

**EVALUATION OF THE UNICEF PARENTING
FOR CHILD DEVELOPMENT (P4CD)
PROGRAMME IN PAPUA NEW GUINEA
[PASIN BILONG LUKAUTIM PIKININI GUT]**

December 17, 2021



Evaluation of the UNICEF Parenting for Child Development (P4CD) Programme in Papua New Guinea [Pasin Bilong Lukautim Pikinini Gut]

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1. TABLE OF CONTENTS

| | | |
|-------------|---|-----------|
| 1. | TABLE OF CONTENTS | 2 |
| 2. | DEFINITIONS | 4 |
| 3. | ACRONYMS | 6 |
| 4. | ACKNOWLEDGEMENTS | 8 |
| 5. | EXECUTIVE SUMMARY | 9 |
| 6. | BACKGROUND | 14 |
| 6.1 | Object of the Evaluation | 14 |
| 6.2 | Description of the Context of the Intervention | 18 |
| 7. | EVALUATION PURPOSE, OBJECTIVES AND SCOPE | 25 |
| 7.1 | Evaluation Purpose | 25 |
| 7.2 | Objectives..... | 26 |
| 7.3 | Scope..... | 26 |
| 7.4 | Theory of Change..... | 26 |
| 8. | EVALUATION DESIGN, METHODOLOGY, & ETHICAL SAFEGUARDS | 29 |
| 8.1 | Evaluation Design | 29 |
| 8.2 | Methodology | 31 |
| 8.3 | Ethical Safeguards | 39 |
| 9. | EVALUATION FINDINGS | 41 |
| 9.1 | Effectiveness | 41 |
| 9.2 | Equity, Human Rights and Gender Equality | 53 |
| 9.3 | Sustainability and Scalability | 58 |
| 10. | EVALUATION CONCLUSIONS & LESSONS LEARNED | 68 |
| 10.1 | Overall Conclusions..... | 68 |
| 10.2 | Lessons Learned | 69 |
| 11. | RECOMMENDATIONS | 71 |
| 12. | ANNEXES | 74 |
| 12.1 | TERMS OF REFERENCE | 75 |
| 12.2 | EVALUATION MATRIX | 86 |
| 12.3 | LIST OF INTERVIEWEES | 93 |
| 12.4 | THE DEMOGRAPHIC PROFILES SAMPLES | 95 |
| 12.5 | LIST OF SITE VISITS | 96 |
| 12.6 | BIBLIOGRAPHY | 97 |
| 12.7 | INSTRUMENTS | 102 |
| 12.8 | LETTER OF APPROVAL OF ETHICAL CLEARANCE..... | 126 |

LIST OF TABLES

| | |
|---|----|
| Table 1: Programme outreach from 2018 to 2021. | 16 |
| Table 2: Partners and rights holders' roles and contributions. | 23 |
| Table 3: Summary of stakeholder consultations through KIIs and FGDs. | 36 |
| Table 4: Informed consent protocols for all stakeholders | 40 |
| Table 5: Effectiveness KEQs-First 5 questions | 41 |
| Table 6: Effectiveness of couples getting along with each other | 48 |
| Table 7: Equity, Human Rights and Gender Equality KEQs | 53 |
| Table 8: Sustainability KEQs | 58 |
| Table 9: Summary of parents sampled per community and province. | 96 |

LIST OF FIGURES

| | |
|---|----|
| Figure 1: Hierarchy of P4CD in each Province | 15 |
| Figure 2: Targeted provinces in PNG. | 16 |
| Figure 3: Stakeholder Map. | 25 |
| Figure 4: Revised ToC for P4CD. | 28 |
| Figure 5: Three evaluation criteria with KEQs. | 30 |
| Figure 6: Evaluation phases and timeline. | 31 |
| Figure 7: Survey results for violent disciplining practices. | 42 |
| Figure 8: Survey results for leaving child alone. | 44 |
| Figure 9: StratMan sample survey results for letting the child go hungry. | 44 |
| Figure 10: Survey results for giving child the silent treatment. | 45 |
| Figure 11: Survey results for sending child to think about wrongdoing. | 45 |
| Figure 12: Survey results for explaining to children what they have done wrong. | 45 |
| Figure 13: Survey results for 'I like being a parent'. | 46 |
| Figure 14: Survey results for fathers from three samples playing with children. | 47 |
| Figure 15: StratMan survey results for 'I help my children to understand the right way to behave' | 47 |
| Figure 16: All samples survey results for violence between spouses | 49 |
| Figure 17: StratMan sample survey results for violence between spouses by gender | 49 |
| Figure 18: Risk factors for VAW and VAC. | 56 |
| Figure 19: Socio-Ecological Model for understanding violence against children and adolescents. | 67 |
| Figure 20: Survey results for not having enough food. | 68 |

2. DEFINITIONS

| KEY TERMS | DEFINITIONS |
|---|--|
| Adolescents | Male or female aged between 10 and 19. |
| Gender-based Violence ¹ | “Any act that is perpetrated against a person’s will and is based on gender norms and unequal power relationships. It encompasses threats of violence and coercion. It can be physical, emotional, psychological, or sexual in nature, and can take the form of a denial of resources or access to services. It inflicts harm on women, girls, men and boys.” UNHCR definition of sexual and gender-based violence. |
| Gender Responsive approach ² | Gender responsiveness refers to outcomes that reflect an understanding of gender roles and inequalities and which try to encourage equal participation and equal and fair distribution of benefits. |
| Gender transformative approach | Gender transformative approaches are programmes and interventions that create opportunities for individuals to actively challenge gender norms, promote positions of social and political influence for women in communities, and address power inequities between persons of different genders. |
| Intimate Partner Violence (IPV) | “Any behavior within an intimate relationship that causes physical, psychological or sexual harm to those in the relationship.” These include acts of physical violence (such as slapping, hitting, kicking and beating), sexual violence (including forced sexual intercourse and other forms of sexual coercion), emotional or psychological abuse (such as insults, belittling, constant humiliation, intimidation, threats of harm, threats to take away children), and controlling behaviors (including isolating a person from family and friends, monitoring their movements, and restricting access to financial resources, employment, education or medical care). World Health Organization/Pan American Health Organization. Understanding and addressing violence against women. |
| Violence definitions from the PNG Demographic Health Survey (DHS) | <p>Physical spousal violence: push you, shake you, or throw something at you; slap you; twist your arm or pull your hair; punch you with his fist or with something that could hurt you; kick you, drag you, or beat you up; try to choke you or burn you on purpose; or threaten or attack you with a knife, gun, or any other weapon;</p> <p>Sexual spousal violence: physically force you to have sexual intercourse with him even when you did not want to, physically force you to perform any other sexual acts you did not want to, or force you with threats or in any other way to perform sexual acts you did not want to;</p> |

¹ UNICEF (2020). [Designing Parenting Programmes for Violence Prevention: A Guidance Note](#), written by Cassie Landers, Francesca Stuer and Siân Long.

² Nelson, G. (2015). Gender Responsive National Communications Toolkit, page 7.

| KEY TERMS | DEFINITIONS |
|---------------------------------|---|
| | Emotional spousal violence: say or do something to humiliate you in front of others, threaten to hurt or harm you or someone close to you, or insult you or make you feel bad about yourself. |
| Positive parenting | Parental behavior based on the best interest of the child that is nurturing, empowering, non-violent and provides recognition and guidance which involves setting of boundaries to enable the full development of the child. Council of Europe, Committee of Ministers Recommendation (2006) 19 on policy to support positive parenting. |
| Parenting programme | A set of activities or services aimed at improving how parents approach and execute their role as parents, specifically their parenting knowledge, attitudes, skills, behaviors, and practices. Daly, M., R. Bray, Z. Bruckhauf, J. Byrne, A. Margaria, N. Pecnik, and M. Samms-Vaughan (2015). Family and Parenting Support: Policy and Provision in a Global Context, Innocenti Insight, UNICEF Office of Research, Florence. |
| Violence Against Children (VAC) | Violence against children: Violence against children encompasses “all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse” (Article 19, United Nations Convention on the Rights of the Child). Child rights-based definitions of physical violence, sexual violence, mental violence, and neglect or negligent treatment are set out in Hidden in Plain Sight: A Statistical Analysis of Violence against Children. ³ |
| Violence against women | The United Nations defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life” (General Assembly Resolution 48/104 Declaration on the Elimination of Violence against Women, 1993) |
| Tweens | Male or female aged between 12 and 14. |
| Teens | Male or female aged between 15 and 18. |

³ UNICEF (2014). Ending violence against children: six strategies for action. New York: UNICEF.

3. ACRONYMS

| | DEFINITIONS |
|-----------|---|
| APEC | Asia Pacific Economic Cooperation |
| CEDAW | Convention on the Elimination of All Forms of Discrimination Against Women |
| COs | Country Offices |
| CPOs | Child protection officers |
| CRC | Convention on the Rights of the Child |
| CRPD | Convention on the Rights of Persons with Disabilities |
| CSOs | Civil Society Organizations |
| DfCDR | Department for Community Development Adolescents and Religion |
| DHS | National Demographic and Health Survey |
| EAPRO | UNICEF East Asia and the Pacific Regional Office |
| UNEG | United Nations Evaluation Group |
| FACE | Funding Authorization and Certificate of Expenditures |
| FBOs | Faith Based Organizations |
| FPA | Family Protection Act |
| GDP | Gross Domestic Product |
| GEROS | Global Evaluation Reports Oversight System |
| GoPNG | Government of Papua New Guinea |
| HIES | Household Income and Expenditure Survey |
| IP | Implementing Partner |
| IPV | Intimate partner violence |
| KEQs | key evaluation questions |
| LPA | Lukautim Pikinini Act |
| MH | Mount Hagen |
| MTDP III | Medium Term Development Plan 2018-2022 |
| NCD | National Capital District |
| NGOs | Non-Governmental Organizations |
| NOCFs | The National Office of Child and Family Services |
| OECD/ DAC | Organization for Economic Co-operation and Development Assistance Committee |
| P4CD | Parenting for Child Development |
| PNG | Papua New Guinea |
| PSEA | Sexual Exploitation and Abuse |
| PWDs | Person with a disability |
| ToC | Theory of Change |
| ToR | Terms of Reference |
| UFE | Utilization Focused Evaluation |
| UNEG | United Nations Evaluation Group |
| VAC | Violence against children |
| VAW | Violence against women |

RELEVANT REPORT INFORMATION

| | |
|---|--|
| Title | Evaluation of the UNICEF Parenting for Child Development (P4CD) Programme in Papua New Guinea [Pasin Bilong Lukautim Pikinini Gut] |
| Geographic region | Papua New Guinea |
| Year of Report | 2021 |
| Office | UNICEF Papua New Guinea Country Office |
| Timeline of the Evaluation | February 2021 – November 2021 |
| Date of 1 st Report | 14 November 2021 |
| Date of 2 nd Report | 17 December 2021 |
| Team Leader | Tristi Nichols and Ces Adorna |
| National Data Collection Team | StratMan, LLC. |
| Name of organization commissioning the evaluation | UNICEF Papua New Guinea Country Office |

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We would like to express our deepest appreciation to the UNICEF Papua New Guinea Office for providing us with the opportunity to conduct this formative evaluation. This evaluation comes at a time when the UNICEF Country Office is in the process of further expanding the Parenting for Child Development (P4CD) Programme [Pasin Bilong Lukautim Pikinini Gut] to a broader scale.

This evaluation would not have been possible without the support from Marianna Garofalo and Josephine Mill. Their involvement in the planning and conduct of the Hagen training of the field team for the evaluation, coordinating stakeholders, and overall support was invaluable. We are also extremely grateful to Ali Safarnejad who offered careful supervision of the overall evaluation process, and his contributions and feedback, combined with those from Stephanie Laryea and Pantea Masoumi, helped to enrich the quality of this report.

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Finally, we express gratitude to all of the stakeholders, parents, and children in the National Capital District, Mount Hagen, Jiwaka, Chimbu, and Madang provinces for providing their inputs into this evaluation.

Ces Adorna, Feny de los Angeles Bautista (Teacher Feny), & Dr. Tristi Nichols

StratMan Evaluation Team

5. EXECUTIVE SUMMARY

INTRODUCTION

This report presents the findings of the evaluation of the UNICEF-sponsored Parenting for Child Development programme (P4CD), 2018–2021. The evaluation was commissioned by the Country Office (CO) of UNICEF Papua New Guinea (PNG) and was managed by UNICEF East Asia and Pacific Regional Office in close collaboration with the CO.

OVERVIEW OF THE INTERVENTION

The P4CD began in 2016 and was designed for parents and caregivers with children aged from three to ten years. The programme was first developed in a cycle of research undertaken by Menzies Health Research in ten pilot communities. Throughout 2016 and 2017, the programme was further piloted in four provinces, Western Highlands (WH), Jiwaka, Chimbu and Madang, in partnership with seven different Faith-Based Organizations (FBOs). In 2018-2019, the programme was expanded to National Capital District (NCD) and Morobé provinces. The programme, with a budget of USD 1,141,140.64, has reached a total of 74,512 participants. It is in its final phase of implementation and will be scaled up.

EVALUATION PURPOSE, OBJECTIVES, & INTENDED AUDIENCE

This evaluation has the dual **purpose** of accountability and learning, and the **objectives** are to ascertain whether the P4CD programme contributes to the reduction of: (1) violence against children, and (2) Intimate Partner Violence (IPV). The evaluation applied the Organization for Economic Co-operation and Development-Development Assistance Committee evaluation criteria of effectiveness and sustainability. The intent was to identify emerging good practices which could be replicated in the programme's future scale up. The evaluation also assessed the criteria of Equity, Human Rights, & Gender Equality, and the recommendations are designed to strengthen the P4CD programme operations and inform its scale up. (See the 15 key evaluation questions.)

Effectiveness:

1. To what extent the objectives of the P4CD programme have been achieved (i.e., to what extent the programme has directly or indirectly contributed to the reduction of violence, abuse and neglect of children in the communities exposed to the programme?)
2. To what degree has the P4CD programme contributed to improve parent – child relations?
3. To what extent has the programme contributed to a change in the attitudes and practices towards violence within the household?
4. To what degree has the P4CD programme contributed to the reduction of domestic violence/Intimate partner violence (IPV)?
5. How effectively has the P4CD programme adapted to target the concerns of parents of children in the early years, through the middle years and adolescents?
6. To what degree has the P4CD programme contributed to improve the relationships between husbands and wives?

Equity, Human Rights & Gender Equality:

7. Has the PC4D programme effectively reached the most disadvantaged women and children (i.e. children and women in rural areas, children and women with a disability, teen-age mothers, etc.)?

8. Can data be disaggregated to evidence the impact on different groups e.g. girl children or children/ women with a disability?
9. To what extent is the P4CD programme gender transformative?
10. To what degree has the programme integrated UNICEF's approach to equity, inclusion, gender equality and human rights?

Sustainability:

11. To what extent would the implementation of the programme be possible without UNICEF funds?
12. How can a national, subnational and community level workforce to continue the programme be built?
13. How do we mainstream the programme within communities and social welfare and education institutions at national and subnational level?
14. What are the existing systems and platforms which could be useful for the programme scale-up in the short, medium- and long-term?
15. What are the external factors contributing to- or that moderate- the sustainability (or not) of the attitude and practice of parents/caregivers towards violence?

While the **intended audience** is the UNICEF PNG CO and the FBOs, the Government of Papua New Guinea (GoPNG) duty bearers, at national and provincial levels, are also anticipating the review of this report's evidence demonstrating the extent to which the P4CD programme is effective and sustainable.

EVALUATION METHODOLOGY

The evaluation design is non-experimental. The overall approaches used are theory-driven and utilization-focused evaluation (UFE).⁴ A theory-driven evaluation relies heavily on a Theory of Change (ToC) to understand better the degree to which programme participants have effectively changed after having experienced the programme. The UFE approach is guided by the needs of the primary intended users (UNICEF, FBOs, and the GoPNG), and these stakeholders were actively engaged in making meaning of the data throughout the evaluation process.

The data sources for this evaluation are quite extensive. They include: (1) primary data from surveys, key informant interviews (KIIs), and focus group discussions (FGDs) at the national, provincial, and community levels; (2) preexisting data from a parent survey, administered in 2017 by Menzies, which measured violence against children (VAC) and IPV; (3) P4CD monitoring information and documents; and (4) secondary data from the 2016 Demographic Health Survey.

Although the StratMan Team used the same parent survey that Menzies developed and used, only half of the survey items were selected in the interest of brevity. Surveyed parents had a choice of four options to respond to statements, namely "Not True", "Sometimes True", "Yes, True", and "No Response". The StratMan field team, comprised of six enumerators, two of whom were female, collected data in the following four provinces: Western Highlands, Jiwaka, Chimbu, and Madang. The team administered a parent survey, and the sample size was 128 with 51% females and 49% males. The StratMan team also interviewed a total of 29 stakeholders, personally and virtually, including representatives from UNICEF, the National Office of Child and Family Services (NOCFS), Department for Community Development Adolescents and Religion (DfCDR) at provincial level, and FBOs. In addition, there were 15 FGDs with tweens and teens, but only four were transcribed and translated from Tok Pisin to English.

The evidence-based findings draw from data comparisons between the StratMan parent survey data (n=128) and the baseline data collected by Menzies.⁵ The report discusses the differences in demographics among the StratMan sample and the baseline pre-test and post-test data. Content analyses, with systematic reference to the ToC, enabled the StratMan team to effectively respond to almost all of the key evaluation questions. Among several evaluation limitations discussed in this report, one major one was that only one-third of the FGD data was available, and this data did not reach saturation. As a result, two key evaluation questions could not be addressed comprehensively.

KEY CONCLUSIONS ON FINDINGS

EFFECTIVENESS

The results show that P4CD programme appears to have achieved most of its objectives by improving parents' knowledge and skills which has led to the reduction of violence, abuse, and neglect of children. On the one hand, the calculations from the StratMan sample show encouraging trends, as the majority (76%) responded "Not True" to hitting their child with a belt or something hard in the last three months. This result appears to

⁴ Patton, M. Q. (2008). *Essentials of Utilization-Focused Evaluation* (4th Ed.). Los Angeles, CA: SAGE Publications.

⁵ Their survey samples were a pre-test (n=207) and a post-test (n=159).

be a major difference compared to the Menzies samples, as most of the past survey responses were clustered in the “Sometimes True” category. On the other hand, however, the results from the StratMan sample are not as clear regarding shouting, yelling, screaming, and swearing (or cursing) at their children. The FGD data substantiates this analysis, as one child described “Sometimes when parents talk, they curse their children”. The implication of these mixed results is that the process of attitude and behavior change, as articulated in the ToC, is not a straightforward process. Other evaluation findings indicate that the majority of parents from the StratMan sample do not engage in neglectful activities (giving their child the silent treatment), although some still leave their children home alone. An indication of a caring parent-child relationship is sending a child to a place to think about what he/she has done, and this positive parenting practice is more prevalent among the parents surveyed by the StratMan team compared to the Menzies samples.

Fathers exposed to the programme have experienced a key turning point by gaining a newfound sense of responsibility of spending more time with their children and playing games with them. The majority (81%) of sampled fathers responded “Yes, True” to the question inquiring about playing games with their children. This 81% is remarkably different compared to the Menzies samples, where a majority of the responses are clustered in the “Sometimes True” category. One factor explaining this observation is the data from KIIs with implementing partners which indicates that they have made deliberate efforts to target fathers.

The P4CD programme also appears to have contributed, indirectly and directly, to the reduction in IPV and has strengthened communication skills. One key evaluation finding shows that 56% of the StratMan sample reported “Not True” to the statement “There is violence towards me by my spouse”, whereas both Menzies samples had responses concentrated under “Sometimes True” (pre-test at 71% and post-test at 58%). Data from four FGDs also confirms that adolescents are very familiar with the concept of IPV. While one driver of IPV is poverty, parents exposed to the programme have opportunities to increase: (i) problem solving and (ii) mutual respect for each other, thereby reducing the likelihood of IPV. For example, most females (66%) and males (71%) responded “Yes True” to “When my partner and I disagree, we talk together about what to do and talk things through.” The majority (79%) of males and females (82%) also responded affirmatively to the statement “In the house, everyone is respected.”

EQUITY, HUMAN RIGHTS, & GENDER EQUALITY

The evaluation also found that there is programme outreach to women and children in the most isolated, rural areas. This is primarily because the programme leverages the outreach of the Church. However, programme implementation is uneven. For example, the Facilitator’s approaches to help parents discuss issues is one gap within the programme. Another issue is the variation in workshop participants. A future P4CD programme also ought to include updated materials. There is no evidence of explicit attention to strengthening parents’ knowledge and skills in caring for, playing with, and supporting the learning of children with disabilities. It is worth reiterating the concerns of the United Nations Committee on the Rights of the Child (CRC) in monitoring the implementation of the CRC: “children with disabilities are still experiencing serious difficulties and facing barriers to the full enjoyment of the rights enshrined in the Convention. The Committee emphasizes that the barrier is not the disability itself but rather a combination of social, cultural, attitudinal and physical obstacles which children with disabilities encounter in their daily lives. The strategy for promoting their rights is therefore to take the necessary action to remove those barriers. In acknowledging the importance of articles 2 and 23 of the Convention, the Committee states that the implementation of the

Convention with regards to children with disabilities should not be limited to these articles.”⁶ Nonetheless, as evidenced above, the P4CD programme has shown beneficial outcomes despite its uneven implementation.

The P4CD programme has elements of a gender transformative approach even though it was not originally designed to be gender transformative. For example, the parent education programme addresses the crucial ways that gender norms influence children from birth through early childhood and middle childhood, but there ought to be more attention on adolescents. One Implementing Partner highlighted that “After the workshop, we encourage the man and woman that both sides can be heard. Now, there is the respect between them...and the treatment of the boys and girls is also different. If you buy shoes for the boys, you should buy shoes for the girls. Men are also taking the role as caretaker – it is the work of both parents and not just the women”. The P4CD programme could be gender transformative *if* strengthened and sustained over time. Several features are presented in this report, including, but not limited to: (1) future training content ought to focus on child rights; (2) there should be broader synchronized gender participation; and (3) multi-sectoral parallel activities for young children and adolescents in existing programmes ought to be coordinated (referring to early childhood education, school-based, public health, and livelihood programmes).

SUSTAINABILITY & SCALABILITY

Sustainability is the extent to which the net benefits of the intervention continue and denotes the continuation of benefits after development assistance has expired. The key predictors of sustainability in P4CD refer to the extent to which the processes outlined in the ToC are effective. It is evidenced that an iterative process takes place when creating awareness, improving attitudes, and changing behavior(s) about adopting a peaceful means to resolution. It is also clear that several processes were followed in P4CD, namely (a) training parents; and (b) community leadership and engagement. Adherence to these processes has led to improved parenting skills (and better parent-child relationships), despite the observed inconsistent targeting approaches. Ultimately, there are reductions in harsh parenting (i.e., VAC and improved family relationships). The fact that the net benefits or beneficial outcomes of the P4CD programme remain with the programme going through the pandemic period reinforces the notion that P4CD is sustainable. However, the P4CD would not likely continue adhering to the current training and implementation model without UNICEF funding.

Scaling up means expanding, adapting, and sustaining successful policies, programmes, and projects in different places to reach a greater number of people. This report presents three types of scaling up, including: (1) horizontal scaling up; (2) vertical scaling up; and (3) functional scaling up and applies this analysis to the context of P4CD in PNG. An existing system appears to have already been proven useful in the four provinces as well as in the expansion provinces of Morobé and NCD. Building on the existing national, subnational and community level workforce, using the original model, is logical. However, financing of capacity strengthening for Facilitators (and updated resources) as well as their remuneration is critical. Given the network of the FBOs and Civil Society Organizations (CSOs) in the country, a horizontal expansion strategy that includes them could offer a rich area for replication. While the geographical expansion is being pursued in two provinces, there are other vertical and functional strategies of scaling up with relation to P4CD to consider. There were strong perceptions of structural weaknesses in the child protection system and large gaps in

⁶ Committee on the Rights of the Child (CRC), Forty-third session, Geneva, (11-29 September 2006). “General Comment No. 9 The rights of children with disabilities.” Para. 5.

capacity, but the new leadership of the NOCFS could offer a window of opportunity for P4CD's expansion. The final finding elaborates on how to mainstream P4CD within communities, social welfare, and education institutions, including the multi-layer of external factors which may contribute to or obstruct the programme's sustainability.

LESSONS LEARNED

The following lessons learned have been developed to inspire reflection beyond the object of this evaluation.

