvement in the UNICEF Online Safety Programme:
Involvement, Context

Own perception – I value your unique perspective on the situation.

- What is your view on **online access for children**? Is it important, what are the positives and negatives?
- What is the opinion of **people you work with** or engage with? (same or different). Do you think **South Africans** in general see it the same? What is the **national government** priorities?
- Who are the key **role players**? Who are the change agents?
- What is the current situation in your area of work/intervention (e.g., research)?
- Was there any **change in the past 5 years**? How much change has happened so far? What are the **factors that influence this** (good and bad)?

Changes due to the UNICEF programme

What changes did you see in the online safety of children due to the UNICEF programme?

- For you
- For your organisation
- For children
- For other organisations/role players

How did these changes happen?

- Who was involved?
- What did they do? (what could they have done better)
- How well did they do what they were supposed to?

Were there any **new links/networks** created btw partners/stakeholders?

Were all role players equally **committed?**

Who or what were the **leverage points**?

Effectiveness/Efficiency
- Were the resources assigned to the programme **sufficient**?
- Was the activities and interventions correctly **prioritised**?
- How were **inequalities addressed** (power relationships/access)? Did it improve?

Next steps
- **What** are the goals for the future?
- **How** can this be improved (cascaded, rolled-out) for the future? What **system changes** are needed?
- **What** is the ONE thing that needs to change? **PARADIGM SHIFT**

- **Who** should be involved? (as key leverage points)

End
- What is the most important thing you learned in this process?
- Any other **advice** or recommendations?
- Do you have any **other contacts** that would shed light on the situation, system, or solutions?

Questions: Questions and formatting to be finalised after review

	QUESTION - BACKGROUND	D/SOURCE
1	Please explain your involvement in the programme?	P,D,R,I,CS
2	Briefly explain the context within which you work?	P,I,CS
3	If we consider the online safety of children as a system with different role players, who do you think are the agents (groups and organizations) who can bring change to the system?	P,D,R,I,CS
4	What is your view on the context and factors that influence the online safety of children (probe positive and negative)?	P,D,R,I,CS
5	How did this programme influence these factors?	P,D,R,I,CS
6	In which ways are the programme aligned to the national priorities on online safety for children?	P,D,R,I,CS
7	How does this programme link to programmes focusing on child protection in general (not only online safety)?	P,D,R,CS
8	What was the main assumptions made in designing the programme (about the needs, intervention, stakeholders, and the environment/context)? How did these assumptions realize? How would you revise those assumptions at this time?	P,D,R
	QUESTION - INTERVENTION AND RESULTS	
9	What did the programme change for your organization? Could you share any data, stories, or other ways to highlight this?	P,I,CS
10	What was the most significant results of the programme on the whole system? How did it affect the other stakeholders and partners (those included in the programme and those not included directly)?	P,I,CS
11	How would you rate the standard/quality of the activities or materials? Did it adequately address your needs and efforts to assist on online safety for children?	P,I,CS
12	Have you used it in other activities, or shared it with other organizations or groups not part of this programme? If so, how useful was it for you?	P,D,R,CS
13	Did you see any change in the online safety of children? What evidence do you have that this happened (and data, narrative, stories, or contacts of other persons)?	P,D,R,CS
	QUESTION - INTERACTIONS	
14	Who else (individuals or groups) contributed to these changes for children? What did they contribute?	P,I,CS
15	Who else do you think should be included? (those in and out of the system) How should they be included (e.g., partners offering expertise or services, influencers on children needing capacity regarding online safety, etc.)	P,I,CS
	QUESTION – PROGRESS TOWARDS SYSTEM TRANSFORMATION, PARTNERSHIPS, AND COMMITMENT	
16	How much do you think the programme has really contributed to the online safety of children at this moment? What evidence do you have that this happened?	P,R,I,CS