- The commonality of the mission of the FBOs, and to some extent Civil Society Organizations (CSOs), and the objectives of the P4CD programme have been a critical factor for the programme's sustained net benefits. The FBOs do prevention of violence, and this aligns with the methodology of the P4CD. Addressing violence requires a long-term approach.
- Violence is anchored on the intergenerational roots of social cultural norms, including power dynamics perpetuated by men. Addressing violence again requires a long-term approach.
- Systems change initiatives are complex. They involve multiple actors, both institutions and individuals, each with their own unique agenda.
- The implementation gaps within parent education programmes noted in this report, including the need for Facilitator capacity development, are consistent challenges around the world.
- Evaluation in complex times like the pandemic, and with a programme as multifaceted as the P4CD, should be more limited in scope.

RECOMMENDATIONS

The recommendations have three categories: Category 1 are recommendations that are aimed at ensuring an improved (i) programme design for the scaling up strategies in the medium and long-term; and (ii) implementation of P4CD in both the pilot areas and the expansion areas of Morobé and NCD; Category 2 are recommendations focused on furthering the GoPNG's programme ownership, specifically the National Office of Child and Family Services (NOCFS); and finally, Category 3 are recommendations addressing UNICEF operations and future evaluations.

Ten evidence-based recommendations were developed with UNICEF to ensure that they are both useful and actionable. The first recommendation addresses the programme's uneven implementation despite it leveraging the Church's outreach. In adhering to a UFE approach, it is recommended to contract a local firm undertake a broader FGD with the project implementors in the four pilot and expansion areas. It is specified to gather the perspectives of rightsholder teens and tweens, among others, to ensure that future interventions are appropriate. Other recommendations suggest: (1) to secure sufficient resources to continue financing the programme in the short-term; (2) actionable steps to further increase the involvement of FBOs and the NOCFS; and (3) to carry forward with a convergence approach to support a more purposive collaboration.

INTRODUCTION

This Evaluation Report for the UNICEF-commissioned evaluation of the Parenting for Child Development (P4CD) Programme in Papua New Guinea (PNG) presents the methodology, findings, conclusions, and recommendations of the formative evaluation. This information is presented in the following seven sections:

- (1) Background;
- (2) Evaluation Purpose, Objectives and Scope;
- (3) Evaluation Design, Methodology, & Ethical Safeguards
- (4) Evaluation Findings;
- (5) Evaluation Conclusions & Lessons Learned;
- (6) Recommendations; and
- (7) Annexes.

6. BACKGROUND

6.1 Object of the Evaluation

6.1.1 Underpinnings of P4CD's Prevention Model

The P4CD began in 2016 and was designed for parents and caregivers with children aged from three to ten years. The programme was first developed in a cycle of research, consultation, training, and an evaluation of the implementation of the programme in ten pilot communities.⁷

The programme development process commenced with an initial review of available research to identify appropriate models for implementation in the PNG context. Qualitative research, conducted by Menzies School of Health Research in four provinces, aimed to:

- (i) assess the cultural suitability of the design and approach of the programme;
- (ii) assess the readiness and capacity to undertake a pilot; and
- (iii) hear from stakeholders about the needs and priorities of caregivers and families.⁸

The Menzies research consisted of a matched-pair design, where participants filled in a questionnaire before and after having experienced the programme's workshops. The quantitative results showed:

- (i) large reductions in verbal abuse and in use of all kinds of corporal punishment with their children;
- (ii) improvements in parents' and caregivers' sense that they were caring for their children well, and that they were coping better with the demands of being parents; and
- (iii) reductions in physical violence between couples.

Ultimately, the Menzies team concluded that "reducing aggressive, hostile and verbally abusive interactions between parents and children, in conjunction with interventions to correct cognitive misattribution and poor problem solving, should be priorities for prevention".^{9,10}

⁷ Menzies School of Health Research (no date). Pasin bilong lukautim pikinini gut Parenting for Child Development. Research Brief.

⁸ UNICEF (2017). Parenting for Child Development Pasin bilong lukautim pikinini gut Evaluation Report Pilot Programme, pages 17 and 12.

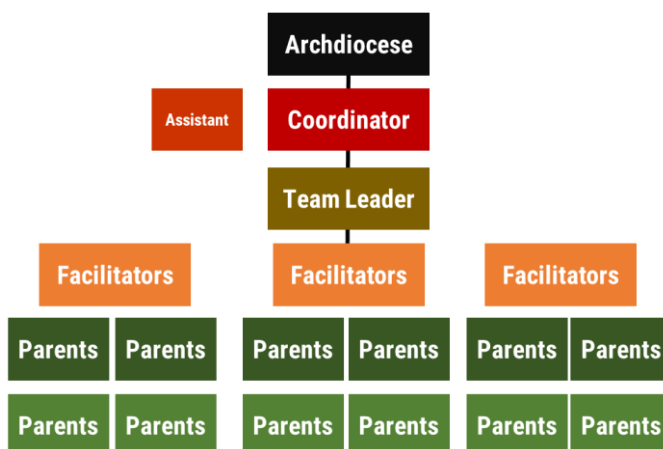
⁹ Note that due to a strong demand for attending workshops, some sites had more than 20 subjects per site (i.e., Wurup and Kindeng) in Jiwaka province. Source: UNICEF email dated 23 March 2021.

¹⁰ UNICEF (2017). Parenting for Child Development Pasin bilong lukautim pikinini gut Evaluation Report Pilot Programme, page 17.

6.1.2 Programme Hierarchy & Training Methodology

The Menzies team developed a programme hierarchy and training model. The programme is led by two Catholic Archdioceses and one Evangelical Lutheran Church who work with a coordinator in each province. There is also an Assistant Coordinator who provides support in monitoring programme progress and the skills development processes of both the programme volunteers and targeted parents. A Parish Priest identifies a Team Leader and community-based volunteers, or Facilitators, who work directly with parents in their respective villages/parishes. (See Figure 1) Parents are selected based on a specific criterion.

Figure 1: Hierarchy of P4CD in each Province.



Menzies developed the content for (1) parent workshops and (2) training for Team Leaders and Facilitators. Before conducting any workshops, the Facilitators and Team Leaders collect demographic data on parents who may be eligible to participate.¹¹ Once 15-20 male and female caregivers have been identified, parent workshops are delivered across six full day workshops, one workshop per week, by trained Facilitators and Team Leaders. The group format encourages hands-on learning and social support between parents through interactive learning methods. The workshops provide opportunities to explore and learn about positive parenting practices that give children the best start in life, while also highlighting risks and dangers to child development, including harsh parenting styles. The programme also encourages parents to share experiences and to learn from each other.

Workshops 1 through 3 provide a background in knowledge and awareness of children's social and emotional development and learning from birth to early and middle childhood. Workshops 4 through 6 focus on how parents respond to child behavior, can use positive discipline, and improve parent and family wellbeing.

Menzies developed the following guidance in English and *Tok Pisin* for Facilitators to prepare, facilitate, and support evaluation of the workshops:

- 1) The Facilitator's Guide, which describes the role of the Facilitator, outlines programme preparation and delivery, provides detailed learning outcomes, and content and methods to use during workshops; and
- 2) The Facilitator's Kit includes a) Programme Flipcharts (visual resources to help Facilitators lead discussion of all activities during workshops); b) Resource Cards (sets of illustrated cards used to prompt group discussion and storytelling activities); and c) Resource Sheets with information to use in workshop discussions and take-home work sheets with messages and activities.

Facilitators and Team Leaders are also expected to keep a diary for each of the six workshops. The diary is a detailed documentation of a) parent attendance and contact details; b) planning for each workshop session; c) activities completed for each session and notes on what happened (e.g., what worked well, what didn't

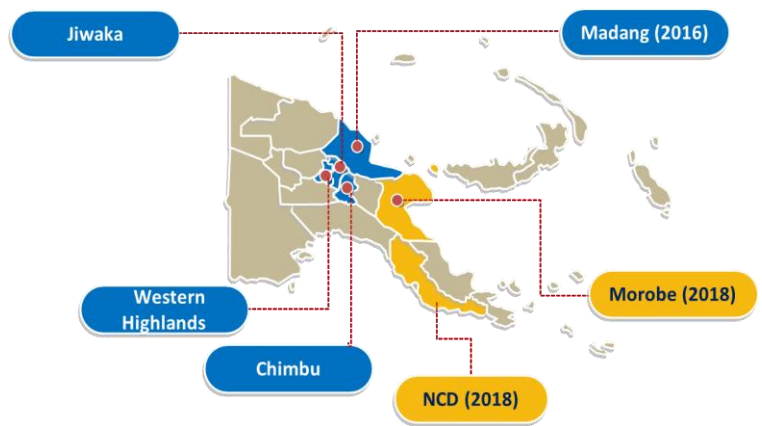
¹¹ Stakeholder interviews suggest that families with vulnerabilities are targeted specifically for three out of four provinces.

work well, and any emergent issues). Facilitators should discuss their notes with their Team Leader in a debriefing meeting after each workshop to help plan and prepare for the next workshop.

6.1.3 Programme Implementation

Throughout 2016 and 2017, the programme was piloted in **four provinces (Western Highlands (WH), Jiwaka, Chimbu and Madang)**, through a partnership between UNICEF and seven different Faith-Based Organizations (FBOs). In 2018-2019, the programme was **expanded to National Capital District (NCD) and Morobe provinces**. (See Figure 2)

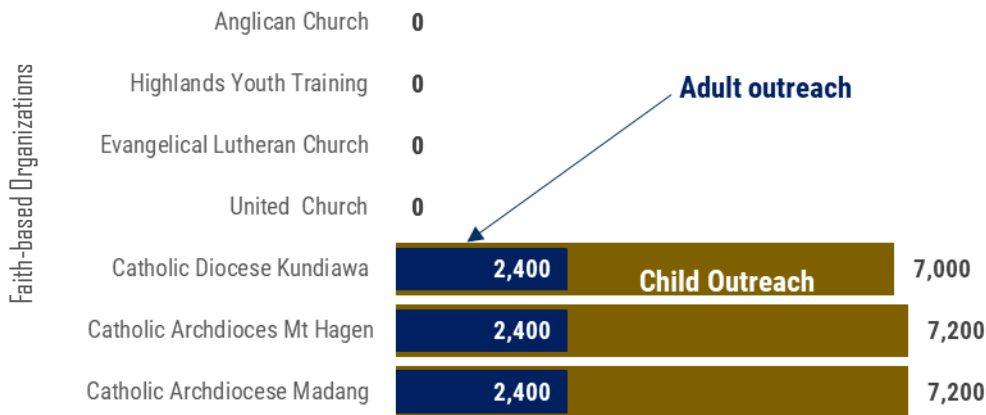
Figure 2: Targeted provinces in PNG.



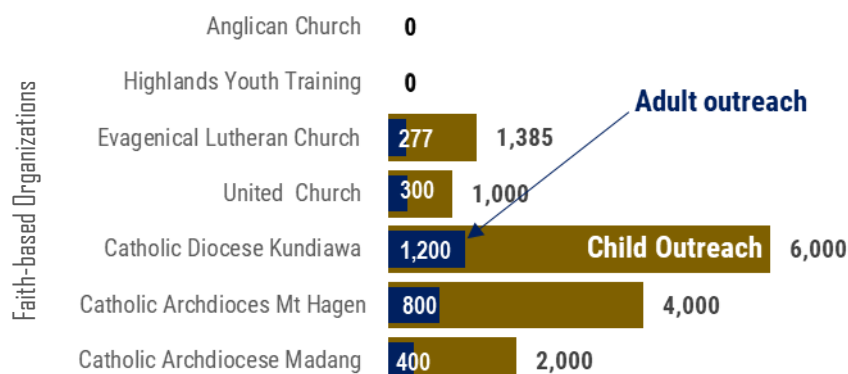
Overall, there are a total of 74,512 programme participants, and this includes 18,267 adults and 56,245 children.

Table 1: Programme outreach from 2018 to 2021.

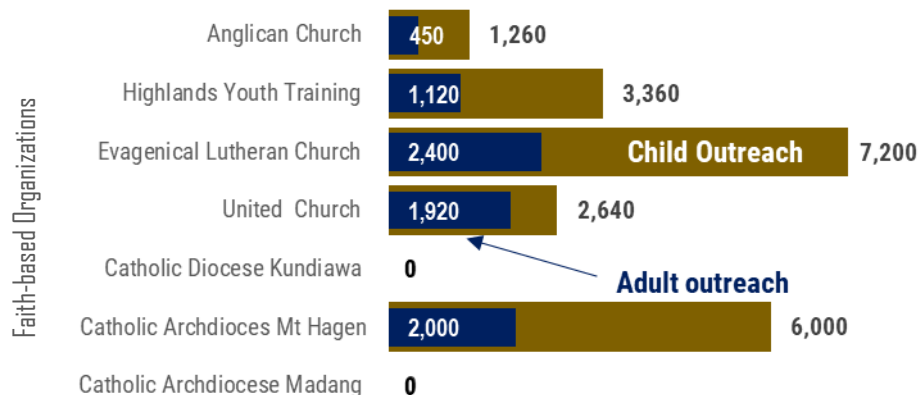
2018 Outreach



2019 Outreach



2020-2021 Outreach



Source: UNICEF monitoring data.

management, the programme is in its final phase of implementation and is going to be scaled up after this evaluation.

6.1.4 Programme Budget

The programme budget from 2016-2021 is 3,879,519.02 PGK, or the equivalent of **USD 1,141,140.64**.

Initially, the programme focused on children with three FBOs leading the way, and they were the (1) Catholic Archdiocese Madang; (2) Catholic Archdiocese Mt. Hagen, and (3) Catholic Diocese Kundiawa.

In 2019, initial work took place from the Evangelical Lutheran Church and the United Church, and there is some variation in efforts from the previous three FBOs. The last years, 2020 and 2021, are marked with continued work from all FBOs, although the Catholic Archdiocese of Madang and the Catholic Diocese Kundiawa reported experiencing challenges in implementation in 2020 linked to COVID-19.

According to UNICEF PNG

6.2 Description of the Context of the Intervention

6.2.1 Social & Economic Context

Since independence from Australia in 1975, PNG has successfully developed many of its institutions into a modern, diverse, and democratic state. The economy has tripled in size since independence, and the growth in gross domestic product (GDP) has averaged 3.4% per year. In 2018, PNG successfully hosted the Asia

16%
of the population
had access to the
electric grid in
2016.

Pacific Economic Cooperation leaders' summit; this was the first time that an event of this size had been carried out in the country. Among a population of over eight million people, PNG is the most heterogenous country in the world with more than 800 different languages spoken.¹² *Tok Pisin*, a creole language, is widely used and understood. According to the National Statistics Office, the sex ratio (number of males to every 100 females) has remained steady at 108, as reported in the last census. The dominant religion among PNG's population is Christianity (95.6%).¹³

Though PNG is undergoing an intense economic and social transformation in its 22 provinces,¹⁴ delivering social services to a diverse, dispersed, and mostly rural population spread over 600 islands has been a challenge. Only 45.5% of households

have piped water.¹⁵ Approximately two-fifths of health/sub-health centres and rural health posts have no electricity or essential medical equipment.^{16,17} Civil society, including FBOs, provide a wide range of social services.¹⁸ In fact, churches manage a large proportion of social services (education and health).

Though PNG is richly endowed with natural resources, exploitation has been hampered by rugged terrain, land tenure issues, and the high cost of developing infrastructure. Mineral deposits, including copper, gold, and oil, account for nearly two-thirds of export earnings. The economy has a small formal sector, focused mainly on the export of those natural resources among others (such as coffee, rubber, and cocoa), and an informal sector that employs the majority of the population. While agriculture provides a subsistence livelihood for 85% of the people, the Household Income and Expenditure Survey (HIES) in 2009-2010 indicates that 39% of the population lives below the poverty line.^{19,20}

¹² Information sourced from Papua New Guinea Population 2021 (Demographics, Maps, Graphs) (worldpopulationreview.com)

¹³ Information sourced from <https://www.worldatlas.com/articles/religious-beliefs-in-papua-new-guinea.html>.

¹⁴ In May 2012 two new provinces officially came into existence, the Hela Province, and the Jiwaka Province.

¹⁵ The 2016 Demographic Health Survey (DHS) information on the proportion of population with access to electricity states that 57% (urban); 11.4% (rural); and 16.6% (total) have electricity, pages 16 and 31. The information on the percent distribution of households by source of drinking water is 83.2% (urban); 41.5% (rural); and 45.5% (total).

¹⁶ P4CD Evaluation Terms of Reference (ToR).

¹⁷ The 2020 United Nation Development (UNDP) Human Development Index (HDI) Report ranks PNG as 155. UNDP (2020). HDI, page 243.

¹⁸ Information sourced from the ToR.

¹⁹ Asian Development Bank (2012). Project Number: 44152 Regional – Capacity Development Technical Assistance (R-CDTA) Papua New Guinea: Updating and Improving the Social Protection Index (Co-financed by the Republic of Korea e-Asia and Knowledge Partnership Fund). Prepared by George Huenu Wrandimi.

²⁰ Household Income and Expenditure Survey (2010). Table 6.4 Unemployment rate by regional rural and urban areas, and by sex and working age groups, page 99. These figures are different from the International Labour Organization, ILOSTAT database. Data retrieved on January 29, 2021. That

6.2.2 Relevant Policies and Institutions

There are two primary pieces of legislation covering Violence Against Children (VAC) and Violence Against Women (VAW). The Family Protection Act 2013 (FPA) focuses on VAW legislation, and the Lukautim Pikinini Act 2015 (LPA) concentrates on child protection legislation.²¹ The Department for Community Development, Youth and Religion is the primary custodian of social issues including both VAC and VAW and are at the forefront of addressing most issues on family and children including leading in presenting matters before the court. The Department of Justice and Attorney General are the mandated custodian for the FPA and the LPA. Within this department, the Office for Child and Family Services fulfills the statutory functions on Child and Family Services.

| LIST OF PNG SOCIAL AND ECONOMIC POLICIES | |
|---|-------------------|
| RATIFICATION OF RELEVANT LAWS | RATIFICATION YEAR |
| CEDAW - Convention on the Elimination of All Forms of Discrimination against Women | 1995 |
| CERD - International Convention on the Elimination of All Forms of Racial Discrimination | 1982 |
| CESCR - International Covenant on Economic, Social and Cultural Rights | 2008 |
| CRC - Convention on the Rights of the Child | 1993 |
| CRC-OP-AC - Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict | |
| CRPD - Convention on the Rights of Persons with Disabilities | 2013 |
| Lukautim Pikinini (Child Protection) Act, including a range of provisions to protect girls from discrimination. | 2009 |
| Early Childhood Care and Development Policy (ECCDP) | No year available |
| Integrated Community Development Policy (ICDP) | No year available |
| National Disability Policy | No year available |
| National Women and Gender Equality Policy 2011-2015 | No year available |
| National Informal Economy Policy | No year available |
| National Policy on Social Protection: 2015-2020 | 2015 |
| Papua New Guinea National Food Security Policy 2018-2027 | 2018 |

The LPA is a comprehensive piece of legislation, but due to a lack of resources and inadequate capacities, its execution is challenging. The implication is that services for children may be constrained because those who are in power cannot meet the criteria and processes set out in the LPA. In addition to the LPA, PNG's policy architecture appears to be quite extensive. (See table with a list of the most relevant international instruments and domestic laws ratified and the year of official legislation). It is evidenced later in this section that institutional systems are insufficiently resourced to enforce these laws.

6.2.3 Gender Norms, Power, and Privilege

In PNG, pervasive gender norms condone men's violence against women as well as VAC particularly through disciplining practices.²² This inequity of power within the family – wives vis-à-vis spouses and parents vis-à-vis children - has led to the “normalization” or acceptability of VAC and VAW in the name of child-rearing, teaching, or assertion of parental authority.

data indicates that the total unemployment (expressed as a percent of total labor force) is only 2.74 percent or 3.7 percent for men and 1.4 percent for women.

²¹ UNICEF (2020): UNICEF East Asia and the Pacific Regional Office, UNFPA Asia and Pacific Regional Office, and UN Women Asia and Pacific Regional Office. Ending Violence against Women and Children in Papua New Guinea: Opportunities and Challenges for Collaborative and Integrative Approaches, Bangkok, page 12.

²² UNICEF (2020): UNICEF East Asia and the Pacific Regional Office, UNFPA Asia and Pacific Regional Office, and UN Women Asia and Pacific Regional Office. Ending Violence against Women and Children in Papua New Guinea: Opportunities and Challenges for Collaborative and Integrative Approaches, Bangkok, page 9.

6.2.3.1 VAW

Rights-holder women experience strong forms of violence, starting from limited education access, a high number of deaths due to pregnancy related causes, and domestic violence, as part of intimate partner violence (IPV). For example, almost one in four women (23%) and 13% of men, aged 15-49, have no formal education. However, two-thirds of women and 80% of men, aged 15- 49, are literate.²³ Men have generally attained higher levels of education compared to women; only eight percent of women aged 15-49 have completed secondary school or attained a higher level of education compared with 11% of men.²⁴ Out of 100,000 live births 215 women die from pregnancy related causes.²⁵

The prevalence of IPV is of grave concern. For example, the DHS showed that 63% of ever-married women

59%
of women aged 15-49 experienced physical and/or sexual violence in their lifetime.

have experienced spousal physical, sexual, or emotional violence. The most common type of spousal violence is physical violence (54%), followed by emotional violence (51%) and sexual violence (29%).²⁶ Women lose their power in relationships (and experience higher IPV) when they are employed (while men remain unemployed), have higher education, and divorced.²⁷ Since the pandemic started in 2020, a survey, undertaken by UNICEF and the World Bank, uncovered that domestic abuse in the NCD has approximately doubled the national rate.²⁸

Rightsholder women also suffer heavily with gender-based violence (GBV) which continues to be widespread across the country. The magnitude of GBV incidence is considered by some to be of epidemic proportions: 41% of men in PNG admit to having raped someone, over two-thirds of women are estimated to have suffered some form of physical or sexual

violence in their lifetime, and it is reported that 7.7% of men admit to having perpetrated male rape. Only 73% of survivors of GBV seek assistance, and the vast majority of these individuals (88%) seek this assistance through informal support structures, such as familial, kinship or collegiate networks or village courts and community leaders rather than through official channels. This indicates that GBV is under-reported.²⁹

Given this situation, the duty bearer GoPNG recognized in the 2020 Voluntary National Review, a government-issued report detailing the progress of implementing the Sustainable Development Goals (SDGs), that for SDG 5, gender equality, progress was mixed. A lack of resources to uphold laws designed to protect women was identified as a critical challenge despite the existence of legislation.

“While much has been done structurally to empower women and address gender disparities, this has not all translated into funded programmes. Similarly, legislation exists to uphold women’s rights as

²³ GoPNG, (2016). DHS, page 35.

²⁴ GoPNG, (2016). DHS, page 36.

²⁵ GoPNG (2020). Voluntary National Review, page 36.

²⁶ GoPNG, (2016). DHS, page 289.

²⁷ Ibid., page 295.

²⁸ The World Bank (2021). Papua New Guinea High Frequency Phone Survey on COVID-19, Data Collection: December 2020 – January 2021, page 43. Note that this finding does not imply an increase or decrease since the start of the Pandemic.

²⁹ ODI (2015). (2015). Darko, E., Smith, W. and Walker, D. [Gender violence in Papua New Guinea: The cost to business](#), page 1.

citizens and protect them from illegal acts of violence, but the law and justice system is not adequately applied and enforced to bring the perpetrators to justice.”³⁰

It is recognized that VAW and women’s inequality are interlinked with practically all the SDGs. However, this evaluation report specifically examined SDG 5, to focus on evaluation findings, conclusions, and recommendations for P4CD.

6.2.3.2 VAC

Violence Against Children, including corporal punishment, emotional abuse, and neglect, are also entrenched within a deep-rooted cultural norm. The “*Unseen, Unsafe: The Underinvestment in Ending Violence Against Children in the Pacific and Timor-Leste*”: Case Study of PNG report showed that: (i) 27% of parents/caregivers used physical punishment; and (ii) over 50% of parents and caregivers reported calling their child lazy, stupid or something similar, with nearly two-thirds reporting shouting, yelling or screaming at their child.³¹ Further, the report found that “neglect emerged as a consistent theme” across community-level consultations undertaken by Save the Children. The results highlighted the existence of various forms of neglect, including: (i) parents not providing the necessary levels of food or nutrition for their children; (ii) parents being ambivalent towards their child’s school attendance; (iii) children being left unattended for extensive periods; and (iv) parents relying on older children to care for the younger siblings. Disabled and adopted children were noted to be more prone to such neglect.”³²

70%
of children reported
feeling **scared** and
in pain in their
community.

The high level of poverty also puts undue stress on rights holder children’s bodies and minds. Due to emerging challenges linked to “weather patterns, climate change, natural disasters, infiltration and proliferation of dangerous pests on food crops, soil infertility, environmental degradation, and land scarcity (resulting from over-population),” the food security of the majority of small-scale farmers, rural communities, and urban dwellers is chronically at risk.³³ Indeed, 48.4% of children aged 0-59 months are stunted³⁴ (height-for-age <-2 standard deviations), which was characterized as “very high” in the Joint Child Malnutrition Estimates 2021 edition.³⁵ Only 55% of mothers practice early initiation breastfeeding. The duty bearer GoPNG noted that “the PNG health care system is challenged by many factors such as chronic shortage of different cadres of health workers, inefficient systems and ill-practices in

³⁰ GoPNG (2020). [Voluntary National Review](#), page 36.

³¹ Save the Children, World Vision (2019). *Unseen, Unsafe: The Underinvestment in Ending Violence Against Children in the Pacific and Timor-Leste*. Case study: Papua New Guinea, page: 6.

³² *Ibid.*, page 7. Not able to access this source, but it is cited as: Save the Children, RISE *Tangled threads: Multi-layered barriers to educating girls aged 4 through 8 in PNG*, July 2018.

³³ GoPNG, Department for Community Development and Religion (2017). National policy on social protection: 2015-2020, page 16.

³⁴ Stunting, or being too short for one’s age, is defined as a height or length for age more than two standard deviations below the World Health Organization (WHO) Child Growth Standards median.

³⁵ United Nations Children’s Fund, World Health Organization, World Bank Group. (2021). Joint Child Malnutrition Estimates 2021 edition, page 22. Sourced from <https://www.who.int/publications/i/item/9789240025257>

procurement, supply chain, distribution, and management of service providers. The primary health care system remains fragmented with 40% of rural health centres and aid posts closed or partially functional.”³⁶

The government has a Universal Primary Education policy, and though recent figures for early childhood education enrollment are not available, in 2000, only 22.5% of children aged seven were entering grade one. The survival rate of those children “staying on to reach grade 5 was reported at 59.6% for males and 60.7% for females.”³⁷ The DHS indicates that almost half of girls and boys aged 6-10 (46% each) are not attending school. Even among those aged 10-15, almost one in five girls (19%) and boys (18%) are not attending school.³⁸

A World Bank/UNICEF phone survey also found that the use of physical punishment has likely worsened under the conditions of the pandemic (although no baseline data was collected).³⁹ The household has undergone significant changes since the pandemic started (i.e., lockdowns, job loss, school closures). One of the findings in the phone survey was that “more than one-third of children had exhibited potentially negative behavior changes in the previous 15 days.” These behaviors included: 1) crying, 2) speaking less well than he/she used to, 3) being more withdrawn, 4) being irritable, 5) acting defiant, and destroying or damaging things. Nationally 35.1% of respondents indicated that the randomly selected child in their household **had increased the frequency of at least one of these behaviors in the previous 15 days.**⁴⁰ The most common negative behavior was crying more than usual, cited by 18.2% of respondents. Of all those surveyed, “the vast majority (96.1%) of adults and caregivers believed to raise or educate a child properly, a child sometimes needs to be disciplined. This finding was consistent across geography, wealth, sex and, for the most part, the education of the respondent. The only significant exception was those with tertiary or higher education, of which 80.3% indicated support for the above statement.” In response to the question as to whether to raise or educate a child properly the child **sometimes needs to be physically punished**, respondents had lower levels of agreement but still a large majority of respondents (82.2%). A significantly lower percentage of those with tertiary education indicated support but still a majority at 65.6%. Otherwise, there was little variation across respondent characteristics.⁴¹

Regarding the country’s vulnerable populations, the 2015-2025 National Policy on Disability indicates (based on statistics secured from the HIES) that 9.8% of the population indicated some form of difficulty walking up and down / climbing steps.⁴² Only an estimated 4.6% of the population is 60 years old or older. According to the UNAIDS 2021 estimates, the total number of people living with HIV/AIDS (all ages) was 55,000. The 2021 estimate of HIV prevalence among 15-49 age group is 0.9%.⁴³

6.2.4 Key Stakeholders

The key stakeholders in this programme are the Spotlight Initiative, Solomon Island, Pacific Women (DFAT) Catholic Bishop Conference of PNG, UNICEF, Regional Office of East Asia and the Pacific (EAPRO), the Government of PNG and seven implementing partners (IPs). The number of programme participants reached,

³⁶ GoPNG (2020). Voluntary National Review, page 31.

³⁷ GoPNG, Department for Community Development and Religion (no date). National early childhood care and development policy, page 18.

³⁸ GoPNG, (2016). DHS, page 14.

³⁹ The World Bank (2021). [Papua New Guinea High Frequency Phone Survey on COVID-19, Data Collection: December 2020 – January 2021](#), page 46-47.

⁴⁰ Ibid., page 48.

⁴¹ Ibid., page 46.

⁴² It is recognized in the policy that statistics were “focused on mobility-related questions and [did] not provide clear data on intellectual disabilities, hearing and vision impairments, or other forms of disability.” page 16.

⁴³ UNAIDS. (2021). UNAIDS Data, Epidemic Estimates, page 210.

including their roles within the programme, are summarized in the table below. Disaggregated information by age, gender, and disability is not available.

Table 2: Partners and rights holders' roles and contributions.

| STAKEHOLDER GROUP | CONTRIBUTIONS | ROLE IN PROGRAMME IMPLEMENTATION | LOCATION AND NUMBERS REACHED |
|--|---|--|--|
| Spotlight A global, multi-year partnership between the European Union and the United Nations to eliminate all forms of violence against women and girls by 2030. | Financial support | This entity financially contributed to the programme. | United Nations ⁴⁴ |
| Australian National Committee | Financial support | As Duty Bearers, this agency is assumed to be interested in emerging lessons at strategic levels. | Australia |
| Department of Foreign Affairs and Trade (DFAT) | Pacific Women funded the initial start of P4CD- research, resources development and pilot phase. | This agency may be interested in emerging lessons at strategic levels. | Australia |
| Catholic Bishop Conference of PNG and Solomon Island. This entity engaged in a partnership with UNICEF to develop content of the programme. | Technical support. The support provided included technical persons, resources, and venues in the identifies partners to Catholic diocese of Kundiawa and the Archdiocese of Mount Hagen and Madang. | This agency may be interested in emerging lessons at strategic levels. | PNG |
| Implementing Partners | | | |
| UNICEF Country office of PNG (Duty bearers) Regional Office of East Asia and the Pacific. (EAPRO) | Technical assistance and financed administration. | Technical assistance and coordination of activities at national level. | The Country Office is based in Port Moresby |
| Two different layers of FBOs | | | |
| Duty bearers- Archdiocese and Coordinators | Staff time They contributed their expertise, while carrying out the programme activities. | Implementation, and coordination of training and facilitation activities at provincial, district, and parish levels. | There are three representatives. 2 males and 1 female. See explanation below |

⁴⁴ This entity is chaired by United Nations Deputy Secretary-General Amina J. Mohammed and European Union High Representative for Foreign Affairs and Security Policy/Vice-President of the Commission who provide the Initiative's overall strategic direction.

| STAKEHOLDER GROUP | CONTRIBUTIONS | ROLE IN PROGRAMME IMPLEMENTATION | LOCATION AND NUMBERS REACHED | | | | | | | | | | |
|---|---|---|---|-----------------------|-------------------|---|--------|---|--------|---|--------|---|--|
| Duty bearers -Facilitators and Team Leaders | Staff time They helped to ensure that the right parents were targeted. | Implementation at the parish level. | No exact number is available | | | | | | | | | | |
| <p>While there were seven FBO Implementing Partners (IPs) responsible for carrying out programme activities in the six different provinces, only three IPs were involved in this evaluation. The comprehensive list of IPs is below; however, the three IPs involved in the evaluation are in the column located to the right:</p> <ol style="list-style-type: none"> 1. Anglican Church 2. Catholic Diocese Kundiawa 3. Catholic Archdiocese Madang 4. Catholic Archdiocese Mt Hagen 5. Evangelical Lutheran Church of PNG 6. United Church 7. Highlands Adolescents Training <p>The provinces and their corresponding parishes where programme implementation took place are in the table below.</p> <table border="1"> <thead> <tr> <th>PROVINCES</th> <th>DISTRICTS OR PARISHES</th> </tr> </thead> <tbody> <tr> <td>Western Highlands</td> <td>Rebaimul, St. Pauls, Togoba, Ugla, Tabaga, Kiripia, Sinsipai, Kuruk, Koibuga, Baisu, Kumdi, Mbulga, Mun, Kinabuga, Rulna.</td> </tr> <tr> <td>Jiwaka</td> <td>Wurup, Kindeng, Kuli, Tupa, Minj, Banz, Fatima, Kol, Karap.</td> </tr> <tr> <td>Chimbu</td> <td>Mengendi, Surie-Kerowagi, Kundiawa town, Dirima, Golgme, Gembogl.</td> </tr> <tr> <td>Madang</td> <td>Holy Spirit Cathedral-Alemo, Holy Cross-Balame, Malala-Kolang, Mangem, Alxesafen-Rempi-Bomase, Utu-Som, Ulingan-Toto, Megaire-Wasabamel, Aholpa, Yamba.</td> </tr> </tbody> </table> | | | PROVINCES | DISTRICTS OR PARISHES | Western Highlands | Rebaimul, St. Pauls, Togoba, Ugla, Tabaga, Kiripia, Sinsipai, Kuruk, Koibuga, Baisu, Kumdi, Mbulga, Mun, Kinabuga, Rulna. | Jiwaka | Wurup, Kindeng, Kuli, Tupa, Minj, Banz, Fatima, Kol, Karap. | Chimbu | Mengendi, Surie-Kerowagi, Kundiawa town, Dirima, Golgme, Gembogl. | Madang | Holy Spirit Cathedral-Alemo, Holy Cross-Balame, Malala-Kolang, Mangem, Alxesafen-Rempi-Bomase, Utu-Som, Ulingan-Toto, Megaire-Wasabamel, Aholpa, Yamba. | <ol style="list-style-type: none"> 1. Catholic Diocese Kundiawa is in Chimbu Province. 2. Catholic Archdiocese Madang is in Madang; and 3. Catholic Archdiocese Mt Hagen is in WH and Jiwaka provinces. |
| PROVINCES | DISTRICTS OR PARISHES | | | | | | | | | | | | |
| Western Highlands | Rebaimul, St. Pauls, Togoba, Ugla, Tabaga, Kiripia, Sinsipai, Kuruk, Koibuga, Baisu, Kumdi, Mbulga, Mun, Kinabuga, Rulna. | | | | | | | | | | | | |
| Jiwaka | Wurup, Kindeng, Kuli, Tupa, Minj, Banz, Fatima, Kol, Karap. | | | | | | | | | | | | |
| Chimbu | Mengendi, Surie-Kerowagi, Kundiawa town, Dirima, Golgme, Gembogl. | | | | | | | | | | | | |
| Madang | Holy Spirit Cathedral-Alemo, Holy Cross-Balame, Malala-Kolang, Mangem, Alxesafen-Rempi-Bomase, Utu-Som, Ulingan-Toto, Megaire-Wasabamel, Aholpa, Yamba. | | | | | | | | | | | | |
| Government of PNG (duty bearers) | | | | | | | | | | | | | |
| Department for Community Development, Adolescents and Religion; and Provincial Level Division for Community Development operating in: (1) Western Highlands, (2) Jiwaka, (3) Chimbu, and (4) Madang. | | To ensure policy coherence to protect all children in PNG. They monitor and take part in programme activities. | A total of four child protection officers (CPOs) | | | | | | | | | | |
| Recipients of Programme Services | | | | | | | | | | | | | |
| The primary beneficiaries of the programme, mostly located in rural or peri-urban communities. (Duty bearers and rights holders). | | | Community/Parish level in peri-urban and rural areas within the four provinces. | | | | | | | | | | |
| Parents (and soon to be parents) duty bearers . | Investment of time, energy to attend training and community-based activities, inter-personal | Recipients of parent training services. | Total: 74,512 programme participants. 18,267 adults. | | | | | | | | | | |

| STAKEHOLDER GROUP | CONTRIBUTIONS | ROLE IN PROGRAMME IMPLEMENTATION | LOCATION AND NUMBERS REACHED |
|---|---|--|--|
| | communication, and expression of his/her viewpoints/ opinions to internalize the workshop topics. | | Disaggregated information is not available. |
| Children (18 months – 9 years old) rights holders. | | Recipients of benefits from parent services and support programme. | 56,245 children. Disaggregated information is not available. |

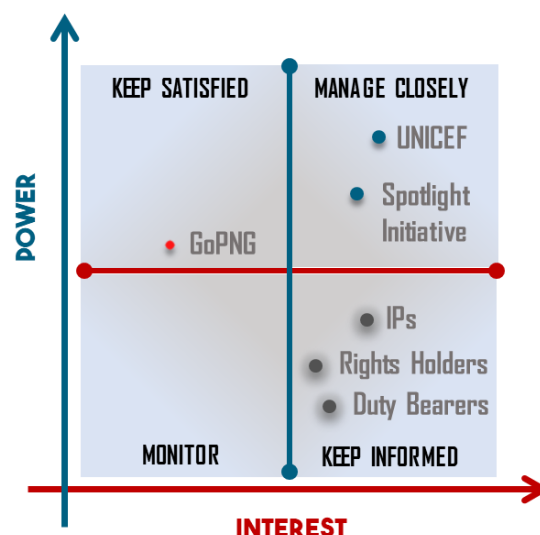
6.2.4.1 Stakeholder Map

A stakeholder map is intended to uncover and visualize the P4CD stakeholder ecosystem, including who has power and who has interest in the programme. (See Figure 3.)

The Spotlight Initiative focuses on minimizing violence against women and girls and has a strong interest in P4CD and the recommendations emerging from this evaluation.

Figure 3: Stakeholder Map

The UNICEF Country Office (CO) also has high interest and power in the programme. Similarly, given that one of P4CD's aim is to strengthen national child protection systems, the UNICEF Regional Office for East Asia and the Pacific is interested in this programme, as it can be compared to other interventions in the region.



The GoPNG duty bearers at national and provincial levels are powerful key partners, as they support the implementation and sustainability of the programme. The GoPNG has the interest in playing a leadership role in scaling up this programme.

The IPs have strong interest but limited power. They partner with UNICEF to execute the programme by supporting Facilitators and Team Leaders to work with parents in communities.

Rights holder children and duty bearer parents also have very strong interest in the programme, as they experience the services delivered.

7. EVALUATION PURPOSE, OBJECTIVES AND SCOPE

7.1 Evaluation Purpose

Firstly, this evaluation promotes accountability and learning. Secondly, UNICEF is planning to roll out the programme in additional districts and provinces compared to the pilot phase. Therefore, the purpose of this evaluation is, in part, to present results from the programme's pilot phase and inform the future scale-up, which includes the subsequent institutionalization within the GoPNG, of the P4CD programme. It is recognized that the programme activities are still ongoing and will continue through the remainder of the

UNICEF – GoPNG country programme 2018-2022. It is paramount that the evaluation findings are used to validate UNICEF’s strategic direction for the next country programme cycle. The primary users of this evaluation are the UNICEF PNG Country Office Child Protection Section, EAPRO, and the GoPNG.

7.2 Objectives

This evaluation ascertains whether (1) the P4CD programme contributes to reduction of violence against children beyond the immediate exposure of parents to the parenting sessions, and (2) the P4CD contributes to the reduction of IPV. More specifically, the evaluation looks at:

- Assessing the effectiveness, equity, human rights and gender equality, and sustainability of the P4CD programme;
- Identifying emerging good practices which could be replicated in the scale up and institutionalization; and
- Providing recommendations for strengthening the P4CD programme in view of its operation and scale up, from gender, equity, and inclusion lens.

7.3 Scope

The following elements of the P4CD programme are within the thematic scope of this evaluation:

1. Changes of behaviour [effectiveness] which could be ideally an increase in positive parenting skills; or the abandonment of harsh and violent discipline [effectiveness]; and
2. Application of positive practices to reduce IPV.

Moreover, under the “Scope” section in the Terms of Reference (ToR), it is noted that, “The evaluation will also ascertain whether these changes are sustained over time and potentially passed onto the next generations”. It was not feasible to ascertain if there were changes in the next generations, but the StratMan Team assessed, instead, the potential interruption of the intergenerational transition of the violent behavior. An evaluation question (number 5) was therefore added in the evaluation matrix: “To what extent do the communities’ tweens and adolescents recognize what is considered child abuse and neglect?” Even though this concept was difficult to measure, the perspectives from adolescents (through FGDs) was collected to assess whether any efforts from the programme were likely to be passed onto the next generations. See the Evaluation Matrix table for the added question #5 for more information in Annex 12.1. The geographic scope covers an assessment of a minimum of these four provinces: (1) Western Highlands, (2) Jiwaka, (3) Chimbu, and (4) Madang, and the period under review is from 2016 through 2020.

7.4 Theory of Change

The StratMan Evaluation Team acknowledges that the theoretical underpinnings presented in the 2017 evaluation, conducted by Menzies, prioritized the content of what the programme strategies *ought to include* namely, activities aimed at reducing aggressive, hostile, and verbally abusive interactions between parents and children. These strategies would, in turn, result in “correct[ing] cognitive misattribution and poor problem solving”.⁴⁵ During the inception phase, the StratMan Evaluation Team reframed this pre-existing framework

⁴⁵ In the report, “The authors conclude that reducing aggressive, hostile, and verbally abusive interactions between parents and children, in conjunction with interventions to correct cognitive misattribution and poor problem solving should be priorities for prevention. The study showed that exposure to family violence was linked to problems of emotional and behavioral self-regulation, aggression, and reactivity in adolescence, and to later risks of post-traumatic stress disorder and substance use disorders as adolescents themselves became parents (page 17). It is noted that the original

by including an overarching “If-Then” statement to reflect how desired results, after participating in the programme activities, *are theoretically supposed to follow*. That adapted Theory of Change (ToC) linked the overall aim (i.e., “reduction in aggressive, hostile, and verbally abusive interactions between parents and parents and children) with the different programme activities (i.e., the provision of skills acquisition, coaching, promotion of responsive parenting using play, etc.). The ToC was simplistic:

IF there is an intervention designed to correct cognitive misattribution through:

- (i) The provision of parenting management skills, resource materials, and coaching, designed to decrease negative behaviours; and
- (ii) The promotion of responsive parenting using play, designed to reinforce prosocial behaviors,

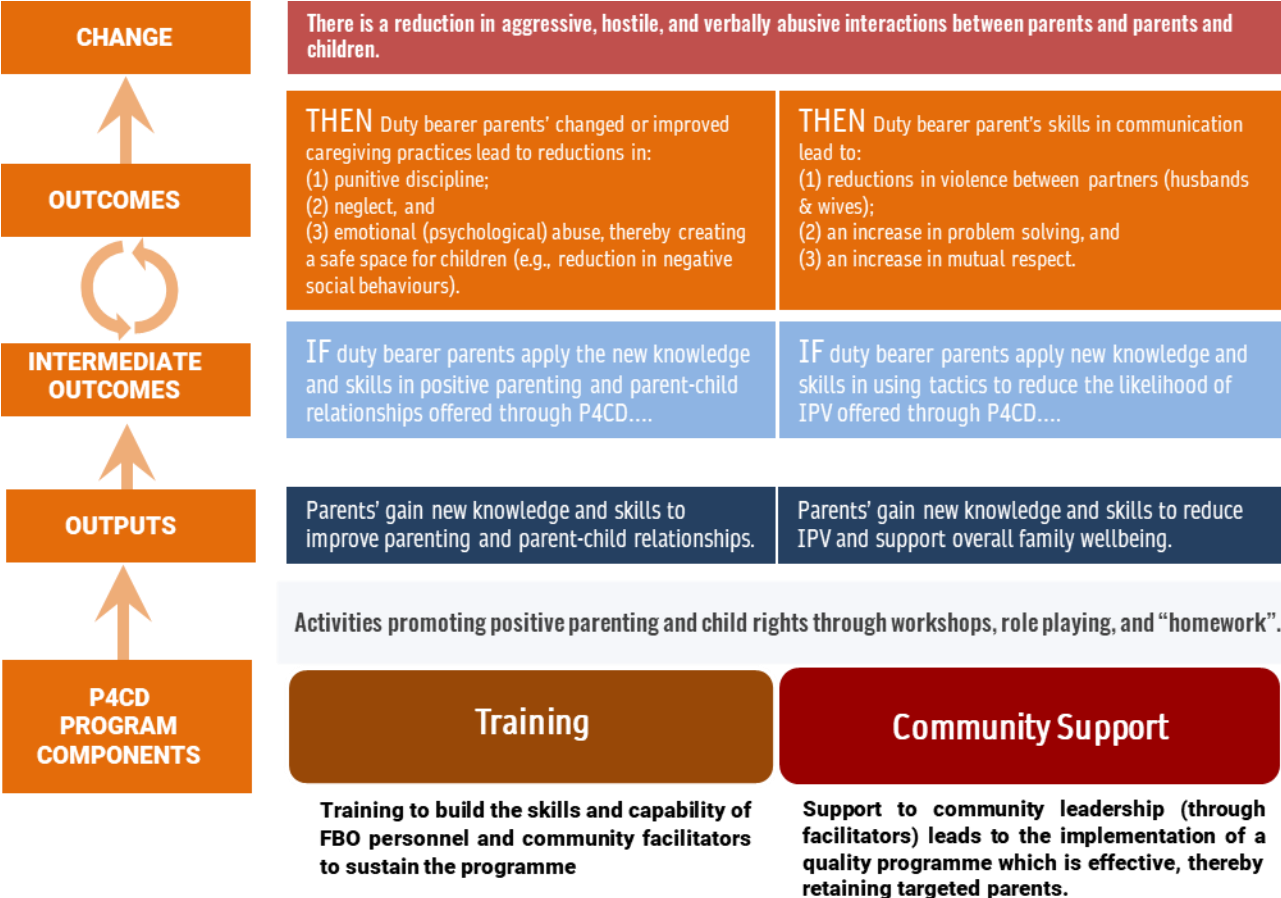
THEN a reduction in aggressive, hostile, and verbally abusive interactions between parents and parents and children will follow.

The 2017 evaluation of pilot activities clearly outlined that the programme logic was such that (a) training; and (b) community leadership and engagement would lead to improved parenting skills (and better parent-child relationships), and ultimately reductions in harsh parenting (i.e., VAC and improved family relationships) would follow.

After data collection, the StratMan Evaluation Team attempted to **validate** this adjusted framework (which only included an overarching “If-Then statement). It was uncovered that the ToC relied heavily on a linear process between inputs and outcomes. In essence, a new ToC was developed which highlighted precisely at what point parents learn and ***then apply their new skills and practices***. In the findings section, it will be evidenced that the point at which parents acquire new skills may not necessarily translate into behavior change (or the outcomes level). Indeed, the behavior change process may be iterative, which is expressed as a circular arrow between the intermediate outcomes and outcomes levels. The Figure below shows these new parts of the ToC, which should be read from bottom to top.

Theory of Change drew attention to the likelihood of exposure to family violence in middle childhood being a strong predictor of anti-social, negative behaviors experienced as adolescents. This was framed as an “Intergenerational transmission of externalizing behavior” (presented in Figure 1) and used as a justification for targeting parents with children in early and middle childhood.

Figure 4: Revised ToC for P4CD



7.4.1 Description of ToC & Assumptions

This section presents the assumptions of the ToC at multiple levels. At the programme components level (inputs), it is assumed that the financial and technical resources of the IPs are sufficient to achieve intended objectives. For instance, the IPs have strong capacity in programming child development and parent facilitations.

At the outputs level (activities), it was assumed that (1) parents have time, energy, and interest (commitment) to attend all the IP's workshops/training; and (2) there are enough available community Facilitators, willing to volunteer their time and efforts into the community to support positive parenting practices and discuss openly the violation of the rights of women from IPV.

At the intermediate outcome level, it is assumed that parents have a supportive surrounding (home or family) environment, **enabling them to use their knowledge gained and take advantage of opportunities to practice positive parenting skills**. It is also assumed that supportive conditions are present to stop resorting to violence and IPV. The revised ToC considers that many parents remain at the intermediate outcome level for some time, before progressing to the next level, which is exhibiting changed behavior (or the outcomes level).

At the core of the logic, it is assumed that the provision of skills acquisition, coaching, and the promotion of responsive parenting (using play) is linearly related to the reduction of aggressive, hostile, and verbally abusive interactions between parents and children. It will be discussed in the findings section that this process is not linear.

Finally, it was assumed that the GoPNG, and other relevant partners, would provide a support role to help sustain activities, so that the parents' new knowledge and practices can be reinforced within the country's institutions. Evaluation findings in the sustainability section will show that the GoPNG partners are ill-equipped to support the programme in this manner.