		QUESTION - BACKGROUND	D/SOURCE
17		How much do you think the programme will contributed to the online safety of children in three years' time?	P,R,I,CS
18		What other changes did the programme lead to that is not directly related to online safety for children?	P,I,CS
19		How did the programme interventions use a participatory and inclusive method to ensure interaction of all stakeholders and partners?	P,D,R,I,CS
20		Do you think all partners were equally committed to the programme and its objectives? Please explain your organization's commitment and what you experienced from other partners? How can this be improved?	P,D,R,I,CS
		QUESTION - RESOURCES	
21		Do you think there is alignment of the resources allocated and the results achieved?	P,D,R,I,CS
22		Looking back do you think there are other aspects that could have been prioritized within the resources allocated?	P,D,R,CS
23		Which factors assisted in the results being achieved? What evidence do you have that this happened?	P,D,R,CS
24		Which factors hindered the results from being achieved?	P,D,R,CS
		QUESTION - SUSTAINABILITY	
25		How likely do you think it is that the programme (without further activities) would reach children in the next five years? What will enhance this and what would limit the continued effects of the programme?	P,I,CS
26		Who are the different role players that will ensure continued online safety for all children in the future?	P,I,CS
27		What structural changes are needed to ensure the system is optimal to deal with online safety for children?	P,D,R,I,CS
28		This programme targeted specific service providers to children such as teachers, police officers and child and youth care workers. Which other service providers do you think should be included?	P,D,R,CS
29		Those closest to children are critical to ensuring their online safety. These include families, parents, caregivers, community members and leaders, faith based organizations. Who else do you think are important to be included? What do you think they need to be able to fulfil their role?	P,D,R,CS
		QUESTION - EQUALITY	
30		How does inequalities (difference in power and access for different groups) affect online safety of children?	P,D,R,I,CS
31		How did this programme address these inequalities? (Probe age, race, gender, income, disabilities, etc.) What evidence do you have that this happened?	P,D,R,I,CS
32		How can this be improved? List what you think is required.	P,D,R,I,CS
33		Did the programme address the needs of all children, or are/were the needs and safety of certain groups of children overlooked? What evidence do you have that this happened?	P,CS
		QUESTION - LESSONS	
34		What are the most important things you have learned throughout this process?	P,D,R,I,CS
35		Do you have any advice how child online safety can be improved further?	P,D,R,I,CS

	QUESTION - BACKGROUND	D/SOURCE
36	Do you have any other contact person who could also provide us with information?	P,D,R,I,CS

Online survey – service providers (Educators, CYCW, FBO)

UNICEF Strengthening Children's Online Safety in South Africa
Developed in Survey Monkey and link shared to specific group (Educators, CYWC, and FBO)

Online Survey: Educators

Q1: What was the most important thing you learned during the training?

Q2: How valuable is the training you received on children's online safety for your work?

- I have never used it
- I have used it once
- I use it every week
- I use it every day

Q3: Can you tell us about an incident where you used the training to ensure the safety of a child?

Q4: How would you have handled it before you had the new knowledge?

Q5: Who else have you shared what you learned with?

Q6: Who else do you think needs training like this?

Q7: Do you think that there are groups of children who are more vulnerable to online abuse and violence? Specify?

Q8: How can we work differently to make sure all groups of children are protected?

Q9: What else do you think can be done to ensure children are safe online?

Q10. Which district are you from?

- BCM
- Chris Hani West
- Chris Hani East
- Nelson Mandela Bay
- Sarah Baartman
- Amathole West
- Amathole East
- Alfred Nzo West
- Alfred Nzo East
- OR Tambo Coastal
- OR Tambo Inland
- Joe Gqabi
- Head Office

Online Survey: CYCW

Q1: What was the most important thing you learned during the training?

Q2: How valuable is the training you received on children's online safety for your work?

- I have never used it
- I have used it once
- I use it every week
- I use it every day

Q3: Can you tell us about an incident where you used the training information to ensure the safety of a child?

Q4: How would you have handled it before you had the new knowledge?