8. EVALUATION DESIGN, METHODOLOGY, & ETHICAL SAFEGUARDS

8.1 Evaluation Design

The evaluation design is non-experimental. The overall approaches used are theory-driven and utilization-focused.⁴⁶ First, a theory-driven evaluation relies heavily on a ToC to understand better the degree to which programme participants have effectively changed after having experienced the programme. This approach seems fitting, as it highlights how, theoretically, the intermediate steps achieve attitudinal and behavioral change.⁴⁷ Second, a utilization-focused evaluation (UFE) approach is guided by the needs of the primary intended users (UNICEF), and these stakeholders were actively engaged in making meaning of the data throughout the entire process, from its conception (ToR), planning (securing ethical clearance, supporting the team training, facilitating access to key stakeholders, and inception report), and ensuring that findings, conclusions and recommendations were accurate, relevant, practical, and actionable.⁴⁸ For instance, the Inception Report underwent four thorough reviews by UNICEF and EAPRO, and the evaluation report was reviewed three times by UNICEF staff at various levels of seniority. All members of the StratMan Evaluation Team, UNICEF's Child Protection Section team, and the Multi-Country Evaluation Specialist were actively engaged during monthly calls throughout the duration of the evaluation process.

8.1.1 OECD-DAC, Other Evaluation Criteria, UNEG Norms⁴⁹

According to the ToR, the evaluation applied the Organization for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) evaluation criteria⁵⁰ of effectiveness and sustainability (see Annex 12.1). The other OECD-DAC criteria of coherence, efficiency, and impact were not in the scope of this evaluation and therefore not utilized. Additionally, UNICEF's evaluation criteria for equity, human rights, and gender equality were applied.⁵¹ Please see the illustration below which includes the KEQs under the three evaluation criteria.

⁴⁶ Patton, M. Q. (2008). *Essentials of Utilization-Focused Evaluation* (4th Ed.). Los Angeles, CA: SAGE Publications.

⁴⁷ Leeuw, F. and Donaldson, S. (2015). *Evaluation*, Vol. 21(4) 467–480.

⁴⁸ Patton, M. (2012). *Essentials of Utilization-Focused Evaluation*. Thousand Oaks, CA.: SAGE.

⁴⁹ The relevant evaluation criteria were derived from the following guidelines: (1) OECD/DAC Network on Development Evaluation (2017) *Better Criteria for Better Evaluation Revised Evaluation Criteria Definitions and Principles for Use*; (2) UNICEF Evaluation Criteria; and (3) UNEG Evaluation Criteria.

⁵⁰ <http://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>

⁵¹ UNICEF (2019). *UNICEF Guidance on Gender Integration in Evaluation: Evaluation Office and Gender Section*. New York, page 9.

Figure 5: Three evaluation criteria with KEQs.



It should be recognized that the Gender Equality and the Empowerment of Women (GEEW) perspective is not explicitly mentioned in the ToR. However, it is important to understand that the programme design integrates an equity and a gender approach to include those and women and men who are in the most remote areas of PNG. Hence, while the construct of GEEW is not formally framed within the evaluation, these concerns are inherently part of the evaluand, and therefore, the entire evaluation process.⁵²

8.1.2 Evaluation Matrix

The Evaluation Matrix serves as an overview and framework, showing the linkages among the three evaluation criteria, KEQs, the sources of data, and the analytical process used to respond to the questions.

The evaluation question (# 5) was added during the inception phase. This question is “To what extent do the communities’ tweens and adolescents recognize what is considered child abuse and neglect?” In addition, to enhance the flow and readability of the document, questions # 6 and # 7 have been reordered. Currently,

⁵² Nichols, T. (2014). Measuring Gender Inequality in Angola: A Feminist-Ecological Model for Evaluation in the Feminist Evaluation and Research, co-edited by Brisolara, S, Seigart, D. and SenGupta, S., New York, NY: Guilford Publications, Inc.

question # 6 is “To what degree has the P4CD programme contributed to improve the relationships between husbands and wives?”. It continues with the previous questions which relate to IPV and couples getting along. Question # 7 refers to the effectiveness of the programme’s targeting with, “How effectively has the P4CD programme adapted to targeting the concerns of parents of children in the early years, through the middle years and adolescents?” (See Annex 12.2)

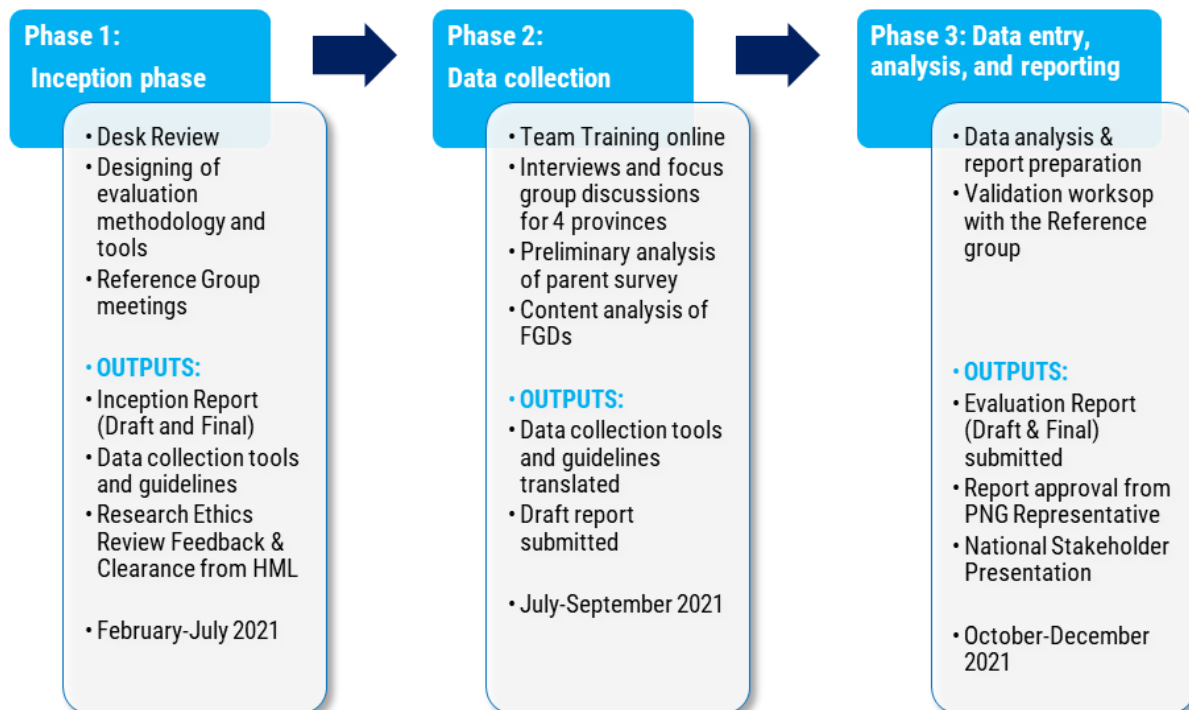
8.2 Methodology

The evaluation used a mixed-methods approach, leveraging of quantitative and qualitative research methods and using primary and secondary data to undertake a thorough evaluation. While multiple data sources were integrated into the evaluation process, allowing for the triangulation of substantive evidence, it is first necessary for an overview of the evaluation process.

8.2.1 Evaluation phases

The evaluation was divided into three phases: inception, data collection, data entry, analysis, and reporting (see Figure below).

Figure 6: : Evaluation phases and timeline.



Key milestones throughout the evaluation process were: (1) the completion of the inception report, which took place over the course of four months; (2) securing Research Ethics Review Feedback and clearance; (3) training of the field team in Mt Hagen, executed remotely with support from UNICEF; and (4) the review of a draft and final evaluation report. PNG has recently experienced lengthy outages in internet access, and so stakeholder workshops facilitated remotely were difficult to organize. Data analysis, report preparation, and

making meaning out of the findings and data took place through short meetings on various platforms (Zoom, WhatsApp, and MS Teams).

8.2.2 Data Sources

The data sources for this evaluation are quite extensive. They included:

- 1) Secondary information, including documents and literature review, which existed in the form of qualitative and quantitative information;
- 2) Existing programme monitoring information;
- 3) Primary data from key informant interviews (KIIs) and focus group discussions (FGDs) at the national, provincial, and community levels;
- 4) Preexisting primary data from the parent survey that was administered in 2017 by Menzies; and
- 5) Primary data from the parent survey collected by the StratMan Evaluation Team in this evaluation.

In this section, each method is described, including the sampling rationale and the number of

8.2.2.1 Document & Literature Review

This secondary data was derived from UNICEF, the GoPNG (documents, policies, and data), United Nations treaties and other international instruments, and published studies.

From UNICEF, the following was reviewed:

1. Field monitoring reports and proposals and from IP FBOs;
2. Programme monitoring and budget data in excel sheets;⁵³
3. Donor reports from the Australian National Committee and the Spotlight Initiative;
4. UNICEF PNG Country Programme Document (2018-2022) and Annual Reports (2017, 2018, 2019, & 2020);
5. A joint World Bank and UNICEF report based on mobile phone surveys of Papua New Guinean families: 2020-2021.
6. Research from EAPRO;
7. UNICEF guidance for designing and parenting programmes for violence prevention;⁵⁴ and
8. Other internal documents.

It has already been illustrated that PNG's social policy framework was extensive, and so the following was reviewed:

1. Policy documents from the relevant ministries;⁵⁵ and
2. Previously undertaken surveys, including the 2016 DHS and the 2009-2010 HEIS.⁵⁶

⁵³ Note that a discussion about the robustness of the M&E system in place is discussed in findings chapter.

⁵⁴ UNICEF (2020). Designing and parenting programs for violence prevention: A guidance note. Written by Cassie Landers, Francesca Stuer and Siân Long, Associates with Maestral International.

⁵⁵ The major policies include: GoPNG (2020). Department of National Planning and Monitoring, Papua New Guinea's Medium-Term Development Plan 2018-2022; GoPNG (2017). Medium-Term Development Plan for 2018-22 (MTDPIII); GoPNG (2013) Family Protection Act (FPA) and the Lukautim Pikinini Act (LPA); and GoPNG (no date). Department for Community Development, National Policy on Social Protection, 2015-2020.

⁵⁶ GoPNG (2016). Demographic and Health Survey 2016-18. Port Moresby, Papua New Guinea, and Rockville, Maryland, USA: NSO and ICF; and GoPNG (2010). Household Income and Expenditure Survey.

Moreover, PNG's Voluntary National Review⁵⁷ was also instrumental in ensuring that all relevant social and economic policies had been considered from the following sectors: education, climate change, HIV/AIDS, nutrition, persons with disabilities, and family protection.

UNICEF's core commitments, including the Convention on the Rights of the Child (CRC), Human Rights-Based Approach to programming (HRBAP), and the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), were also included in the review. The Evaluators used these international instruments to examine the extent to which equity, gender equality, and human rights approaches were incorporated into the P4CD programme.

Finally, given that this is a theory-based evaluation, the team conducted a cursory, non-exhaustive review of studies of relevant parenting programmes designed to reduce child abuse.⁵⁸ Four academic publications search engines were used.⁵⁹ While most of the studies are from high income countries, there were only a few relevant studies focusing on the specific challenges faced by lower-income countries to deliver parent education services.

The selection criteria for accepting a study for review was that the study: (1) examined what helps parents to retain their newly acquired skills and relinquish harsh punishment practices; (2) focused on a parent education training programme in a low resource setting, preferably in the Pacific. These two parameters yielded only two studies. A third World Bank-commissioned study appeared informative, as it concentrated on the best practices of a parenting education programme in Indonesia. This programme not only incorporated active learning on the part of parents *with their children in the sessions*, but it also conveyed holistic messages especially for vulnerable families, such as those with children with disabilities or dealing with chronic illness, natural disaster, and conflict.⁶⁰ See Annex 12.6 for the bibliography.

8.2.2.2 Preexisting Quantitative Data

As mentioned earlier, the Menzies School of Health Research collected baseline data on the P4CD programme and produced:

- (1) A final evaluation report 2016-2018,
- (2) Evaluation report testing exclusively their instruments and resources to support the programme (i.e., Facilitator's diary and readiness checklist), and
- (3) A monitoring and evaluation framework.

These inputs were reviewed at length, and Menzies also supplied the StratMan Evaluation Team with the primary data collected from 2017-2018, including the results from a pre-test and a post-test.

⁵⁷ GoPNG (2020). Department of National Planning and Monitoring. Papua New Guinea's Voluntary National Review 2020 Progress of Implementing the Sustainable Development Goals.

⁵⁸ The term "child maltreatment" is most frequent in research.

⁵⁹ They were: (1) Elton B. Stephens CO. (EBSCO) <https://www.ebsco.com/products/research-databases>; (2) Education Resources Information Center (ERIC); (3) PsychInfo; and (4) SocINDEX with full text.

⁶⁰ The three studies are: (1) Baker-Henningham, H., & Francis, T. (2018). Parents' use of harsh punishment and young children's behavior and achievement: a longitudinal study of Jamaican children with conduct problems. *Global Mental Health*, 5, 287-299. <https://doi.org.ez.lib.jjay.cuny.edu/10.1017/gmh.2018.21>; (2) Lachman J., Wamoyi J., Spreckelsen T., et al. Combining parenting and economic strengthening programmes to reduce violence against children: a cluster randomized controlled trial with predominantly male caregivers in rural Tanzania. *BMJ Global Health* 2020;5: e002349. doi:10.1136/bmjgh-2020-002349; and (3) Tomlinson, H. & Andina, S. (2015). Parenting education in Indonesia: Review and recommendations to strengthen programs and systems. World Bank Study. Washington, DC: World Bank. <https://doi.org/10.1596/978-1-4648-0621-6>.

8.2.2.3 Parent Survey

The StratMan Evaluation Team used the same parent survey that Menzies used in 2017-2018. There were three main areas for measuring violence against children and IPV:

- (1) Harsh physical violence (corporal punishment), psychological control or verbal abuse, neglect;
- (2) Family wellbeing; and
- (3) Violence within the family.

Without diminishing the ability to measure variables of interest and after going through the instruments used, only about half of the items were selected in the interest of brevity. The items in the survey were already translated. During the pretesting phase, one question was altered significantly during the pretesting phase⁶¹, and three questions were removed due to their sensitive nature.⁶² The parent survey had four parts and a maximum of 28 questions, which includes the skip logic.

Part 1, **DEMOGRAPHIC AND EDUCATION**, has seven questions about respondent age, household composition, and respondent education levels; Part 2, **PUNISHMENT, EMOTIONAL ABUSE, & NEGLECT**, has seven statements about harsh parenting practices, and the respondent has four choices to answer each question;⁶³ Part 3, **POSITIVE PARENTING PRACTICES**, also has seven statements about positive parenting practices, and the respondent must respond with the same scale; and Part 4, **FAMILY WELLBEING**, has a maximum of seven or minimum of five statements/questions about IPV and violence between family members.⁶⁴ See Annex 12.7 for the parent survey. All statements eliciting perceptions and behaviors refer to "*in the last three months*", so that the Evaluation Team may discern the respondent's most recent attitudes and behaviors. The survey took no more than 30 to 40 minutes to administer.

8.2.2.4 FGDs

To ascertain whether these observed changes from the programme would be sustained over time and potentially passed onto the next generations, the evaluation sought perspectives from adolescents. The FGDs focused on understanding what adolescents would perceive as abuse or violence after they heard a story about abuse. Given the sensitive nature of the topic, it was not the intention to have children or tweens/adolescents explicitly articulate that their parents were violent or abusers. It was for this reason that the adolescents were asked to identify with a story (which may not directly connect to their personal experience).

The logic was that their ability to connect to a story would, in turn, help to measure if their perspectives about violence or abuse were in fact (still) negative or positive. Simply understanding the extent to which this stakeholder group could positively recognize what was abuse would have been an indication of the potential intergenerational transfer of the programme results. (See Annex 12.7 for the focus group discussion guide.) While it was originally planned that each FGD would take 45 minutes the session took two hours. Only four FGDs were transcribed and translated.

⁶¹ Question #13. I let my child go hunger for my own reasons in the last 3 months.

⁶² Answer: "Yes" or "No" In the last 3 months, has your partner.....? 32. Shook or pushed you?; 33. Tried to convince your family, children, or friends that you are crazy or tried to turn them against you? and 34. Used or threatened to use a weapon to harm you?

⁶³ These options are: "Not True", "Sometimes True", "Yes, True", and "No Response".

⁶⁴ The 2 statements linked to skip logic are " 24. *There is violence towards me by my spouse.*" and " 25. *There is violence between other family members.*" If the answer is affirmative, and then the skip-logic asks if the children witnessed the violence or there is an open-ended question requesting an explanation about what happened.

8.2.2.5 KIs

Within UNICEF, two senior managers and two national technical specialists were interviewed. These discussions not only explored programme's effectiveness, but also examined how to scale up the programme in the future. The Evaluation Team assessed staff perspectives about: (1) furthering gender equality through gender transformative programming in PNG; and (2) what could be reasonably expected, given the cultural context. (See Annex 12.7 for question guides) Staff also shared their reflections about the efficacy of child protection services through prevention models when most actors tended to invest resources in response mechanisms.

At the central government level, the main stakeholder from the National Office of Child and Family Services (NOCFS) was contacted in writing four times, and yet the Evaluation Team was still not successful in interviewing this individual. However, the team was ultimately able to interview the Director, and so these reflections are integrated into the evaluation. Moreover, officers from the DfCDR at the provincial levels were interviewed. They were based in: (1) Western Highlands; (2) Jiwaka; (3) Chimbu; and (4) Madang. They were asked about their cooperation with the programme, notable challenges, and reflections about future sustainability (and how to improve it).

Regarding the IPs, all those located and operating in the four provinces were interviewed by the Evaluation, remotely, and Field Team. Those interviewed include: (1) Facilitators⁶⁵ delivering the P4CD services; (2) Team leaders⁶⁶ based in each parish; and (3) Coordinators who oversaw the programme at the Diocese/Archdiocese level. These stakeholders were asked about their perspectives regarding how effective and sustainable the programme was, and to what extent it addresses gender equality and equity in PNG. Like the other KIs, these stakeholders were consulted to ascertain the extent to which the programme was effective, their notable challenges, and reflections about future sustainability (and how to improve it). (See Annex 12.7)

The interview with the stakeholder representing the Spotlight Initiative did not take place as planned, and more information about this is presented in the limitations section. (See list of interviewees in Annex 12.3)

8.2.3 Sampling

8.2.3.1 Provincial sampling

In keeping with the ToR, the Evaluation Team selected the four provinces for data collection, although the programme covers six provinces. The selection was strategic, as the UNICEF PNG team wanted to focus on the four originally targeted provinces, identifying good practices to facilitate scale up in the future.

8.2.3.2 Community sampling

The StratMan field team worked jointly with the IPs and UNICEF to select four sites in each province. These sites represented the areas where large numbers of programme participants were concentrated, to secure a robust convenient sample. The selection of duty bearer parents for the survey in cooperation with the IPs.

8.2.3.3 Individual parent sampling

The sampling parameters for the parent survey varied, but the field team worked diligently to ensure a variation in age, participation levels (some had joined a long time ago, while others were newlyweds), and household size. The **total parent survey sample is 128**, and roughly 10 % of total sample (or 12 people) have

⁶⁵ Facilitators are guided and supported by the Team Leaders who oversee data gathering and provide reports to coordinators on parental attendance at sessions, the successful completion of activities, the responses of parents to the activities, and other information. UNICEF (2017) Parenting for Child Development Pasin bilong lukautim pikinini gut Evaluation Report Pilot Programme, page 22.

⁶⁶ "Their role is to work with the community and to set up and run workshops for groups of parents. Ibid, page 22.

disabilities, while 24% (or 31 people) responded “yes” to anyone in the household having a vulnerability (i.e., widow, single mother, and single father). The demographic profiles for the StratMan sample and the two Menzies samples are in Annex 12.4.

8.2.3.4 Individual teen & tween sampling

The selection of rights holder adolescents for the focus groups was done in cooperation with the IPs. The participation of adolescents was based on prior consent of parents. Except for Jiwaka, there were four gender segregated FGDs conducted in all provinces; in Jiwaka, there were only three FGDs, totaling 15 FGDs. The language used for all FGDs was *Tok Pisin*, and they were facilitated by the StratMan Field Coordinator and an enumerator who took notes. The average size of the adolescent groups was four, and so there were 65 participants.

8.2.4 Data Collection

With support from UNICEF, a five-day training was conducted from 12 to 16 July with the field team, UNICEF, and two CPOs (Mount Hagen and Madang⁶⁷). The field team consisted of six enumerators, two of whom were female. The objectives of the training were met despite challenges with internet connections. Field data collection followed from 16 August through 19 September, starting from MH, Jiwaka, Chimbu, and finally Madang. To ensure quality assurance, the StratMan Evaluation Team also engaged in field-based interviews with the IPs and CPOs virtually. In addition, the Evaluation Team undertook KIIs with UNICEF staff and NOCFS Officers. The table below illustrates that a total of 29 persons took part in consultations through eight KIIs and five FGDs.

Table 3: Summary of stakeholder consultations through KIIs and FGDs.

| STAKEHOLDER GROUPS | NUMBER OF PEOPLE INTERVIEWED | GENDER | |
|--|------------------------------|----------|----------|
| A. Stakeholder Consultations at the National Level | | | |
| UNICEF: Includes staff in PNG | | F | M |
| Senior Management | 2 | 2 | |
| Technical Officers | 2 | 2 | |
| Consultant with NOCFS | | | |
| The Spotlight Initiative | 0 ⁶⁸ | | |
| B. Stakeholder Consultations at the National Level | | | |
| Director of [The National] Office of Child and Family Services (NOCFS) | 1 | | 1 |
| Regional Directors | 2 | | 2 |
| C. Stakeholder Consultations at the Provincial Levels | | | |
| DfCDR: Technical Officers | | | |
| Mt. Hagen (FGD) | 4 | 2 | 2 |
| Jiwaka | 1 | | 1 |
| Chimbu | 1 | 1 | |
| Madang | 1 | 1 | |
| D. Four IP FGDs | | | |

⁶⁷ The Child Protection Officer from Madang participated virtually.

⁶⁸ This person declined the request for an interview.

| STAKEHOLDER GROUPS | NUMBER OF PEOPLE INTERVIEWED | GENDER | |
|--|------------------------------|-----------|-----------|
| | | Male | Female |
| Catholic Archdiocese of Mt. Hagen & Jiwaka | 1 | 1 | |
| Catholic Diocese of Kundiawa | 1 | | 1 |
| Catholic Archdiocese of Madang | 1 | 1 | |
| Team Leaders | | | |
| WH | 5 | 2 | 3 |
| Jiwaka | 4 | | 4 |
| Chimbu | 1 | | 1 |
| Madang | 2 | 1 | 1 |
| A+B+C+D Total | 29 | 13 | 16 |

In collaboration with the IPs and UNICEF, the StratMan field team selected sampled 128 parents, which included 65 females surveyed (or 51%), and 63 males (or 49%). Data collection by Menzies, which took place in Madang and the Western Highlands, Chimbu and Jiwaka, included two samples of parents. The pre-test sample (n=207) was collected in 2016, and post-test sample (n=159) was garnered in 2017. Both samples collected by Menzies have more women than men at 61% female with the remaining male, and the age of StratMan’s sample falls mostly between 36-50 (62 or 48%) and 26-35 (45 or 35%), and the samples collected by Menzies are very similar to these figures. However, the StratMan sample differs greatly in education, as the majority has primary school education (53 or 41%) followed by high school (47 or 37%). There is roughly 12% (or 15 people) with university or post-secondary education. The majority of the Menzies samples have either “no school,” or primary school, followed by a few in high school.

In addition, there were 15 FGDs, but only four were transcribed and then translated from Tok Pisin to English. Given the limited FGD data available, the translated data did not reach saturation, and so KEQ #5 could not be addressed comprehensively.⁶⁹ Specifically, it was not possible to confirm, through a content analysis, whether the abuse was likely to be passed onto the next generations. This data from the children was, however, used to substantiate findings through triangulation. Disaggregated data by gender and age is not available. It should be noted that this lack of evidence does not compromise the quality of the analysis presented in this report.

8.2.5 Data Analysis, Reporting, & Dissemination

The StratMan Evaluation Team thematically reviewed the qualitative data from KIIs and FGDs, connecting the data to the KEQs. Qualitative evidence was aggregated into a text-based database and coded across the 16 KEQs. This coded data then provided the Evaluation Team with the basis for the findings and conclusions presented in the report. The Evaluation Team also engaged in lengthy discussions about the scope and depth of findings and conclusions, facilitating the debriefing process which, in turn, assisted in substantiating ideas and assertions. The Evaluation Team triangulated information sources (i.e., documents, KIIs, FGDs, secondary data) to further bolster findings and conclusions.

⁶⁹ KEQ # 5 is “To what extent do the communities’ tweens and adolescents recognize what is considered child abuse and neglect?”

In addition, after cleaning the parent survey data, the Evaluators used SPSSx (version 27) to generate descriptive statistics and cross-tabulations, which were then converted into bar charts and data tables. Analysis included cross-tabulations of survey responses by gender, disability, and vulnerability. This information was also compared to the baseline data, and this report presents these findings in the effectiveness section.

This Final Evaluation Report will also be submitted to the Global Evaluation Reports Oversight System (GEROS) for a quality rating. In terms of quality assurance mechanism, the UNICEF Monitoring and Evaluation Specialist in Fiji together with the Child Protection Section Chief and Child Protection Specialist in PNG reviewed and approved the evaluation methodology, as well as the intermediary and final evaluation results. This Final Evaluation Report was finalized by incorporating stakeholders' comments on the draft findings, conclusions, and lessons.

8.2.6 Evaluation Limitations

There are numerous limitations in this evaluation, most of which are connected to the fact that the StratMan evaluation was not able to travel to PNG due to Covid restrictions (closed borders).

Parent Survey Samples are different: The comparative results must be analyzed with caution, however, as there are a total of three different samples of parents, and their demographic characteristics are not identical. For example, the parent survey sample from StratMan is more educated and more gender balanced compared to the two Menzies samples. The Menzies parent survey was only administered in three provinces (Mt Hagen, Jiwaka, and Madang), whereas the StratMan sample was administered in four provinces (Mt Hagen, Jiwaka, Chimbu, and Madang).

Limited comparability of questions: One question was altered so much that it could not be compared with the other datasets at all, because the significance of the question is conceptually different.⁷⁰ Three questions have limited comparability, in that they could only be compared with the Menzies post-test dataset, as the Evaluators were unable to locate the information in the database supplied by Menzies.⁷¹

FGD Data Quality: The quality of this data was not as credible as anticipated. Due to limitations, FGDs with (i) tweens (aged between 12 and 14); and (ii) adolescents (aged between 15 and 18) were **combined** rather than separated. While attempts were made to make tweens feel comfortable speaking within the group, the field team noted that "it took a long time for the kids to warm up." Often FGDs could not be completed. For instance, the field team explained that FGDs in Mount Hagen and Jiwaka were difficult, because parents would bring their children, but they would not realize how long the focus groups would take and remove their children prematurely.

Frequent delays caused by limited internet access: During the evaluation process, there were several one-week intervals, where the Evaluation Team was unable to contact verbally or email the field team. However, the final coordinator was very competent, which partially mitigated this limitation.

Frequent change in staffing: The Field Team's Coordinator changed three times over the course of this evaluation.

⁷⁰ This question was: 12. I let my child go hungry for my own reasons in the last three months."

⁷¹ These three questions were: 26. When my partner and I disagree, we talk together about what to do and talk things through; 27. When there is trouble, fighting or arguments, our family members can get together and talk about what to do; and 28. My partner/spouse (or other support person) and I have a good relationship (get on well together).

Repeated attempts to reach stakeholders without success: The Evaluation Team attempted twice to contact a stakeholder who represented Spotlight Initiative. This individual ultimately did not consent to being interviewed, as this person believed that they had minimal contribution.

Two KEQs could not be fully addressed: The Evaluation Team could not comprehensively address KEQ # 9, which asks about monitoring data used by the IPs. The IPs could not provide the Evaluation Team with any monitoring data. This question was not well explained to the third Field Team Coordinator, and so it was not fully explored. As already noted, KEQ #5, which explores adolescents' recognition of violence and the likelihood of the abuse being passed onto the next generations, could not be fully addressed.⁷² The Evaluation Team could not assess the adequacy of the P4CD's monitoring system (including completeness and appropriateness of results/performance framework), M&E tools, and their usage to support UNICEF's decision-making needs.

Missing information: There is limited evidence that confirms the accuracy of the numbers presented for the programme outreach targets. When requesting this information, stakeholders did not respond, and so it is not certain if these figures are also available disaggregated by gender or other parameters (by parish, rural or peri-urban).

Response bias: The evaluation relied heavily on self-reported information to gain insights into stakeholder perspectives. While triangulation was used to mitigate this limitation, it is not known the extent to which programme participants inflated the positive (or negative) aspects about the programme, as the Evaluation Team had to depend on the field team to collect all information at the parish level.

Finally, it is worthwhile to mention the project calendar suffered from delays due to power outages, illness, among other unforeseen circumstances.

8.3 Ethical Safeguards

The evaluation adhered to UNICEF's Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis.⁷³ All engagement with participants younger than 18 years of age was based on the principles outlined in the International Charter for Ethical Research Involving Children.⁷⁴ Before any data collection began, the evaluation protocols, instruments, and tools underwent an ethical review with HML Institutional Review Board (IRB), which is an autonomous committee, authorized by the United States Office for Human Research Protections within the United States Department of Health and Human Services (IRB 00001211). This entity issued ethics approval (**HML IRB Review #379PNGU21**) to collect data from children under age 18 who were expected to contribute to the evaluation. See Annex 12.8 for a copy of the Letter for Ethical Approval from HML IRB.

Before initiating any data collection, all respondents had to verbally agree to taking part in the interview or FGD. There were different protocols for receiving informed consent, depending upon the stakeholder. The

⁷² KEQ # 9 is Can data be disaggregated to evidence the impact on different groups (e.g. girl children or children/ women with a disability)? And KEQ # 5 is "To what extent do the communities' tweens and adolescents recognize what is considered child abuse and neglect?"

⁷³ UNICEF (2015). UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis.

⁷⁴ Graham, A., Powell, M., Taylor, N., Anderson, D. & Fitzgerald, R. (2013). Ethical Research Involving Children. Florence: UNICEF Office of Research - Innocenti; UNEG (2016). Norms: UNEG (2020). Ethical Guidelines for Evaluation; and Powell, M.A.; Taylor, N.; Fitzgerald, R.; Graham, A.; & Anderson, D. (2013). Ethical Research Involving Children, Innocenti Publications UNICEF Office of Research - Innocenti, Florence.

table below outlines the multiple forms used, especially for children, adolescents aged 18 older, and for adults. Informed consent was communicated and recorded.

Table 4: Informed consent protocols for all stakeholders

| | STAKEHOLDER | RECORDING OF INFORMED CONSENT AND RESPONDENT NAMES |
|-----------------------|--|--|
| TWEEN | Adolescent age 17 and younger participating in FGDs. | “Parental Consent” form was needed for those who were younger than 18. Children also signed a “child assent form”. |
| ADOLESCENT 18+ | Adolescent age 18 and over participating in FGDs. | Verbal agreement was needed & recorded on the tape recorder. |
| ADULT | Parent Survey (adults) | Verbal agreement was needed. |
| | IPs (adults) | Verbal agreement was needed & recorded on the tape recorder. |
| | GoPNG (adults) | Verbal agreement was needed & recorded on the tape recorder. |
| | UNICEF staff (adults) | Verbal agreement was needed & recorded in evaluator’s notes. |

As part of the Informed Consent protocol, all respondents were shown respect in the following manner:

1. an explanation of why they **were invited** to take part in the evaluation;
2. the **purpose** of the evaluation was clearly explained;
3. the data gathered would be used to draw conclusions and recommendations about the programme;
4. it was made clear that there was **no “right” or “wrong” answer**;
5. especially for those who are younger than 18 years old, the informed consent statement clearly stated that adolescent participants should not relate their own personal experience (and why).⁷⁵
6. the respondent was also informed that all information provided would be **confidential** and would not be shared with anyone outside of the Evaluation Team (from enumerators up through the Evaluation Team leader). This protocol ensured the avoidance of harm; and
7. confidentiality was ensured, as all documentation would be stored and transferred in a password-protected file.

Note that there was no need to apply the principles of self-determination, fair representation, and compliance codes for vulnerable groups, as these elements were not relevant to this evaluation.

8.3.1 Evaluator Obligations

The data collection approaches used by the Evaluation and Field Team adhered to the norms of utility, credibility, independence, impartiality, and transparency.

8.3.1.1 Utility

As noted earlier, the Evaluation Team used a UFE approach which focuses mainly on ensuring that the evaluation processes and product were useful for all those who participated. For example, the evaluation

⁷⁵ Section three of the Child Assent Form clearly states in bullet form the following:

“You should not share what happens in your family. Just tell us if you can connect to the stories we tell.”

“Even though we do not feel like there will be any problems, you might feel sad when we ask about bad things that may happen in the home. You also might be upset when you hear other kids answers.”

process added value for the Archdioceses who took part in FGDs/KIIs and qualitative interviews, offering them a chance to reflect on how what has been working in the programme and what could be strengthened.

8.3.1.2 Credibility

The Evaluators have substantial experience in conducting evaluation projects on various topics related to child protection, early child development, social inclusion topics, and gender. Not only did the Evaluation Team possess the education, abilities, skills, and experiences required to complete the evaluation competently, but because the Evaluation Team was forced to manage the Field Team remotely (due to the pandemic), the team clearly communicated all significant limitations to the evaluation that may have resulted. These limitations included: (1) the unplanned and unforeseen resignation of the first Field Coordinator; (2) the observed weaknesses in technical competencies of the Field Team Coordinator who replaced the first Field Coordinator; and (3) the substitution of the second Field Team Coordinator with a female who not only leveled the team's gender balance, but her strong facilitation skills helped to secure the information needed.

8.3.1.3 Independence & Impartiality

The StratMan Evaluation Team satisfied their ethical obligations, in that they were independent with no conflict of interest, as they were not involved in P4CD's design, implementation, or periodic review. The team also had no vested interest in generating positive or negative evaluation findings.

8.3.1.4 Transparency

The Evaluation Team jointly worked with the Child Protection section to develop a Parenting for Childhood Development Programme Evaluation Response Plan. This plan guided the data collection team to: (1) effectively recognize and refer any case requiring immediate specialized support; (2) access timely, safe, effective, and confidential counseling and debriefing opportunities if they felt distress and/or emotionally overwhelmed during the field work phase of the evaluation, and (3) understand and uphold the Prevention of Sexual Exploitation and Abuse (PSEA) and Child Safeguarding principles and procedures. This was a requirement from UNICEF as part of its own reporting obligations and mechanisms in the event of any case of PSEA and for child safeguarding.

9. EVALUATION FINDINGS

9.1 Effectiveness

This section presents the findings for the effectiveness evaluation criteria.

Table 5: Effectiveness KEQs-First 5 questions



EFFECTIVENESS KEY EVALUATION QUESTIONS

- KEQ1. To what extent have the objectives of the P4CD programme been achieved (i.e., to what extent has the programme directly or indirectly contributed to the reduction of violence, abuse, and neglect of children in the communities exposed to the programme?)
- KEQ2. To what degree has the P4CD programme contributed to improve parent-child relations?
- KEQ3. To what extent has the programme contributed to a change in the attitudes and practices towards violence within the household?

9.1.1 Achieving programme objectives

This section will present the findings for KEQs 1 through 3.

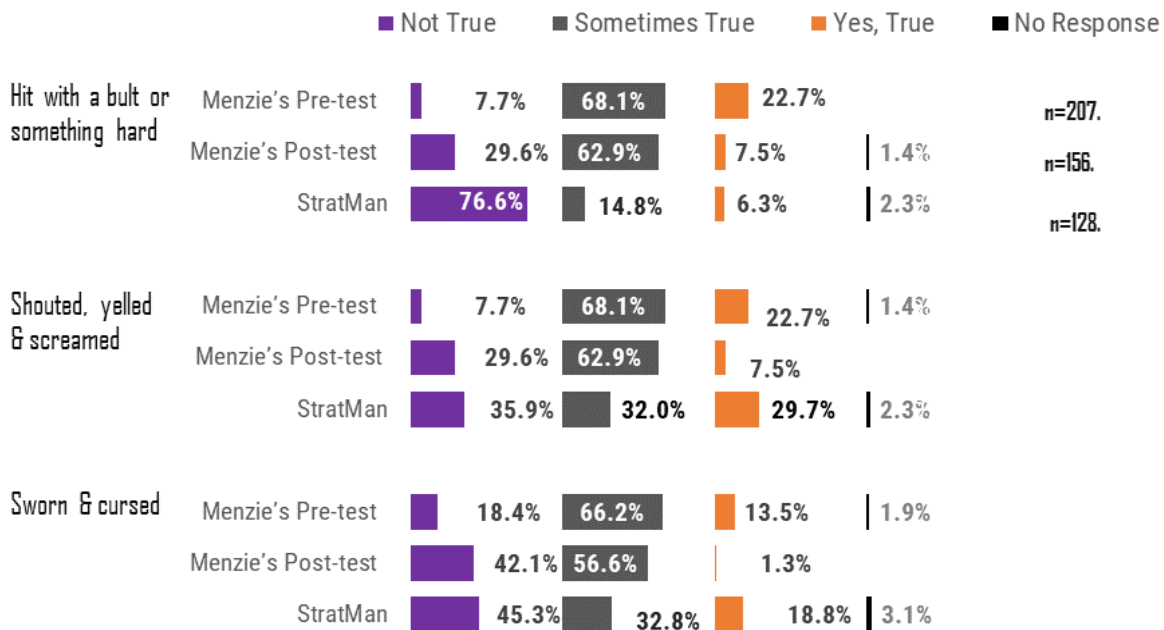
Key Finding #1

The P4CD programme appears to have achieved most of its objectives by improving parents' knowledge and skills which has led to the reduction of violence, abuse, and neglect of children. While parents demonstrate improvements in positive parenting practices, which includes investing in their parent-child relationships, those surveyed still struggle with cursing and yelling.

9.1.1.1 Changing attitudes & practices about violent punishments

Based on the evidence, it appears that the P4CD programme has contributed to the reduction in hitting children with a belt or something hard. However, the P4CD parents still struggle to limit other harsh forms of discipline, including shouting and yelling at their children. Three questions examined parent attitudes about different forms of punishments.⁷⁶ (See Figure below.) Comparing the StratMan and Menzies samples should be done with caution, as other demographic factors could also explain the observed differences.

Figure 7: Survey results for violent disciplining practices.



The calculations for the StratMan sample show encouraging trends, as the majority (76.6%) responded "Not True" to Hit with a belt or something hard. This result appears to be a major difference compared to the Menzies samples, as only 8% (Menzies pre-test) and as less than 30% (Menzies post-test) responded "Not True". Indeed, most of the past survey responses were clustered in the "Sometimes True" category.

⁷⁶ The questions were: Question #11. Hit him/her with a belt or something hard in the last 3 months? Question #10. Shouted or yelled at him/her in the last 3 months; and Question #9. Sworn or cursed at him/her (e.g., called him/her stupid or lazy or something like that in the last 3 months?

However, regarding shouting, yelling, and screaming, the results from the StratMan sample are not as clear. For example, when comparing results to the Menzies samples, the StratMan sample appears to struggle with this behavior, as 35.9% responded “Not True” for questions about shouting, yelling, and screaming.

For the question about swearing or cursing at their children, almost half of the StratMan sample (45.3%) responded with “Not True”. Data from FGDs substantiates the analysis that there is still violence within the household. For example, when defining the term “abuse,” the data from a female FGD in Mt Hagen revealed the following:

- “Our parents do bad things to us. ...Like, they **get angry with us, hit us**, and make us feel very bad”
- “Some people take good care of children; some people **hit children and beat them up** and hurt them”
- “They say that children themselves say that adults give a lot of work to them, and **they hit them** without any good reason. They put pressure on them to steal or do things. If you do not do it, we will chop you up or something like that. That is what adults do.”
- “Sometimes when parents **talk, they curse their children.**”⁷⁷

Overall, the data presented in this section shows that some parenting practices *may be* changing when it comes to swearing or cursing at children. However, the surveyed parents may likely be continuing to shout, yell, scream, and even hitting their children with something hard (e.g., belt) despite their beliefs of doing otherwise. The implication of these mixed results is that the process of attitude and behavior change, as articulated in the ToC, **is not a straightforward process**. To conclude this section, the ToC states that **IF** the duty bearer parents apply the new knowledge and skills in positive parenting and parent-child relationships offered through P4CD, **THEN** they will have changed or improved caregiving practices leading to reductions in (1) punitive discipline; (2) neglect, and (3) emotional (psychological) abuse, thereby creating a safe space for children (e.g., reduction in negative social behaviours). One IP described the behavior change process as “Parents are usually angry...in tok pisin we say the equivalent of ‘be quiet child’...[or] ‘why is the child big headed?’...the parents learn about this...how to see children’s needs...After this programme, they [parents] can tell the child ‘if you do this, it will make me angry.’” However, the programme objectives, reduction in aggressive, hostile, and verbally abusive interactions between parents and parents and children, is indeed an iterative process even when trends appear positive.⁷⁸

9.1.1.2 Child Neglect and child-parent relations

Child neglect

Six questions on the parent survey examined neglect and parent-child relations.⁷⁹ The questions relate to neglectful behavior, positive parent practices, and attitudes about parenting in general. The evidence, shown in figures 8, 9, 10, 11, 12, and 13 suggests that the P4CD programme has contributed to the improvement of certain neglectful practices.

⁷⁷ FDG_003, FDG_002, & FDG_001.

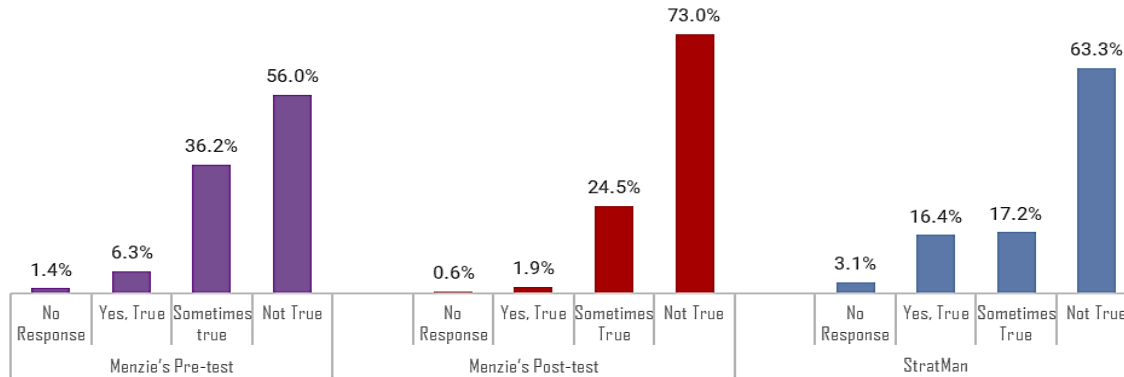
⁷⁸ 3 IP Interview Madang.

⁷⁹ These six questions are: (1) Question 12. Left your child alone, even when you thought an adult should be with him/her in the last 3 months [neglect]; (2) Question 13. I let my child go hungry for my own reasons in the last 3 months [neglect]; (3) Question 14. Refused to speak to him or her for a long time in the last 3 months [neglect]; (4) Question 8. Sent your child [him/her] somewhere (a room, outside or a place) to think about what he/she had done in the last 3 months [child-parent relations]; (5) Question 18. I always explain to my children when they have done something wrong [child-parent relations]; and (6) Question 15. I like being a parent [child-parent relations].

In specific terms, the evidence in Figure 8 shows progressive trends, as the majority (63% on average) of the StratMan sample responded “Not True” to engaging in neglectful activities (leaving child alone and silent

Figure 8: Survey results for leaving child alone.

Left your child alone, even when you thought an adult should be with him/her.



treatment). However, when comparing results to the Menzies samples, the differences among the samples are not as clear, but the trend is positive. Nonetheless, over 85% of the StratMan sample responded “Not True” to letting their child go hungry (see Figure 9), which confirms that there are positive trends regarding the avoidance of engaging in neglectful activity.

Figure 9: StratMan sample survey results for letting the child go hungry

I let my child go hungry for my own reasons in the last three months.

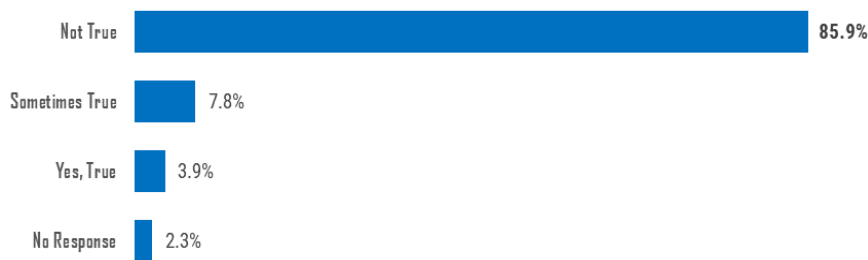
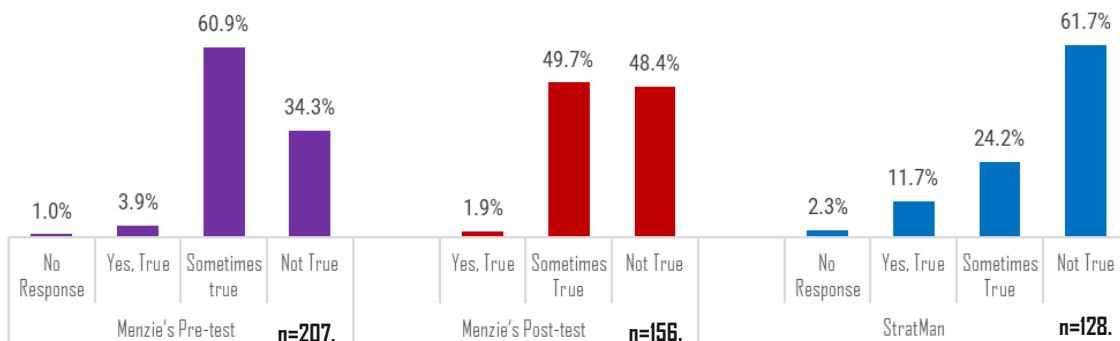


Figure 10: Survey results for giving child the silent treatment.

Refused to speak to him or her for a long time in the last 3 months



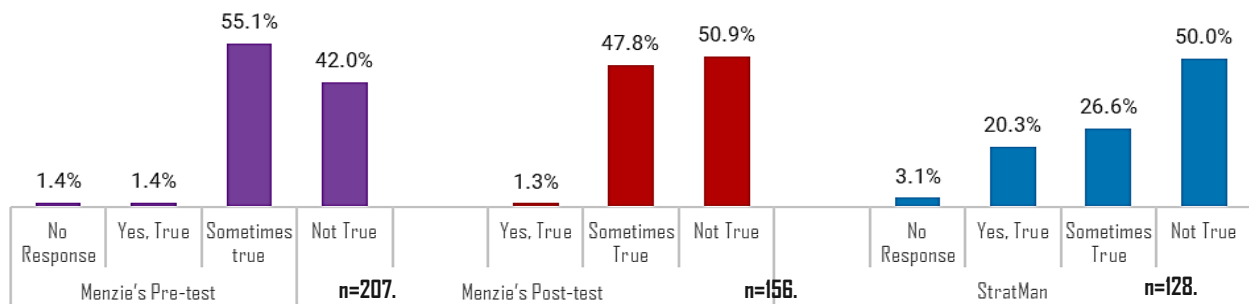
Moreover, it appears that parents from the StratMan sample do not abstain from speaking to their children for a long time with 61.7% responding “Not True” (see Figure 10). Most of the responses from the parents of the Menzies samples fell into the “Sometimes, True” category (60.9% and 49.7%, respectively).

Child-parent relations

An indication of a caring parent-child relationship is sending a child to a place to think about what he/she has done, and this positive parenting practice is more prevalent among the parents surveyed by the StratMan team compared to the Menzies samples. For example, the data from Figure 11 also shows modest, positive trends when refraining from speaking with the child for a long time. The question asking about giving a child a “time out”, rather than engaging in harsh disciplining practices, is most encouraging. Twenty percent (20.3%) of the StratMan sample responded “Yes, True”, which is a remarkable difference compared to the Menzies samples which has around one percent (1.4% and 1.3%, respectively).

Figure 11: Survey results for sending child to think about wrongdoing.

Sent your child [him/her] somewhere (a room, outside or a place) to think about what he/she had done in the last 3 months.



The results from another question also support this positive trend. An overwhelming majority (91.4%) of the parents from the StratMan sample responded positively explaining to children what they had done wrong (see Figure 12). The results from the previous samples were also positive with 76% (Menzies pre-test) and 76.7% (Menzies post-test), answering “Yes, True”. However, those trends are not nearly as high with over 90% from the StratMan sample. Similarly, the data from all the samples for the question “I like being a parent” were consistently high, ranging between 88% to 96% affirming “Yes, True”. However, the responses from the parents from the StratMan sample were the highest (96%) (see Figure 13).