Q5: Who else have you shared what you learned with?

Q6: Who else do you think needs training like this?

Q7: Do you think that there are groups of children who are more vulnerable to online abuse and violence? Specify?

Q8: How can we work differently to make sure all groups of children are protected?

Q9: Do you have any other advice on what can be done to ensure children are safe online?

Online Survey: Faith based organisations

Q1: What was the most important thing you learned during the training?

Q2: How valuable is the training you received on children's online safety for your work?

- I have never used it
- I have used it once
- I use it every week
- I use it every day

Q3: Can you tell us about an incident where you used the training to ensure the safety of a child?

Q4: How would you have handled it before you had the new knowledge?

Q5: Who else did you share with what you learned?

Q6: Who else do you think needs training like this?

Q7: Do you think that there are groups of children who are more vulnerable to online violence and abuse?

Q8: How can we work differently to make sure all groups of children are protected?

Q9: Do you have any other advice on what can be done to ensure children are safe online?

Q10. Which province are you from?

- Gauteng
- Northern Cape
- Eastern Cape
- Western Cape
- Limpopo
- Mpumalanga
- KZN
- Free State
- Northwest

ANNEX X: INTRODUCTION LETTER

Reference: CM/2021/36

25 November 2021

To whom it may concern,

Evaluation of the Global Partnership to End Violence against Children- UNICEF Online Child Protection programme in South Africa.

UNICEF South Africa, in close collaboration with the Department of Social Development, has sought to strengthen national systems on safeguarding children online through its online protection programme funded through the Global Partnership to End Violence against Children.

The initiative undertaken included:

i)   creating awareness on online safety amongst communities
ii)   integration of online content into existing programming
iii)   educating communities on the dangers and risks children can face online
iv)   developing training material and training front line workers
v)   initiating and conducting an online study to scope usage, risks, and opportunities children face in the digital space.

Subsequently, South Africa, engaged in several consultations and data collection initiatives, on child safeguarding in the digital space as well as identified possible best practice models for piloting with the intent of sharing tested solutions with the Government of South Africa for scaling to protect and care for children online.

UNICEF South Africa is now conducting an evaluation to assess the efficiency and effectiveness of these programme interventions. To this end, UNICEF South Africa has contracted Dr Madri Jansen Van Rensburg as an independent evaluator to undertake this exercise. The evaluation will focus on understanding the extent to which the various components undertaken in the programme have contributed towards strengthening national systems on protecting children online. The recommendations drawn from the evaluation will be used to further strengthen programming in this area.

To facilitate this important evaluation and learning process, we request your support to Dr Madri Jansen Van Rensburg in the following ways, where relevant:

i)   participation in interviews, focus group discussion or completion of online surveys;
ii)   facilitating access to relevant stakeholders and contact details;
iii)   sharing any data and documents from monitoring or research done on the topic.

…/**Page 1**

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Fieldwork is scheduled to take place in January and February of 2022, and we will be in contact shortly regarding suitable dates and times for the abovementioned support.

Please do not hesitate to contact Dr Madri Jansen Van Rensburg (*madrijvr@gmail.com*), or Ms Sinah Moruane, UNICEF Child Protection Specialist (*smoruane@unicef.org*).

We thank you in anticipation of your support for this most important process.

Yours sincerely

Christine Muhigana
Representative
UNICEF, South Africa

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ANNEX XI: INFORMED CONSENT FORM

Evaluation of the Global Partnership to End Violence against Children- UNICEF Online Child Protection programme in South Africa.

Adult Consent Form

Background:

UNICEF South Africa, in close collaboration with the Department of Social Development, has sought to strengthen national systems on safeguarding children online through its online protection programme funded through the Global Partnership to End Violence against Children.

The initiative undertaken included:

   i.   creating awareness on online safety amongst communities
  ii.   integration of online content into existing programming
 iii.   educating communities on the dangers and risks children can face online
  iv.   developing training material and training front line workers
   v.   initiating and conducting an online study to scope usage, risks, and opportunities children face in the digital space.