Figure 12: Survey results for explaining to children what they have done wrong.

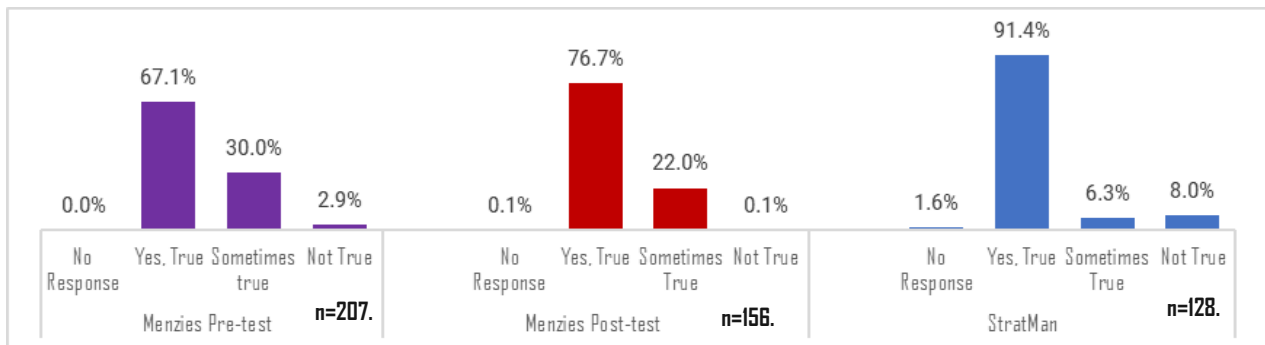
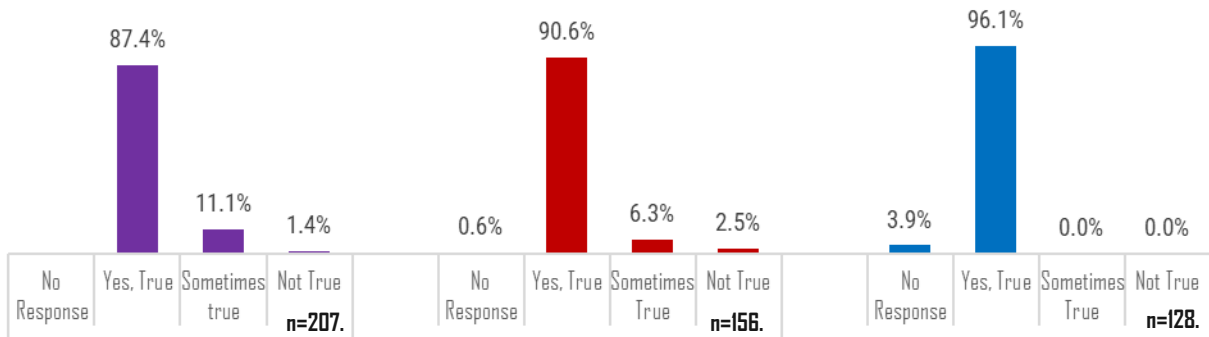


Figure 13: Survey results for 'I like being a parent'.

I like being a parent.



These descriptive statistics confirm that the process of attitude and behavior change, as illustrated in the theoretical model, **is not a linear process**. As highlighted earlier, the previous ToC was a sequence of inter-linked inputs and outcomes, and it was expected that behavior change would follow their exposure to parent education workshops.

However, the evidence presented in this section shows that a caring parent-child relationship likely exists among surveyed parents, although a small proportion of parents still leave the children home alone. Yet, the StratMan sample of parents take time to explain to their children what they have done wrong and enjoy parenting. In other words, there are some parents who believe they try to help children to understand the right way to behave without using violence (or threatening them with violence), but there is still a small proportion of parents who continue to yell and curse at and hit their children. A similar question on the parent survey confirms that the use of harsh discipline with children may be a changing practice, albeit slowly. Overall, over 61% of StratMan sample reported that they help their children to understand the right way to behave without hitting or threatening them.

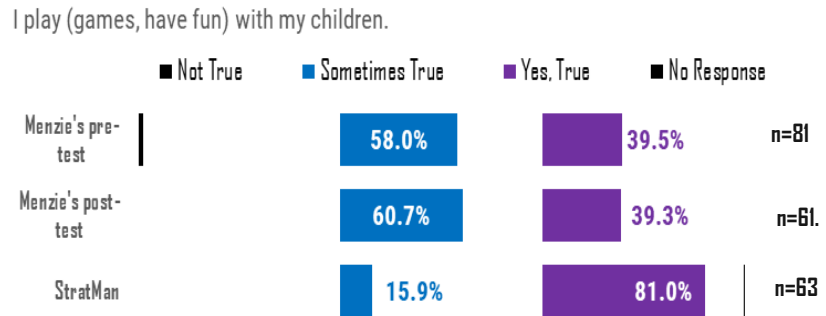
● Key Finding #2

A key turning point attributed to this programme is that fathers exposed to the programme gain a newfound sense of responsibility and spend more time with their children, including playing games with them.

Another key finding is that a large proportion of males reported playing with their children, which is a strong indicator of improvements in parent-child relations. Evidence presented in figures 14 and 15 demonstrate this trend. A large proportion of the males (81%) from the StratMan sample responded "Yes, True" to the

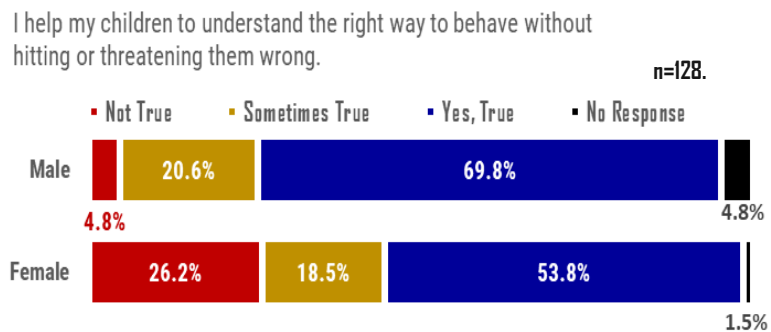
question inquiring about playing games with their children. This 81% is remarkably different compared to the previous results from males (only) sampled (see Figure 14). Most of the results from the males in the Menzies samples are clustered in the “Sometimes True” category.

Figure 14: Survey results for fathers from three samples playing with children.



Another question, asking parents from the StratMan sample if they take time to be with their children also produced similar results, where 73% of males and almost 90% of females responded “Yes, True” (see these results in 12.4 Annex). This evidence reinforces the findings from the previous section in that a nurturing parent-child relationship likely exists, especially amongst surveyed fathers. This observation is promising, particularly within the PNG cultural context. For example, data from stakeholder consultations explains that due to a cultural norm, fathers in PNG do not necessarily take part in childcare and play.⁸⁰

Figure 15: StratMan survey results for 'I help my children to understand the right way to behave'.



To further support the finding about fathers experiencing strong child-parent relations, 69.8% of surveyed males and 58.3% of females from the StratMan sample responded positively to helping children to understand without using violence (See Figure 15). While only a small proportion of males and females responded with “Sometimes True”, a larger proportion of females (26%) admitted “Not True” to this question. The implication is that females are most likely the primary disciplinarians within the family.

Separately, another factor, explaining this positive trend, is the IPs making deliberate efforts to target fathers. Indeed, data from IP interviews indicates that men were specifically targeted in all provinces. One IP confirms this, “In the training, the fathers need to be supported to understand that they too have a role (in child rearing). The Catholic Church helps to include men. The men then go and advocate for the programme with other men.” Another IP expressed a similar approach but in a more holistic view which draws attention to the couple as one unit, “I think...conducting the trainings, it is good to work with partners...they can be able to work together to ensure the success of the programme...it is one good way to have the sustainability...work[ing] with partners like a man and his wife.”⁸¹

⁸⁰ 2 IP interview Chimbu M1, 1 IP interview WH and Jiwaka M2, & Stakeholder_Log002.

⁸¹ 2 IP interview Chimbu, W1.

The IPs interviewed also drew attention to the fact that not only have they *personally* changed, but they also want to be a model for others. A theme of newfound sense of responsibility was observed. For example, one person noted “My kids are all big. I have 7 children, and I am also a grandfather. My children can see the changes in me. I have taken better care of my grandchildren. I am teaching them [referring to his children] to be better parents by my actions. Carrying children on my shoulders. My wife says that I should not be doing this. I tell her ‘No’, someone has shown others”. Another example is, “In our culture, my mother, father, cousin, auntie, had a hand in raising me. My child is my business, however. This is the first priority that I have in my family. These are my kids. Go to church, go outside, and who is with them...I have to know everything. This is my responsibility. Because of this programme, I am doing this.”⁸²

9.1.2 IPV

The first part of the effectiveness chapter has been dedicated to understanding how P4CD has reduced punitive punishments and enhanced parent-child relations. The second part of this section reviews the degree to which the P4CD programme has contributed to the reduction of domestic violence or IPV. In presenting the results from the parent survey, this section outlines the extent to which IPV has been reduced.

Table 6: Effectiveness of couples getting along with each other



EFFECTIVENESS KEY EVALUATION QUESTIONS

- KEQ4. To what degree has the P4CD programme contributed to the reduction of domestic violence/Intimate partner violence (IPV)?
- KEQ5. To what extent do the communities’ tweens and adolescents recognize what is considered child abuse and neglect?
- KEQ6. To what degree has the P4CD programme contributed to improve the relationships between husbands and wives?

This section will present the findings for KEQs 4 through 6.

● Key Finding #3

The P4CD programme appears to have contributed, indirectly and directly, to the reduction in IPV, as it has supported overall family wellbeing.

Violence between spouses

Regarding the one question about violence,⁸³ the evidence shows that 55.5% of the StratMan sample reported “Not True” to the occurrence of violence toward the spouse.⁸⁴ This is a marked difference compared to the

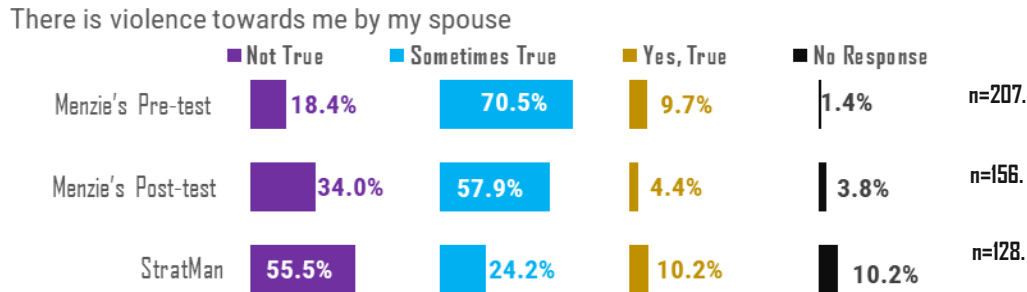
⁸² Stakeholder_Log002 & 1 IP interview WH and Jiwaka.

⁸³ The question is 24. There is violence towards me by my spouse.

⁸⁴ Recall that the demographic profiles of Menzie’s pre-test and post samples had over 60% female.

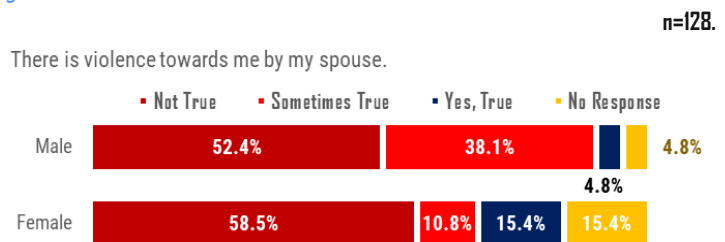
Menzies post-test and Menzies pre-test samples which reported 34% and 18.4%, respectively (see Figure 16). The results from most of the Menzies samples are concentrated in the “Sometimes True” category.

Figure 16: All samples survey results for violence between spouses.



Within the StratMan sample, couples were asked if “there is violence towards me by my spouse,” *independently*. The majority of females (58.8%) and males (52.4%) responded “Not true,” which is encouraging. However, almost 40% of the males responded, “Sometimes True” to this question, and 15.4% of the female responses as “Yes, True”, which is most notable (see Figure 17).

Figure 17: StratMan sample survey results for violence between spouses by gender



Drivers of IPV

One critical factor that tends to be associated with a greater risk of IPV in Asia and the Pacific is poverty, or the lack of money or food.⁸⁵ While over 60% of both males and females responded, “Not true” to not having enough food in the house, a notable 23.1% of females reported “Yes true.” Not only is there food insecurity present among P4CD participants, but there could also be an association of IPV. The data from one FGD confirms this assertion when discussing examples of bad behavior. From the children’s perspectives, IPV linked to food and money were clear, [when] “the mother does not cook any food...the father hits her,” or [when] “the husband asks his wife for money and then beats her up.”⁸⁶

Another factor linked to higher IPV is violence **between different families, which includes extended family members**. It is recognized that the extended family as a potential cause of and protection against intimate partner violence (IPV) remains relatively unstudied. However, a study conducted in Jordan with women only concluded that, “Family interference was....significantly related to IPV but only when the respondent identified the interference as harmful to her relationship. Residence with the respondent's in-laws demonstrated mixed effects. A supportive family was protective against IPV, although the FGDs revealed that families were not always an effective source of assistance.”⁸⁷ The Menzies pre-test (over 70%) and post-test (65%) samples

⁸⁵ Jewkes, R., Fulu, E., Tabassam Naved, R., Chirwa, E., Dunkle K., Haardörfer, R., Garcia-Moreno, C.; United Nations Multi-Country Study on Men and Violence Study Team. Women's and men's reports of past-year prevalence of intimate partner violence and rape and women's risk factors for intimate partner violence: A multi-country cross-sectional study in Asia and the Pacific. PLoS Med. 2017 Sep 5;14(9), page 9.

⁸⁶ FGD_003.

⁸⁷ Clark, C., Silverman, J., Shahrouri, M., Everson-Rose, S. & Groce, N. (2010). The role of the extended family in women's risk of intimate partner violence in Jordan. Soc Sci Med. 2010 Jan;70(1):144-51.

had responses which fell in the “Sometimes True” category regarding to the question “there is violence between families”. These results are appreciably different compared to the StratMan sample. Specifically, most of females (64.6%) and males (65.1%) responded “Not true” to the question “there is violence between families.” The evidence suggests that the P4CD programme has contributed indirectly and directly to the positive intimate partner relations.

Attitudes of getting along

The evidence suggests that the P4CD programme has contributed to good husband-wife relations, particularly issues associated with using communication skills. Three questions on the parent survey examined communication and family wellbeing.⁸⁸ The two questions about communicating effectively and having a good relationship yielded the most positive results. This evidence demonstrates that couples are communicating effectively, as most females (66.2%) and males (71.4%) responded “Yes True” to “When my partner and I disagree, we talk together about what to do and talk things through.” The most disturbing observation, however, is the 18.5% non-response from surveyed females.

Like the previous question, a large majority of females (72.3%) and males (85.7%) responded favorably (“Yes, True” category) to the question asking if they had a good relationship, which is clear and unambiguous. As discussed in the limitations section, there is limited comparison of the results from the Menzies samples. Only the post sample was available to mindfully compare with the StratMan sample. Nonetheless, there may be a trend that couples are getting along better. For example, the Menzies post-test only sample had 53.5% of responses which fell in the “Yes True” category with 35.8% in the “Sometimes True” category, and the remaining responses in the “Not True” category (5.7%).⁸⁹

Finally, 79.4% of the males and 81.5% of the females surveyed responded with “Yes True” to “in the house, everyone is respected,” which shows that, again, there may be a few males (and females) who still struggle with communicating effectively with their partners. The data from the FGDs gives examples of how children see parents disrespecting each other. Children explained that physical fights take place when the wife “goes out roaming around until dark” or when “when the wife talks back to the husband.”

In sum, when referring the ToC, P4CD activities appear to strengthen the communication skills of duty bearer parents. Theoretically, these duty bearers have opportunities to increase: (i) problem solving and (ii) mutual respect for each other. When applying their new knowledge and practicing these skills, the likelihood of IPV tends to decrease. It has been evidenced that IPV may have reduced slightly. Attitudes about **communicating effectively** and having a good relationship show a marked positive trend. However, there is still a need for more progress. Recall, duty bearer husbands and wives reported ‘there is violence toward me by my spouse’ with 40% of the males responded, “Sometimes True” to this question, and 15.4% of the female responses as “Yes, True”. This confirms that the behavior change process is iterative and not linear, and hence the circular arrows between intermediate outcomes and outcomes (see ToC diagram).

Adolescent perceptions of abuse

Regarding the extent to which tweens and adolescents recognize what is considered child abuse and neglect, the data from four FGDs confirms that **adolescents are very familiar with the concept of abuse, especially**

⁸⁸ The three questions are: (1) Question 26. When my partner and I disagree, we talk together about what to do and talk things through; (2) Question 28. My partner/spouse and I have a good relationship (get on well together); (3) Question 29. In my house, everyone is respected.

⁸⁹ Note that here was a 5% non-response error.

IPV. For example, all FGD participants showed empathy with the characters portrayed in three different children’s stories. Story #2, Mommy’s Black Eye, was about a mother who was abused by her husband. The FGD data exemplifies the extent to which adolescents relate to this issue based on their reactions to questions about this story:

- Adolescent 3: “Because his father is...we are saying it is abuse because it doesn’t respect the rights of woman and it is one of the major problems that we have, that women in **this country are facing so I can say that this is abuse.**” FGD_003
- Adolescent 4: [we are saying it is abuse] “Because, because he did not, he did not listen to what the mother had to say **and as a shortcut, hit her.**” FGD_002
- Adolescent 2: [How does mommy get a black eye?] “[When] Father drinks alcohol and beats up the mother.... **He beats up his wife and ruins her face.**” FGD_001
- Adolescent 2: [How do the children feel when they see mommy’s black eye?] “Because, when they [the children] came back and saw the face, when they got home from school ...and saw their mother’s face...they were not too happy with their father, **their mother is their strength... she is the one that takes care of them.**” FGD_003

From the evidence, especially the last quote, it is clear that adolescents not only recognize what constitutes abuse, but they also have compassion and concern for the character in the story. From their reactions to the other stories, the Evaluation Team observed that violence has a significant presence in the lives of both males and females. Given the limited data available, it is uncertain if a generational shift is taking place.

EFFECTIVENESS KEY EVALUATION QUESTION



KEQ7. How effectively has the P4CD programme adapted to target[ing] the concerns of parents of children in the early years, through the middle years and adolescents?

This section will present the findings for KEQ 7.

● Key Finding #4

The evaluation found that there is programme outreach to women and children in isolated rural areas with very low rates of school participation among girls and women’s low education attainment. This is primarily because the programme leveraged the FBO IPs outreach. However, programme implementation was uneven despite this integration into the Church’s outreach.

P4CD was designed to focus on duty bearer parents who reside in isolated villages. Indeed, the data from KIIs indicates that the programme has reached duty bearer parents with young and middle-aged children as

well as adolescents. Indeed, there is demand for programme services, as even newlyweds are attracted to the programme. One IP noted exactly the amount of time that it takes for her to reach a particular parish in Madang. She tells the story.

3 IP Madang M1: "You know our geography...We are mountain people...we are river people, you know our people, and so to make the programme go out, **the accessibility is a very big problem**. If we go to Ramu, you must travel by boat, and it is very very costly. I was there three months ago, and it was really tiring sitting on that boat...going down on the boat **and then back up again against the stream**. It consumes a lot of fuel."

3 IP Madang W1: "You use that river transport, land transport, and then you **walk** by foot also to reach many remote places...And there are many places like this."

1 IP MH M5: "We have to travel a great deal to many different communities. Sometimes we have to [stay] **overnight in some places**."

As some parishes are in isolated areas, adhering to the training model and facilitation practices are difficult, thereby leading to uneven service delivery. For example, ideally, there should be up between 15 to 20 parents participating in workshops, and IPs noted that they tend to select parents with children between ages 3 to 10. However, IPs explained that the number of duty bearer parents participating in workshops in Madang varied from 12 to 50, but then "Covid made the programme stop", yet in MH and Jiwaka, workshops included 20 duty bearer parents. In Chimbu, "there were 17 out 20 men at one site", although they understood that they were to make space for 20 parents. Hence, it appears that in each province, the overall approach to attracting the optimum number of parents in one workshop is inconsistent.

Moreover, programme documents and KIIs emphasize that it is a challenge for Facilitators to use their diaries, which are intended to help them to reflect upon how well they are facilitating workshops. It was noted that facilitation tended to lean towards "preaching" rather than asking questions. One person noted "The way of facilitating now is still a new method in PNG especially in the rural context". Data from IPs (Team Leaders and Facilitators) in Chimbu and Jiwaka indicates that "the materials were lacking". In other words, the Facilitator's Guide may be too technical for some whose education levels are below a High School level. Many of the Facilitators found the resource difficult to read, especially the Pigin translation. It was noted "The concepts were twisted." It is clear that this is an area where more capacity development ought to take place. Another stakeholder noted that "[I have] instructed the Facilitators to read the guide over and over again until [they] digest it." One Team Leader noted as a recommendation for improvement, "We need to create a new strategy to listen to the participants and hear what would be better."⁹⁰ Therefore, the approaches used to facilitate discussion with parents are areas representing gaps within the programme. Given the variation from 12 to 50 participants in a workshop, there ought to be discussions about what the optimum number of parents is. A future P4CD programme also ought to include updated materials and some capacity strengthening for Facilitators. One IP noted, "Refreshers help to build up our understanding."⁹¹

⁹⁰ UNICEF PNG Country Office Trip Report Kwikila – Central Province, 20th-25th January 2020; and UNICEF PNG Country Office Trip Report UNICEF PNG Country Office Trip Report – 2017; Stakeholder_Log 002, IP Interview MH, and IP Interview Madang.

⁹¹ IP Interview MH, and IP Interview Madang.

9.2 Equity, Human Rights and Gender Equality

Table 7: Equity, Human Rights and Gender Equality KEQs

EQUITY, HUMAN RIGHTS & GENDER EQUALITY KEY EVALUATION QUESTIONS



- KEQ8. Has the P4CD programme effectively reached the most disadvantaged women and children (i.e., children and women in rural areas, children and women with a disability, teen-age mothers)?
- KEQ9. Can data be disaggregated to evidence the impact on different groups (e.g., girl children or children/ women with a disability)?
- KEQ10. To what extent can the P4CD programme be gender transformative?
- KEQ11. To what degree has the programme integrated UNICEF's approach to equity, inclusion, gender equality and human rights?

This section will present the findings for KEQs 8 through 11.

"Equity cannot be effectively pursued outside of a human rights framework; just as human rights cannot be realized so long as inequity persists."⁹²

It has been documented that there is programme outreach to women and children in isolated, rural areas where there is low educational attainment among women and extremely low rates of school participation among girls. This is primarily because the programme leveraged the FBO IPs outreach. This is an encouraging development in the context of PNG realities with only 8% of women aged 15 to 49 completing secondary school or reaching a higher level of education compared to 11% for men.⁹³

The total parent survey sample is 128, and roughly 10% of total sample (or twelve people) have disabilities, while 24% (or thirty-one people) responded "yes" to anyone in the household having a vulnerability (i.e., widow, single mother, and single father). The Evaluation Team conducted a cross tabulation of all parent survey questions by disability and vulnerability. There were no major deviations from the sample observed.

Upon review of the content of P4CD workshop sessions for parents, there is no evidence of explicit or specific attention to strengthening parents' knowledge and skills in caring for, playing with, and supporting the learning of children with disabilities. This ought to be included in the future P4CD programme and supporting duty bearer parents' learning in caring for children with disabilities is one programme feature that could be easily expanded with additional Facilitator training and appropriate resources.

In addition, disaggregated data to provide evidence of impact on diverse groups were not available for this evaluation. Theoretically, if the "Facilitator's Diaries" were meticulously and regularly accomplished and the prescribed process (i.e., discussed by team leaders and Facilitators) followed, during programme implementation, it would have been possible to gather and disaggregate data that could serve as indicators

⁹² https://sites.unicef.org/policyanalysis/rights/index_62012.html

⁹³ GoPNG, (2016). DHS, page 36.

for impact. The way the diaries are structured, that information could have been reviewed for diverse groups, particularly those who are vulnerable and at high risk for VAC and VAW. However, these tasks from documentation to data consolidation require additional time and skills, guidance, and supervision as well as a clear structure for a functional monitoring and information management system. Therefore, when reflecting upon inputs for the future P4CD programme, data gathering from Facilitators, mechanisms for programme improvements, and information management systems ought to be considered.

● Key Finding #5

While P4CD has strong outreach to the most the disadvantaged and isolated, there are elements of a gender transformative approach even though P4CD was not originally designed to be gender transformative. It is, however, a family-focused programme with some elements of the gender transformative approach.

A gender transformative approach recognizes that beliefs related to gender can profoundly influence family life. It tackles the root causes of gender inequality and reshapes unequal power relations by working at individual, familial, and institutional levels. In the context of violence prevention, an intervention's objective would be to pre-empt and reduce the drivers of violence in children, families, individuals, and communities—or alternatively to promote protective factors for children. This means that girls' and young women must be provided with enabling life experiences that build their knowledge, skills, confidence, choice and decision-making skills, autonomy. Additionally, boys and young men ought to be provided with enabling life experiences that allow them to embrace more diverse and positive conceptions of what is masculine and that promote gender equality. Their life's journey towards gender equality will result in positive outcomes if they live and learn in such an enabling learning environment with collaborative support among all stakeholders and sufficient policies and legal frameworks in place at the national level. The quotes from programme stakeholders (see below) illustrate the strong cultural norms that the P4CD's interventions had to confront.

"Women are not seen as equal to men in this culture. This culture is very strong. The children are the most affected by this cultural agreement. They need to see love. So, we are really trying to change this culture. Seventeen men came, and this was really a breakthrough.... They started practicing what they learned from this programme. They can also change their ways."⁹⁴

"They say that the men do not accept that it is their responsibility to work with and take care of the children If it is only the women who come, it is more challenging for the mothers to do their role."⁹⁵

In addition, in referring to the ToC, the previous section's findings showed that there is a "non-linear" process in relation to IPV (see the circular arrows between intermediate outcomes and outcomes in the ToC diagram). The data from the four FGDs also confirms that adolescents are very familiar with the concept of abuse, especially IPV. A gender transformative approach to parent education and support programmes for child protection and early childhood development that engages girls, boys, parents, caregivers, and teachers would therefore be needed to pull out the roots of gender-based violence and discrimination. In doing so, the

⁹⁴ 2 IP interview Chimbu.

⁹⁵ 1 IP interview WH & Jiwaka.

intergenerational cycles of VAC and VAW may be interrupted. Two examples below illustrate how P4CD has elements of the gender transformative approach, as it engages women and men.

IP Interview W1: There was James⁹⁶ who looked after his toddler while the wife went back to school. This was after receiving the training. "Now I can understand my husband's behavior and that helps me to say the right things and do the right things."

IP Interview W1: There was a parent with two mute children. The programme also helped her to be a better mother... used to have flare ups in the past and now they are a changed family. They see themselves more empowered (more informed) to make the right decisions. The conflict resolution tools provided through the training helps a lot.⁹⁷

Parent education and support programmes, whether as stand-alone programmes or linked to community-based early childhood care and development, have proven to be effective in preventing and protecting children, and especially women, regarding VAC and VAW. These programmes address the crucial ways that gender norms influence children from birth through early childhood, middle childhood, adolescence and onwards. One IP highlighted that the programme addresses gender norms with "After the workshop, we encourage the man and woman that both sides can be heard. Now, there is the respect between them,... and the treatment of the boys and girls is also different. If you buy shoes for the boys, you should buy shoes for the girls. Men are also taking the role as caretaker – it is the work of both parents and not just the women".⁹⁸

UNICEF stakeholders noted that P4CD was "not designed to be a gender transformative programme, but through implementation, it became more and more gender elements considered."⁹⁹ There are lessons to be learned from experiences of high-quality programmes explicitly designed to be gender transformative.¹⁰⁰ They were anchored on four mutually reinforcing factors:

1. Multisectoral actions transcended the health sector as primary implementers to bring about change;
2. Active participation of multiple stakeholders at all the different levels of the socio-ecological model (see Figure 19 below);
3. Diversified programming that combined complementary activities including digital platforms even in resource poor settings that addressed the issues from various perspectives; and
4. Critical awareness and active participation, agency for their own health needs and for sustained community empowerment.

If strengthened and sustained over time, the P4CD programme *could* be gender transformative. In extracting key lessons form from UNICEF resources and the CRC, it is possible to determine what the future P4CD programme ought to consider:

"...that gender transformation is a gradual and complex journey yet an incredibly rewarding one. It is not a straightforward or simple path that can be taken alone or made with a simple checklist. We

⁹⁶ Pseudonym to preserve anonymity.

⁹⁷ Stakeholder_Log002.

⁹⁸ 1 IP interview WH & Jiwaka.

⁹⁹ Stakeholder_Log 001 & Stakeholder_Log 003.

¹⁰⁰ Ellsberg, M., Arango, D.J., Morton, M., Gennari, F., Kiplesund, S., Contreras, M., & Watts, C. (2015). "Prevention of violence against women and girls: what does the evidence say?" Vol. 385 <https://www.thelancet.com/action/showPdf?pii=S0140-6736%2814%2961703-7>

*must invest time and energy in a concerted way to reach our shared destination and involve the many partners throughout the different interrelated stations along the way. We all have a role to play in getting there. **We must continuously reflect and explore new ways of working while remaining open to engage with different actors, partners and organizations.***"

*"A human rights-based approach is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to **analyze inequalities** which lie at the heart of development problems and **redress discriminatory practices and unjust distributions of power that impede development progress.**"¹⁰¹*

P4CD was developed precisely in fulfillment of the obligations and standards set by the United Nations Convention on the Rights of the Child regarding special protection against violence (VAC)¹⁰². Although rights-

Figure 18: Risk factors for VAW and VAC.

Shared Risk Factors for perpetration of VAW and VAC Applied to PNG Context.

Adapted from Table 2. Shared Risk Factors for Perpetration of violence against women and violence by Guedes (2016). et al.

Individual (Perpetration): Witnessed or experienced violence as a child; and Attitudes that condone violence and gender inequality.

Family Household: Marital conflict/family breakdown, Male dominance in the family; Economic stress; and Poverty/destitution, non-biological father figures.

Community Risk Factors: Institutions that tolerate/fail to respond to violence; Community tolerance of violence; Lack of services for women, children, families; Gender; and Social inequality in the community.

Societal: Weak legal sanctions; Social norms that support violence, including physical punishment of wives/children; and Social, economic, legal, and political disempowerment of women.

based approaches to programming for VAC and VAW developed independently of each other, there is enough evidence of intersecting risk factors, underlying root causes and consequences, social norms, and cultural contexts.¹⁰³ More importantly, there is evidence of co-occurrence and intergenerational effects in contexts for VAC and VAW that are very similar to that which has been well-documented in PNG.¹⁰⁴ Research shows that adolescence is a particularly vulnerable period in human development and provides a window of opportunity for both VAC and VAW prevention.¹⁰⁵ In fulfillment of a rights-based approach, P4CD must integrate as well the rights, norms and standards derived from the United Nations Convention on the Elimination of all forms of Discrimination Against Women

¹⁰¹ UNICEF. (23 January 2016). Human Rights Based Approach to Programming. https://sites.unicef.org/policyanalysis/rights/index_62012.html

¹⁰² Article 19 of the Convention on the Rights of the Child (CRC): States parties shall take all appropriate legislative, administrative, social, and educational measures to protect the child from all forms of physical or mental violence, injury, or abuse, neglect, or negligent treatment, maltreatment, or exploitation, including sexual abuse.

¹⁰³ Namy, S., Carlson, C., O'Hara, K., Nakuti, J., Bukuluki, P., Lwanyaaga, J., Namakula, S., Nanyunja, B., Wainberg, M., Naker, D., Michau, L. (2017). Towards a feminist understanding of intersecting violence against women and children in the family. *Social Science & Medicine*, 184.

¹⁰⁴ Fulu, E., Miedema, S., Roselli, T., McCook, S., Chan, K., Haardörfer, R., Jewkes, R. (2017). Pathways between childhood trauma, intimate partner violence, and harsh parenting: findings from the United Nations Multi-country Study on Men and Violence in Asia and the Pacific. *The Lancet Global Health*. Vol. 5 Issue5, E512-E522. <https://www.thelancet.com/action/showPdf?pii=S2214-109X%2817%2930103-1>

¹⁰⁵ UNICEF (2020). Child Protection Programme Division. Gender Dimensions of Violence Against Children and Adolescents. Discussion Paper. <https://www.unicef.org/media/93986/file/Child-Protection-Gender-Dimensions-of-VACAG-2021.pdf>

(CEDAW).¹⁰⁶ This is a gap that must be systematically addressed by revisiting selected programme features and elements of P4CD. In the current situation in PNG - from national to community levels - there are missed opportunities in coordinating prevention and response efforts to address VAC and VAW.¹⁰⁷

"When we say that this is the rights of a child or this is the rights of the woman; then, people feel like they are being judged and excluded. However, when you focus on empathy, this helps to change social norms. Strengthening the approach that there is a balancing of rights for all. When you say HR and CR, people think that men are excluded, and then they become resistant. The subject must be focused on the child. And this is an effective way to engage both parents."¹⁰⁸

One major theme was to that future training content ought to focus on child rights. For example, one person noted, "If you say that this programme is about the child, not about how good you are at parenting and how you can inspire [the children], reach the goals and dreams that you have for them, then this is a good approach. However, if we make it more focused and we bring in the [talk about] rights of the child, then it is possible that we may lose parents. There are likely to be misunderstandings. For example, parents could perceive that they want to give more rights to the child and less to the parents. This is my fear. Men may not want to come to the programme. This could be remedied if there is another training session that highlights the human rights and rights-focused discussions."¹⁰⁹ Another respondent also commented, "This programme does not have a human rights or gender view, **but it should be....** this would make the existing training better."¹¹⁰

As a family-focused intervention, P4CD already provides actionable pieces of evidence where such convergence and complementary strategies can significantly improve the life conditions of children and women in PNG. P4CD already shares the following features with effective group-based training interventions of violence prevention programmes designed change the attitudes and behavior of fathers¹¹¹ and empower women and girls in other low and middle-income countries¹¹²: 1) participatory group activities in a series of workshops with a targeted group (in the case of P4CD, parents - *both mothers and fathers* - and other caregivers); and 2) content and methods that support the development of new skills for communication and conflict resolution through a process of reflection, discussion and practice. Moreover, in the case of P4CD , the focus is on understanding child development, children's behavior, parents' reactions to their children, and alternatives to those reactions that would otherwise lead to harsh discipline methods.

¹⁰⁶ CEDAW General Recommendation 35, acknowledged that gender-based violence affects girls as well as women – throughout the life cycle. 1993 UN Declaration of the Elimination of Violence against Women called on Member States and the UN system to undertake strategies to end violence against women, building on the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

¹⁰⁷ Guedes, A., Bott, S., Garcia-Moreno, C., & Colombini, M. (2016). Bridging the gaps: a global review of intersections of violence against women and violence against children. Global Health Action, co-action publishing. <https://iris.paho.org/bitstream/handle/10665.2/28515/31516-202202-1-PB.pdf?sequence=1&isAllowed=y>

¹⁰⁸ Stakeholder_Log002.

¹⁰⁹ CPOs Interview_Chimbu.

¹¹⁰ Stakeholder_Log002 & CPOs Interview_Chimbu.

¹¹¹ Duch, H. Doyle, K., Kohli, A. (2019). Loving fathers, thriving children: opportunities for scaling gender-transformative approaches. Early Childhood Matters. Bernard Van Leer Foundation. The Hague. 2019-10

¹¹² Ellsberg, M., Arango, D., Morton, M., Gennari, F., Kiplesund, S., Contreras, M., & Watts, C., (2015). "Prevention of violence against women and girls: what does the evidence say?" Vol. 385 <https://www.thelancet.com/action/showPdf?pii=S0140-6736%2814%2961703-7>

9.3 Sustainability and Scalability

The evaluation questions relevant to this section are found in Table 9 below.

Table 8: Sustainability KEQs

SUSTAINABILITY KEY EVALUATION QUESTION



KEQ12. To what extent would the implementation of the programme be possible without UNICEF funds?

It is fitting to start this section with a more general question: Has the P4CD programme demonstrated sustainability? The specific question in Table 9 will be dealt with immediately after responding to this overall question.

9.3.1 Sustainability

Sustainability is understood to mean the extent to which the net benefits of the intervention continue or are likely to continue.¹¹³ It denotes the continuation of benefits from a development intervention after major development assistance has been completed. The probability of continued long-term benefits and the resilience to risk of the net benefit flows over time is a key feature to analyze in the measure of a programme's sustainability.¹¹⁴

Sustainability refers to having beneficial outcomes, even beyond the life of the project. Sustainability can only be observed after a project has ended. But since the P4CD programme is still in progress, in a practical sense, the analysis of its sustainability can focus on certain predictors of sustainability.¹¹⁵

● Key Finding #6

P4CD has shown beneficial outcomes. The model utilized in the four pilot provinces is sustainable despite its uneven implementation.

The findings shown in preceding sections, indicate that the P4CD has contributed to the reduction of (1) VAC; and (2) of IPV. Indeed, as evidenced by the Menzies evaluation of 2017, the net benefits of the intervention remained after the pilot period of 2016 and 2017 in the geographical areas covered. For similar geographical

¹¹³ <http://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>

¹¹⁴ Glossary definition of sustainability from <http://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>

¹¹⁵ Anandajayasekeram, P. (2018). Assessing the Scalability of a Research and Development Project: Concepts, Framework and Assessment.

areas (Western Highlands, Chimbu, Jiwaka and Madang), the StratMan evaluation reveals that the net benefits observed by Menzies are still valid and evident in the findings of the 2021 evaluation.

The key predictors of sustainability in P4CD refer to the extent to which the processes outlined in the ToC are effective in the iterative process of creating awareness and improving attitudes and behavior towards adopting peaceful means of resolution. It is also clear from the preceding sections that several processes were followed in P4CD, namely (a) training; and (b) community leadership and engagement. Adherence to these processes has led to improved parenting skills (and better parent-child relationships), despite the observed inconsistent targeting approach. Ultimately, however, there have also been reductions in harsh parenting (i.e., VAC and improved family relationships).

● Key Finding #7

P4CD would not likely continue adhering to the current training and implementation model without UNICEF funding.

It is important to point out that in these four provinces, UNICEF's financing of certain programme costs continued in the post pilot era from 2018-2021. No government or local institutions, including the FBO partners, has assumed the responsibility of shouldering these costs. While the model of the P4CD programme demonstrates effective reduction in violence, the fact that a major input of the project depends on external financing qualifies the finding on sustainability.

Nonetheless, one should note that the latter two of the P4CD implementation years (2018, 2019, 2020, and fraction of 2021) coincide with the Pandemic, undoubtedly the most difficult years encountered in recent history of implementing programmes. The Madang Diocese was explicit about how difficult it was to pursue P4CD during these years. For example, the impact of the pandemic including the lockdowns which limited and interrupted public service delivery in health, nutrition, welfare, among others is unprecedented. Public budgets were drained given unexpected demands for Covid protection of health frontliners and the general population as well as for additional social protection during the lockdowns. Livelihoods were destroyed given the disruption in supply chain and the losses in profitability of the private sector. The pandemic did not spare UNICEF and other multilateral agencies: staff travels to the field were limited and impacted on the extent and quality of monitoring of field operations.¹¹⁶

The fact that the net benefits or beneficial outcomes of the P4CD programme remained evident in the StratMan evaluation with the programme going through the pandemic period reinforces the notion that P4CD is sustainable. The pandemic is a huge shock that has eroded the effects of many programmes in PNG and globally, but the findings of the P4CD evaluation show the sustainability of its net effects. This speaks volumes about the resiliency of the programme.

This reality begs the question "what is it in the P4CD programme that overcomes the worst shock countries faced in recent history?" Three possible explanations, gleaned from the triangulated evidence from the

¹¹⁶ 3 IP Interview Madang & 2 IP Interview Chimbu.

evaluation, could answer this question. First, it appears that the choice of the IP is a principal factor of sustainability. The faith-based organizations and the P4CD programme share the same mission of reducing violence against children and women and among couples. Whether there is a P4CD programme or not, the faith-based organizations undertake their work with their own home-grown strategies aimed at this mission. What the P4CD programme has provided the churches and their people is a method and process and financing of the training and the support of Facilitators. Once the method and process are imparted through the training and mentoring, the Facilitators pursued their work even during the pandemic, with variations of efficiency and rigor. Stoppage of their work was not evident in the evaluation.

The churches are a strong pillar of the Papua New Guinean society in areas wherever the churches have already reached. Despite the difficult terrain and challenging logistics, the faithful attend church services, and activities, even during the pandemic. The membership in the churches continues to grow in the country as missionaries extend their coverage in the provinces where they are operating. The P4CD Facilitators are part of the faithful who share the church, and the P4CD's mission of reducing violence in the society. About 98% of the people of the country call themselves Christians.

Second, corollary to the foregoing, the messages of the P4CD programme imparted to the parents and children was: (1) to respect the rights of children and women. Parents and spouses are duty bearers who must uphold the rights of the holders; and (2) that reducing violence is part of the teaching of the church, and it is God's will that they desist from hurting people especially the women and the children. The union of the P4CD programme with the churches own teaching is indeed a powerful sustaining factor.

Finally, the continuing presence of UNICEF in the programme, despite less monitoring visits during the lockdowns, is a contributing factor to sustainability. UNICEF's support of the costs of Facilitators honorarium not only enhances their mobility but also serves as an incentive.

9.3.2 Scalability of the P4CD Programme

According to governance literature, "scaling up means expanding, adapting and sustaining successful policies, programmes, and projects in different places over time to reach a greater number of people".¹¹⁷ WHO/ExpandNet defines scaling up as "deliberate efforts to increase the impact of innovations, successfully tested in pilot or experimental projects so as to benefit more people and to foster policy and programme development on a lasting basis."¹¹⁸

The definition of scalability implies the readiness/capacity of the expansion areas of the project to repeat the different organizational development, processes/systems established in the pilot project to result in the same or better net benefits obtained in the pilot project.

Scaling up can be spontaneous or deliberate. The deliberate efforts are based on the realization that successful scaling up rarely happens spontaneously and rapidly. There are three types of deliberately guided

¹¹⁷ USAID. (2016). Pathways to Scale: A guide for early-stage global health innovators on business models and partnership approaches to scale-up. Retrieved from <https://www.usaid.gov/cii/pathways-scale>

¹¹⁸ It is therefore clear that sustainability and scalability are two different but interrelated concepts and both should be covered in the evaluation as these are explicitly requested in the LRPS. Sustainability is established in the evaluation once the question on effectiveness is adequately responded. Dwelling on the different aspects of sustainability (financial, institutional, etc.) will make the measurement of sustainability more robust. It is obvious without saying that only programmes and interventions that are sustainable are worth scaling up. Sources: definition sourced from website: <https://expandnet.net/scaling-up-definition/> & Hartmann and Linn, 2008: 8-9.

scaling up: expansion or replications; policy, political, legal, and institutional scaling up and functional/diversification scaling up .¹¹⁹

- a) **Expansion or replications** (also referred to as **horizontal scaling up or scaling out**) is when innovations are replicated in different geographical sites or are extended to serve a larger or new set of beneficiaries. This can be done by one or many implementing agencies.
- b) **Policy/political/legal/institutional scaling up** (also called **vertical scaling up or scaling up**) takes place when formal government decisions are made to adopt the innovation on a national or sub national level and is institutionalized through the national development plans. In this case, the systems and structures are adapted, and resources redistributed to build the institutional mechanisms that can ensure sustainability.
- c) A **diversification** (also called **functional scaling up**) involves testing and adding interventions to existing packages. This strategy may be used when an innovation has attained a sufficient degree of coverage and support to indicate that it is likely to continue expanding and the programme could benefit from new/additional interventions.

Theoretically, according to governance literature, scaling up rarely occurs in one dimension only. As programmes scale up quantitatively (large number) and functionally (more complexity and additional dimensions), they typically also need to scale up politically and organizationally.¹²⁰ Scaling up is thus largely a management issue, and it is important to ask how to manage projects to ensure that positive impacts are maximized¹²¹, while acknowledging that multiple actors and scales need to be considered.¹²²

¹¹⁹ WHO/ExpandNet (2012). Nine steps for developing a scaling-up strategy.

¹²⁰ Hartmann, A. & Linn, J. (2008). Scaling Up: A Framework and Lessons for Development Effectiveness from Literature and Practice, Wolfensohn Center for Development Working Paper 5.

¹²¹ Pachico, D.H.; Fujisaka, S. (eds.). (2004). Scaling up and out: Achieving widespread impact through agricultural research. Centro Internacional de Agricultura Tropical (CIAT), Cali, CO. 293 p. (Economics and impact series 3).

¹²² Buizer, M., B. Arts, and K. Kok. (2011). Governance, scale, and the environment: the importance of recognizing knowledge claims in transdisciplinary arenas. *Ecology and Society* 16(1): 21. [online] URL: <http://www.ecologyandsociety.org/vol16/iss1/art21/>.

9.3.3 National, Subnational & Community Level Workforce



SUSTAINABILITY KEY EVALUATION QUESTIONS

- KEQ13. How can a national, subnational and community level workforce continue the programme being built?
- KEQ14. How do we mainstream the programme within communities and social welfare and education institutions at national and subnational level?
- KEQ15. What are the existing systems and platforms which could be useful for the programme scale-up in the short, medium- and long-term?

This section will present the findings for KEQs 13 through 15.

● Key Finding #8

An existing system and platform appear to have already been proven useful in the four provinces as well as in the expansion provinces of Morobé and NCD. Building on the existing national, subnational and community level workforce, using the original model, is logical. However, financing of capacity strengthening for Facilitators (and updated resources) as well as their remuneration is critical. Given the network of the FBOs in the country, a horizontal expansion strategy that includes them could offer a rich area for replication.

The P4CD programme currently covers only six provinces, including the provinces of Morobé and NCD. As P4CD is partnered with several Christian organizations, evidence shows that there is also **willingness to continue supporting P4CD** as it scales up in other areas.¹²³ Indeed, the FBOs existing network remains extensive for future geographical expansion of P4CD. In the pilot provinces, many districts with church presence and networks as well as its reach in other provinces offer additional opportunities for horizontal scaling up. As the respondents in all four provinces repeatedly noted, it is the church that is present in the remote areas of the country. After all, as high as 98% of citizens call themselves Christians. There are 22 province-level divisions, which include 20 provinces, the autonomous region of Bougainville and NCD, and all these areas have church presence in some form or the other.

It has already been evidenced that there is a need to support Facilitators with capacity strengthening efforts. In addition to this input, however, IP interviews highlight the importance of a small stipend, as they are not sufficiently remunerated for transport or meals, even though they are expected to work long hours and travel to remote areas. For example, one IP noted that he had to walk 16 hours to reach a community.¹²⁴ Data from IP KIIs also notes that it is helpful that the workforce is partnered with the Church, as these individuals are already committed. For example, one IP stated that “It is good to have personnel specifically for this

¹²³ 3 IP Interview Madang & 2 IP Interview Chimbu.

¹²⁴ 1 IP interview WH and Jiwaka

programme and not to change or get another one who may not be committed". Finally, another recommendation was "It might help to **ground people if they could have a monthly stipend, this would also help. We are human being, we have families**, and maybe they could take this into consideration."¹²⁵

It appears that once the training is conducted and the continued interface occurs between the Facilitators and the parents, the programme was able to produce the beneficial outcomes of reduction in VAC and IPV. It has been shown that some of these benefits may have been sustained over time, despite constraints the programme faced during implementation. It is therefore logical to scale up geographically using the same model used in the four pilot provinces, fundamentally built around the partnership with the FBOs. However, the stipend for Facilitators is important and ought to be secured before horizontal expansion efforts take place.

9.3.3.1 P4CD's Monitoring System

While it is noted in the limitations section, it should be stressed that the Evaluation Team was not able to secure substantive evidence to assess the adequacy of the P4CD's monitoring system. Therefore, it is not possible to discern how data is collected by FBOs (in terms of systems in place), the frequency of data collection, systems in place to verify the information collected, and how any data collected is used.

For the future, however, evidence generation should be done at the system and the impact level. Indicators for systems change should be developed, agreed upon and tracked over a period. For this process, an outcome-based measurement method should be adopted.

The research agenda around system strengthening also may be situated within sectoral programmes like education and health. The system of evidence generation ought to be linked across levels and actors, but not overdependent on any sector. The future P4CD also ought to take this aspect into consideration and pursue the use of a common set of indicators with flexibility across administrative levels and actors like police, judiciary, media, civil society, and government to choose specific indicators for their requirement.

9.3.4 Mainstreaming the Programme within Communities & Social Welfare & Education Institutions

Key Finding #9

While the geographical expansion is being pursued in two provinces, there are other vertical and functional strategies of scaling up with relation to P4CD to consider. While there were strong perceptions of structural weaknesses in the child protection system and large gaps in capacity, the NOCFS' new leadership could offer a window of opportunity for P4CD's expansion.