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UNICEF South Africa is now conducting an evaluation to assess the efficiency and effectiveness of these programme interventions. To this end, UNICEF South Africa has contracted Dr Madri Jansen Van Rensburg as an evaluator to undertake this exercise. The evaluation will focus on understanding the extent to which the various components undertaken in the programme have contributed towards strengthening national systems on protecting children online. The recommendations drawn from the evaluation will be used to further strengthen programming in this area.

Dear Participant

We invite you to take part in this evaluation by participating in an individual or group discussion on changes/results related to this programme. You can decide if you want to participate or not. You will not be penalised in any way if you decide not to participate.

BENEFITS

There will not be specific benefits for you to participate. You will help the project team to get information on results of the programme.

RISK INVOLVED

There are no risks involved in participating in the evaluation. If you feel uncomfortable in any way, you can discuss this with the facilitator, and the necessary action will be taken to protect you.

VOLUNTARY PARTICIPATION

Participation in this evaluation is entirely voluntary. You can refuse to participate or stop taking part in the discussions whenever you wish.

CONFIDENTIALITY

Your name will not be attached to the results. The results will be written into a report for all participants together, so that no one will be able to know your opinion specifically. After the results have been written into a report the research results will be shared with UNICEF.

Please do not hesitate to contact Dr Madri Jansen Van Rensburg (*madrijvr@gmail.com*), or Ms Sinah Moruane, UNICEF Child Protection Specialist (*smoruane@unicef.org*).

I, the researcher, hereby confirm that I informed the participants about the research and answered all questions.

_____ Signature of researcher _____Date

I hereby confirm that all the participants gave verbal consent to participate in the research.

_____ Signature of researcher _____Date

I hereby confirm that all the participants gave verbal consent to audio record the conversation.

_____ Signature of researcher _____Date

Site:	Group:	Date:
Total participants:	Men:	Women:

ANNEX XII: ETHICS CHECKLIST

Criteria for Ethical Review Checklist

Does this evidence generation project/programme need to go through an ethical review process? X problematic if not systems focus

DOES THE PROJECT/PROGRAMME INVOLVE:	YES	NO
Children as participants, researchers, and data collectors?		X
Primary research specifically targeting persons with an illness, disability, mental health issue or persons in institutions?		X
Primary research targeting and involving a group that may be perceived as vulnerable within the local context (e.g., women, minority groups, persons with HIV/AIDS, the economically and educationally disadvantaged, persons in institutions, trafficked persons, persons who have or are experiencing violence?		X
Primary research within humanitarian contexts (that is not routine monitoring/administrative data)?		X
Primary research specifically exploring issues related to prevalence or experiences of, or attitudes towards, violence, abuse, or trauma?		X
Health-based assessments, diagnoses, and treatments as part of the evidence generation programme?		X
Data analysis of restricted access or non-anonymised data of individuals?		X
Secondary data analysis where the findings may be sensitive?		X
Merging of databases that will result in personal information becoming identifiable?		X
The measurement and collection of health-related data, including assessments, diagnoses, and the collection of biological samples?		X
Primary data collection that involves questions on prevalence or experiences of, or attitudes towards, Violence, Abuse, Prostitution, Female Genital Mutilation, Political views, HIV/AIDS, Reproductive, sexual, reproductive, and mental health?		X
Primary data collection that involves questions that may be considered private or sensitive in the local context?		X
Eliciting opinions for which fear may exist of public disclosure resulting in limitations to future freedoms and access to services?		X
Randomised Control Trials involving the provision of cash transfers, or other goods and services, to one group and not to another group?		X
The implementation of MICS within your country?		X

> If there is *at least* one tick in the 'yes' column (highlighted column) <u>then the project/programme will need to go to review</u>.
>
> If there is no tick in the 'yes' column, then this project/programme will merely be required to go through the traditional CO/RO quality assurance processes as determined by the relevant SOP.

An ethical Review may not be required when the evidence generation programme:

4) Uses only previously collected (secondary), de-identified data or samples (where there is no way to link the data or samples back to individuals)

5) Involves the collection of routine monitoring/administrative data
6) Undertakes a review of the literature (systematic reviews, literature reviews, rapid reviews) or involves analysis of information that is clearly publicly available (websites, organisational reports) where the analysis and findings is unlikely to cause stigma to individuals and or their communities.
7) Where primary data collection is from experts or administrators and where publication of the findings and opinions will not cause harm to those participating.
8) Where primary data collection relates to.

- non sensitive subjects <u>and,</u>
- does not involve vulnerable groups <u>and</u>,
- does not have the potential to compromise the confidentiality of data nor the privacy of individuals <u>and</u>,
- does not threaten the safety or security of those involved or their communities <u>and</u>,
- the risk of harm to participants and their community is limited or minimal
- Does not involve unequal distribution of resources or access to services

ANNEX XIII: ACTIVITIES, DELIVERABLES AND TIME ALLOCATED PER EVALUATION PHASE

ACTIVITY	DELIVERABLE	TIME
Preparatory and Inception phase: • Conduct a desk review of existing literature and documents. This would include the collation and analysis of relevant documents relating to the programme as received from UNICEF, which will consist of: • (1) Funding proposals, reports. • (2) Instruments and records produced by partners. • (3) Analysis from stakeholder interviews; (4) Documentation of webinars, seminars, and crucial meetings. • Reconstruction of theories of change and their assumptions as well as program logic. • Conduct an Evaluability assessment. • Preparation of the draft inception report in line with UNICEF GEROS quality assurance standards, • Provide a brief evaluation internship scope of work (less than one page), listing the specific support that an intern can provide to the consultant during the evaluation process.	1. Presentation of the draft inception report – via video link – to the Evaluation Reference Group, programme section and invited stakeholders 2. Final inception report with a detailed literature review, methodology, evaluation design matrix, relevant respondents (plus completed audit trail addressing all comments)	15 days
Drafting, Validation and Completion phase: • Further data analysis where necessary. • Preparation of PowerPoint presentation on emerging findings, conclusions, and recommendations. • Engagement with key stakeholders, including the evaluation reference group on the draft report. • Incorporation of feedback and finalization of the report in line with UNICEF GEROS quality assurance standards to receive a rating of at least satisfactory.	1. Presentation (PPT) 2. Validation meeting synopsis report 3. Final evaluation report meeting UNICEF quality standards, with a maximum of 60 pages excluding annexes; 10-page summary of the evaluation report; Power presentation (max 20 slides).	20 days
Review Phase: • Preparation for data collection, data collection from identified target population including the processing of data collected. • Undertake a review of programmatic/ project data and documents for output analysis compared to funding obligations by providing a technical and analytical overview of all relevant documentation received. • Conduct an analysis of activities, frequencies, and trends during the life cycle of the End Violence Programme. The consultant shall produce reports including areas for further opportunities leading up to the development of the model national response programme	1. Deliver PowerPoint presentation (PPT) of emerging findings; draft conclusions and recommendations with key stakeholders 2. Draft Evaluation report in accordance with UNICEF's adapted UNEG report standards as identified and aligned to meet the quality assurance. 3. Following the completion of the evaluation, a brief one to	10 days

ACTIVITY	DELIVERABLE	TIME
• Stakeholder interviews for triangulation of programme data and evidence as part of the qualitative component of this external evaluation • Draft a preliminary report of approximately 40-60 pages in length according to UNICEF's quality assurance guidelines and format that shall promote and contribute to knowledge sharing and exchange and enhance strategies among stakeholders at different levels, e.g., country, regional, and global level. • Deliver a presentation of the draft results to stakeholders, including the evaluation reference group, to receive feedback and inputs.	two-page reflection document to provide feedback and a reference for the intern's contribution in the evaluation.	

ANNEX XIV: SUMMARY OF WE PROTECT MODEL NATIONAL RESPONSE

#WePROTECT children Online

Preventing and Tackling Child Sexual Exploitation and Abuse (CSEA): A Model National Response

Enablers	Capabilities			Outcomes	
Cross sector, multi-disciplinary collaboration	**Policy and Governance**	1	**Leadership:** An accountable National Governance and Oversight Committee	Highest level national commitment to CSEA prevention and response	Comprehensive understanding of CSEA within the highest levels of government and law enforcement. Willingness to work with, and co-ordinate the efforts of, multiple stakeholders to ensure the enhanced protection of victims and an enhanced response to CSEA offending.
		2	**Research, Analysis and Monitoring:** National situational analysis of CSEA risk and response; measurements/indicators		
Willingness to prosecute, functioning justice system and rule of law		3	**Legislation:** Comprehensive and effective legal framework to investigate offenders and ensure protection for victims		
	Criminal Justice	4	**Dedicated Law Enforcement:** National remit; trained officers; proactive and reactive investigations; victim-focused; international cooperation	Effective and successful CSEA investigations, convictions and offender management	Law Enforcement and Judiciary have the knowledge, skills, systems and tools required to enable them to perform victim-focused investigations and secure positive judicial outcomes. CSEA offenders are managed and reoffending prevented.
		5	**Judiciary and Prosecutors:** Trained; victim-focused		
Supportive reporting environment		6	**Offender Management Process:** Prevent re-offending of those in the criminal justice system nationally and internationally		
		7	**Access to Image Databases:** National database; link to Interpol database (ICSE)		
	Victim	8	**End to end support:** Integrated services provided during investigation, prosecution and after-care	Appropriate support services for children and young people	Children and young people have access to services that support them through the investigation and prosecution of crimes against them. They have access to shelter; specialised medical and psychological services; and rehabilitation, repatriation and resocialization services.
Aware and supportive public and professionals, working with and for children		9	**Child Protection Workforce:** Trained, coordinated and available to provide victim support		
		10	**Compensation, remedies and complaints arrangements:** Accessible procedures		
		11	**Child Helpline:** Victim reporting and support; referrals to services for ongoing assistance		
	Societal	12	**CSEA Hotline:** Public and industry reporting for CSEA offences - online and offline; link to law enforcement and child protection systems	CSEA prevented	Children and young people are informed and empowered to protect themselves from CSEA. Parents, carers, teachers and childcare professionals are better prepared to keep children safe from CSEA, including addressing taboos surrounding sexual violence.
Sufficient financial and human resources		13	**Education Programme:** For: children/young people; parents/carers; teachers; practitioners; faith representatives		
		14	**Child Participation:** Children and young people have a voice in the development of policy and practice		
		15	**Offender Support Systems:** Medical, psychological, self-help, awareness.		
National legal and policy frameworks in accordance with the UNCRC and other international and regional standards	**Industry**	16	**Notice and Takedown Procedures:** Local removal and blocking of online CSEA content	Industry engaged in developing solutions to prevent and tackle CSEA	The public can proactively report CSEA offences. Industry has the power and willingness to block and remove online CSEA content and proactively address local CSEA issues.
		17	**CSEA Reporting:** Statutory protections that would allow industry to fully and effectively report CSEA, including the transmission of content, to law enforcement or another designated agency		
		18	**Innovative Solution Development:** Industry engagement to help address local CSEA issues		
		19	**Corporate Social Responsibility:** Effective child-focused programme		
Data and evidence on CSEA	**Media and Communications**	20	**Ethical and informed media reporting:** Enable awareness and accurate understanding of problem	Awareness raised among the public, professionals and policy makers	Potential future offenders are deterred. CSEA offending and reoffending is reduced.
		21	**Universal terminology:** Guidelines and application		