This report has elaborated at length about how UNICEF could engage in scaling up the P4CD programme **horizontally**, but vertical and functional scaling up also require equal attention. In its current country programme UNICEF is working with the government to strengthen the implementation and financing of two

¹²⁵ 3 IP interview Madang.

primary pieces of legislation covering VAC and VAW in Papua New Guinea. The FPA focuses on VAW legislation, and the LPA focuses on child protection legislation.¹²⁶ The scarcity of power, water, health services have created major roadblocks obstructing compliance with the two legislations, thereby leaving civil society (FBOs), to fill the void in social services delivery. While much has been done structurally to empower women and address gender disparities, this has not all translated into funded programmes. Legislation exists to uphold women’s rights as citizens and protect them from illegal acts of violence, but the law and justice system is not adequately applied and enforced to bring the perpetrators to justice.¹²⁷

Not surprisingly, for the Department for Community Development, Youth and Religion, the primary custodian of both VAC and VAW, it also appears to be a challenge for this entity to execute and enforce these laws. The implication is that services for children may be constrained because these laws cannot be implemented as envisioned. The major challenge is the weak implementation of the Act, given the under-resourced child protection institutions from central down to the sub-national levels. An overarching theme from IP stakeholder interviews was the perception of an extremely weak involvement of government in the P4CD and in child protection.¹²⁸

Data from the NOCFS confirms that there has been limited communication between central and provincial levels of government.¹²⁹ However, the NOCFS currently offers tremendous promise in expanding P4CD across horizontal, vertical, and functional scaling up. The new leadership in the agency appears to be in possession of a roadmap to scale up *their* version of the P4CD programme. There also appears to be a recognition that it is the GoPNG’s responsibility to: (i) protect all children; (ii) train parents to be better parents; and (iii) provide the financing for key P4CD activities currently provided by UNICEF. The consultation with the NOCFS stakeholders revealed that this entity is willing to assume a leadership role in P4CD’s scale up, including the exploration of multiple financing options in 2022. The UNICEF’s current support to the NOCFS, a consultant embedded in the office, appears to be an important pillar in not only providing continuous capacity building to that office, but also in providing constant, demonstrated technical assistance in the pursuit of the scaling up strategies for P4CD, specifically circumscribed in the overall strengthening of the Child Protection System.¹³⁰

Interview data also indicates NOCFS’ full support of the horizontal expansion of coverage of P4CD, using the FBO model, which has sustained, net benefits in the four pilot provinces. Specifically, it was noted “*We want to partner with the FBOs & Civil Society Organizations (CSOs).*” Those representing the entity appreciated the importance of connecting regularly with officials associated with the child protection system at the provincial government level. For example, it appears that the NOCFS is piloting efforts similar to P4CD in the provinces of Enga and the Western Highlands. The provincial government provides for two-week education to parents who are non-compliant to good parenting. The provincial government of Enga is also providing financing to the FBOs who are involved in child protection including in activities similar to P4CD.

¹²⁶ UNICEF (2020). UNICEF East Asia and the Pacific Regional Office, UNFPA Asia and Pacific Regional Office, and UN Women Asia and Pacific Regional Office. Ending Violence against Women and Children in Papua New Guinea: Opportunities and Challenges for Collaborative and Integrative Approaches, Bangkok, page 12.

¹²⁷ GoPNG (2020). Voluntary National Review, page 36; and the 2020 United Nation Development (UNDP) Human Development Index (HDI) Report ranks PNG as 155. UNDP (2020). HDI, page 243.

¹²⁸ 1 IP interview WH and Jiwaka; 3 IP Interview Madang, & 2 IP Interview Chimbu.

¹²⁹ Stakeholder_Log005.

¹³⁰ Stakeholder_Log005.

Nonetheless, one strategy to consider at this time is to identify a few concrete actions such as financing the annual costs of the training and operational costs of Facilitators. Indeed, those working on the frontlines, ought to receive top priority as part of UNICEF's advocacy objectives in relation to securing a sustained and strong scaling up. This input could also be shouldered by the government in support of P4CD to make the programme fully sustainable and reach a wider coverage, using internal country funds.

The Evaluation Team was also informed that efforts have been exerted to advocate for the mainstreaming of child protection and violence issues in the curriculum in partnership with the Department of Education. It is recognized that teachers could effectively expand P4CD's outreach to parents and children through the school system. While this effort is still in its nascent phase, UNICEF continues to place importance to this strategy.

Relatedly, the education system could be engaged as part of the functional scaling up of P4CD programme. The pilot, a project supported by UNICEF, is in Morobé Province, which uses schools in one district as a platform for P4CD. Interview data from NOCFS endorsed such a model, calling attention to the provision in the LPA, wherein teachers are designated persons to uphold to the protection of children.

In specific, teachers serve as the interface with the parents and children. This is designed to not only address violence issues like the objectives of the P4CD programme, but also to tackle child protection overall. The project can be instructive to future decisions on what platform could be used for P4CD, and this could be another tool to further advocacy in the area of mainstreaming child rights in education and protection with the Department of Education.¹³¹ Therefore, the ongoing progress of the Morobé experiment should be monitored, assessing the effectiveness of using schools and teachers to impart P4CD and child protection messages to influence practice. This potential scale up option could be another possible model that could be discussed in the future between NOCFS and the Department of Education.

Two other strategies mentioned during the stakeholders' interviews include working with only one district with the purpose of influencing a district administration to adopt the P4CD programme as one of its priorities. This would be premised on an FBO -District Administration partnership with the facilitation by UNICEF. If the partnership produces the same effectiveness as the original model and is financially supported by the district administration, then the issue of continued dependence on external financing may have a possible solution. A model of a district-run P4CD programme may offer scaling up possibilities through local governments in the future.

UNICEF management KIIs indicates that a convergence approach has been underway under the leadership of the UNICEF Deputy Director to ensure synergy among the various programmes that the agency supports in PNG.¹³² Moreover, stakeholder perspectives indicate a need for stronger and wider convergence of UNICEF sectors and assets. A good initiative that can only produce results if the programme sections are under the umbrella of a senior officer and adequate and continuous and adaptive strategy is developed with national and sub-national dimensions.

To make these other scaling up strategies work will take a long time. In spite of the high prevalence of IPV, the Government's top priorities remain in the areas of developing transport sector (21% of total expenditure),

¹³¹ Stakeholder_Log003, Stakeholder_Log002, and Stakeholder_Log005.

¹³² Stakeholder_Log003,

improving public administration (20%), and funding social sectors (15% of capital investment).¹³³ While specific budgetary data invested in addressing VAC/IPV concerns are absent,¹³⁴ it is noted that “almost all of the investments in these areas appears to be shaped by the Australian DFAT funding agenda, and in supporting the legal system and police service in particular.”¹³⁵

The list of available pieces of supportive legislation on child protection is long. The list of constraints towards their effective implementation is longer. These constraints are formidable. It is widely held among the programme participants and IPs that government is woefully absent in child protection and in the P4CD programmes.

9.3.5 External Factors Contributing To- Or Moderating- the Sustainability of the Attitudes & Practices of Using Violence

SUSTAINABILITY KEY EVALUATION QUESTION



KEQ16. What are the external factors contributing to- or moderating- the sustainability (or not) of the attitude and practice of parents or caregivers towards violence?

This section will present the findings for KEQ 16.

● Key Finding #10

There are multi-layer external factors, from the macro level down to the individual level, which contribute to or obstruct the sustainability of duty bearer parents’ attitudes and practices for using violence. The government remains an important promise in positively influencing the attitude towards violence given its mandate, the existing laws, and personnel. One main external contributing factor which impedes the observed gains is poverty.

An understanding of the socio-ecological context of the ToC adopted in the Evaluation Team is key to better appreciating the external factors contributing to- or moderating- the sustainability (or not) of the attitude and practice of parents/caregivers towards violence. The Figure below shows a socio-ecological model which

¹³³ GoPNG (2017). Medium-Term Development Plan for 2018–22 (MTDP III), page 54.

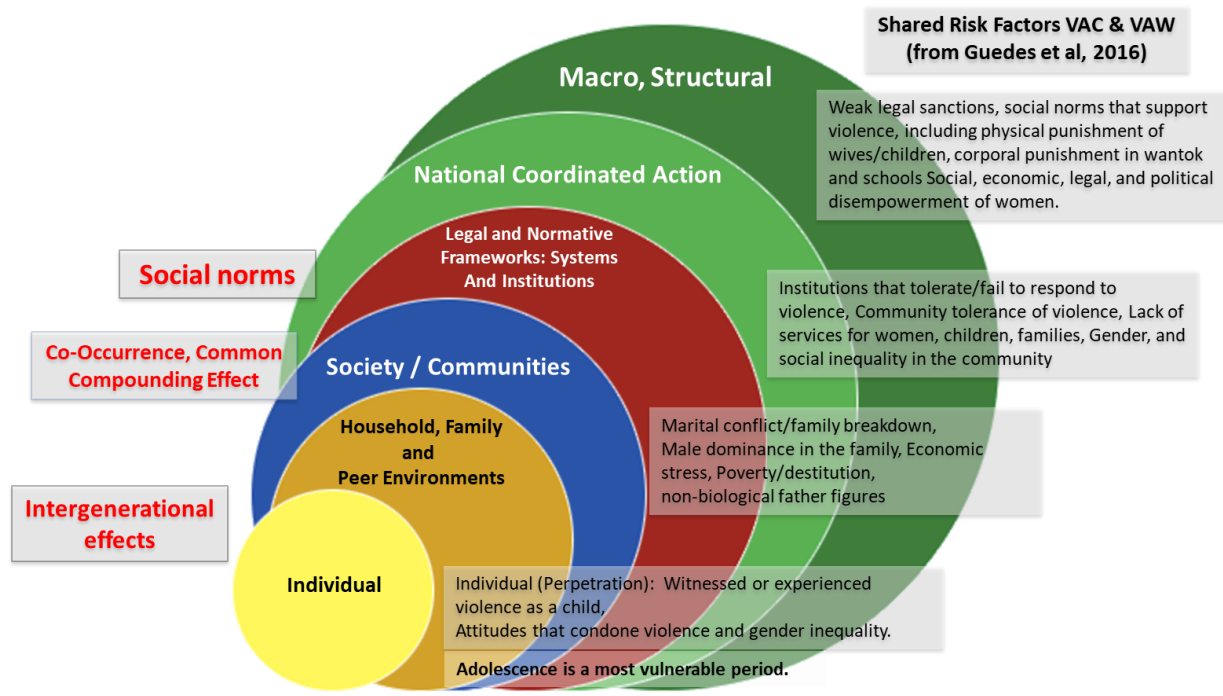
¹³⁴ Formative Evaluation undertaken by IOO PARC Australasia (2016) Independent formative evaluation of family support centres in Papua New Guinea, page 37.

¹³⁵ UNICEF (2020). UNICEF East Asia and the Pacific Regional Office, UNFPA Asia and Pacific Regional Office, and UN Women Asia and Pacific Regional Office. *Ending violence against women and children in Papua New Guinea: Opportunities and challenges for collaborative and integrative approaches*, Bangkok, page 12; Lowy Institute for International Policy (2014). Chandler, J. *Violence against women in PNG: How men are getting away with murder*, page 4.

outlines all the factors that may affect violence against children (VAC) merged with shared risk factors for VAW.¹³⁶ It is clear from the model that there are various levels of externalities which may influence duty bearer parents' attitudes and practices for using violence, ranging from the macro level down to the individual level. As evidenced in Figure 19, the intersectionalities of VAC and VAW should be understood with the following factors and conditions that make tweens and teens highly vulnerable:

- Weak legal sanctions, social norms that support violence, including physical punishment of wives & children, corporal punishment in Wantok and schools;
- Social, economic, legal, and political disempowerment of women;
- Institutions that tolerate or fail to respond to violence;
- Community tolerance of violence and gender and social inequality;
- Lack of services for specifically targeting women, children, and disabled children;
- Marital conflict and family breakdown;
- Male dominance in the family; and
- Non-biological caregivers who discriminate against “adopted” children.

Figure 19: Socio-Ecological Model for understanding violence against children and adolescents.



Immediately beyond the individual and the family, the influences come basically from what transpires in the community and what is received from the media. In the context of the P4CD participants, the immediate community around them serves as reinforcement of positive attitudes and practices on violence. The

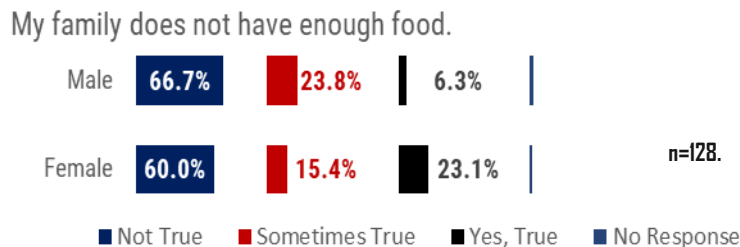
¹³⁶ The Figure was adapted from Guerrero, G. & Rojas, V. (2016). *Understanding Children's Experiences of Violence in Peru: Evidence from Young lives, WP-2016-17, UNICEF Office of Research-Innocenti*. This version incorporates the shared risk factors for VAW and VAC based on Guedes, A., Bott, S., Garcia-Moreno, C., & Colombini, M. (2016). *Bridging the gaps: a global review of intersections of violence against women and violence against children*. Global Health Action, co-action publishing.

churches and their volunteers, Facilitators as well as the regular church activities including the worship days reinforce the training and message provided in the six-week training.

As noted above, it appears from triangulated sources that there is a weakness in communication between national and provincial government levels despite the existing legislative framework.¹³⁷ The effects of limited civil servant capacity and numbers are exacerbated by deficiencies in training and in discipline to provide services. Further, the absence of an effective multi-sectoral, multistakeholder coordinated action to prevent and respond to VAC and VAW was a shortcoming raised by several stakeholders.¹³⁸ Prevention and action against VAW and VAC are the tenets of the FPA, and the LPA but token public funds speak louder than the Act.

Another macro level factor is the combined effects of a weak economy which leaves an estimated 40% of Papua New Guinean's living below the poverty line of \$1.25 per day¹³⁹. Extreme poverty and the income

Figure 20: Survey results for not having enough food.



inequity are persistent in the country. Parent survey results show that the majority of males (66.7%) and females (60%) responded "Not True" to the statement 'there is not enough food in the house'. While this observation implies that most of the time, there is adequate food

available within the household, the 23% of females, responding affirmatively ('Yes, True), indicates that food insecurity is a notable risk. Additionally, as noted earlier, the inability of rural inhabitants to receive adequate healthcare, education, water and sanitation and access to infrastructure and communications together are the most damaging in the struggle against poverty. There was also evidence presented under drivers of IPV, suggesting that deprivations, or the lack of money or food, have definite links with IPV in Asia and the Pacific.¹⁴⁰ As shown in section 6, poverty is aggravated by different deprivations of basic necessities of rural as well as poor urban families, and these are critical factors that can moderate the benefits of P4CD.

10. EVALUATION CONCLUSIONS & LESSONS LEARNED

10.1 Overall Conclusions

Pervasive gender norms condone men's violence against women as well as VAC particularly through disciplining practices. Rights-holder women also experience strong forms of violence, which include IPV. The LPA is a comprehensive piece of legislation, but due to a lack of resources and inadequate capacities, its execution is challenging. Though P4CD began in 2016, designed for parents with young children, it first emerged from research, consultation, and training undertaken by Menzies. Throughout 2016 and 2017, the

¹³⁷ 1 IP interview WH and Jiwaka; 3 IP Interview Madang, & 2 IP Interview Chimbu, & Stakeholder_Log005.

¹³⁸ 1 IP interview WH and Jiwaka; 3 IP Interview Madang, & 2 IP Interview Chimbu.

¹³⁹ http://www.pg.undp.org/content/papua_new_guinea/en/home/countryinfo.html

¹⁴⁰ Jewkes, R., Fulu, E., Tabassam Naved, R., Chirwa, E., Dunkle K., Haardörfer, R., Garcia-Moreno, C.; United Nations Multi-Country Study on Men and Violence Study Team. Women's and men's reports of past-year prevalence of intimate partner violence and rape and women's risk factors for intimate partner violence: A multi-country cross-sectional study in Asia and the Pacific. PLoS Med. 2017 Sep 5;14(9), page 9.

programme was piloted in four provinces WH, Jiwaka, Chimbu and Madang through a partnership between UNICEF and seven different FBOs.

The P4CD programme appears to have achieved most of its objectives by improving parents' knowledge and skills which has led to the reduction of violence, abuse, and neglect of children. This achievement was met despite implementation gaps (e.g., pandemic). It has been shown that parents have improved in positive parenting practices, which includes investing in their parent-child relationships, but those surveyed still struggle with cursing and yelling at their children and leaving them home alone. However, a key defining moment observed was that the fathers exposed to the programme have gained a newfound sense of responsibility and even play games with their children. P4CD has also contributed to reducing violence in its many other forms, including a reduction in IPV. This report has validated the ToC, and so it should be recognized that changing gender norms and practices related to power dynamics is not a linear process.

The evaluation found that there is outreach to women and children in isolated rural areas with very low rates of school participation among girls and women's low education attainment. This is primarily because the programme leveraged the FBO IPs outreach. Indeed, it is likely that the demand for the programme is linked to the programme's connection to the Church. The evaluation also uncovered that programme implementation was uneven, and these implementation gaps may likely require a full review and action. While there are elements of a gender transformative approach, P4CD was not originally designed to be gender transformative. Two features which should propel P4CD's continuing development towards stronger rights-based and gender transformation have been offered, namely: (1) facilitating and sustaining participation of women and men; and (2) initiating multisectoral, multidisciplinary programmes for young children, school aged children and adolescents who may be responsive to crucial intersections.

The biggest drawback of the success of the P4CD's programme that qualifies its sustainability is its dependence on UNICEF financing. Recognizing that UNICEF's decision to scale up is already in motion, with its geographical expansion implemented in two other provinces, the Evaluation Team has evidenced that UNICEF should pause and dedicate time to develop a comprehensive plan for scaling up, geographically, vertically, and functionally. For example, vertical and functional strategies of scaling up require deep thinking, considering the structural weaknesses in the child protection system and large gaps in capacity. Multiple platforms to explore have been outlined in this report, although it should be recognized that these other options will take time before showing contributions to child protection outcomes. Nonetheless, a thoughtfully designed scaling up plan would bring much needed synergy, strategic sequencing and could boost the future net benefits of the P4CD programme. External factors contributing or moderating the sustainability of duty bearer parents attitudes and practices for using violence are multi-level and complex. If these factors remain unaddressed, they can hinder the sustainability of P4CDs net benefits in the future.

Finally, the overall results are inspiring, and this evaluation has tremendous potential for contributing to the limited number of evidence-based experiences globally. It is likely that this evaluation could also provide guidance in addressing violence in other countries.

10.2 Lessons Learned

The following lessons learned have been developed to inspire reflection beyond the object of this evaluation.

1. The commonality of the mission of the FBOs and the objectives of the P4CD programme have been a critical factor for the programme's sustained net benefits. The FBOs do prevention of violence, and this aligns with

the methodology of the P4CD. The effect has been a more systematic approach to engaging families and individuals towards moving away from violent practices. Common mission with the programme objectives plus the P4CD training methodology is the formula that produced sustained benefits. When most programmes around the world stopped, as they were impacted by the pandemic, the mission with the method prevailed.

2. Addressing violence requires a long-term approach. The P4CD programme may not have been initiated with this view, and its long-term dimension is yet to be fully designed.

3. Violence is anchored on the intergenerational roots of social cultural norms, including power dynamics perpetuated by men. Changing these beliefs and practices and power dynamics would be far from linear and instead iterative.

4. Like a study undertaken in India, the Evaluation Team learned that systems change initiatives are complex. They involve multiple actors, both institutions and individuals, each with their own unique agenda. The actors are dynamic, have emerging priorities and interact with each other in specific contexts, which are a mix of political, economic, social, behavioural, and administrative imperatives and compulsions. Their actions and, therefore, their results are interdependent.¹⁴¹

5. The P4CD programme and the child protection system in general requires governance and integration. A strong governance mechanism on child protection is still nascent. There is a huge need to bring different actors, their agendas, and their resources together to address the issue of child protection and robustly support the P4CD programme. Synergy is an area for development. For example, the child protection agenda is intricately linked to the agendas of health, education, labour, social protection, rural development, law and order and local self-governance. Resources for child protection are at the command of these institutional actors. Strong facilitation and integration are necessary to pool resources and deploy them towards child protection. Research and programme evaluations of parent programmes and Early Child Care Development (ECCD) programmes, with specific attention to child protection, demonstrate that VAC and VAW intersect in many important ways. Among the lessons learned for best practices in prevention to end both forms of violence are that both benefit from a well-planned integrated approach. Thus, the way forward is a comprehensive approach that addresses the home environment and the violence-condoning or supportive culture. Continuing to work with families in promoting positive parenting practices will not only address gender inequality, but this strategy will counter the “normalization of violence” across the life course and transform the power relationships within the family.¹⁴²

6. Research on parenting programmes in low- and middle-income countries has shown that implementation gaps noted in this report (i.e., need for Facilitator capacity development) are consistent challenges. One study noted difficulties with Facilitators lacking the competencies to: (i) “coach” parents; and (ii) strictly adhere to the programme guidelines.¹⁴³ Another study in Indonesia, aiming to strengthen its parenting

¹⁴¹ Catalyst Management Services. (2020). Evaluation of UNICEF’s Contribution to Strengthening Child Protection Systems in India: Lessons Learnt Document, pages 4-5.

¹⁴² Suthanthiraraj, K. “Unseen, Unsafe: The Underinvestment in Ending Violence Against Children in the Pacific and Timor Leste.” (2019). Child Fund Australia, Plan International. Save the Children Australia, World Vision International. page 12.

¹⁴³ Shenderovich, Y., Ward, C., Lachman, J., Wessels, I., Sacolo-Gwebu, H., Okop, K., Oliver, D., Ngcobo, L., Tomlinson, M., Fang, Z., Janowski, R., Hutchings, J., Gardner, F. & Cluver, L. (2020). Evaluating the dissemination and scale up of two evidence-based parenting interventions to reduce violence against children: study protocol. *Implementation Science*, 2020) 1: 109, page 11.

education system, found the need to improve Facilitator's training and increase their compensation (going beyond transportation reimbursement).¹⁴⁴

7. Evaluation in complex times like the pandemic and with a programme as multifaceted as the P4CD should be more limited in scope. The PNG human resource challenge, weak and irregular internet connections, difficult terrain, high costs of services and materials ought to be factored into future evaluation of this nature.

11. RECOMMENDATIONS

The recommendations have three categories: Category 1 are recommendations that are aimed at ensuring an improved (i) programme design for the scaling up strategies in the medium and long-term; (ii) implementation of P4CD in both the pilot areas and the expansion areas of Morobé and NCD; Category 2 are recommendations focused on furthering the GoPNG's (specifically NOCFS) ownership of the programme; and finally, Category 3 are recommendations addressing UNICEF operations and future evaluations.

CATEGORY 1: ENSURING IMPROVED P4CD DESIGN AND IMPLEMENTATION

Addressing implementation gaps

RECOMMENDATION #1. Evaluation finding #4 indicates that programme implementation was uneven despite its leveraging of the Church's outreach. The approaches used to facilitate discussion with parents as well as the request for updated materials are areas representing gaps within the programme. UNICEF's Child Protection Section may consider contracting a local research institution to undertake a broader FGD with the project implementors in the four pilot and expansion areas (Morobé and NCD) of the P4CD to define the critical levels and kinds of resources and systems improvement that are required to maximize the net sustained benefits of the P4CD programme. Additionally, an internal review of UNICEF's support to P4CD can complement the findings of the FGD and help in shaping a robust response to implementation gaps. To build on the momentum of this evaluation, both exercises should be initiated by June 2022. When carrying out recommendation #1, UNICEF's Child Protection Section should also leverage the opportunity to gather the perspectives of rightsholder teens and tweens. There was a knowledge gap which emerged from this evaluation when two-thirds of the data from FGDs of teens and tweens was lost (explained in methodology section). A deeper understanding of the perspectives of teens and tweens should be gained through their active participation as rightsholders. Child protection should be anchored in earnest efforts to amplify their voices, engender their participation, and build their resilience.

RECOMMENDATION #2. The obvious priority in scaling up is using the current model based on partnership with FBOs. UNICEF can map out the geographical landscape and institutional coverage of its FBO partners including parishes and church volunteers and other service providers. In the mapping exercise one can analyze the strength and weaknesses, risk, and opportunities in the mapped areas for replicating the original model in the mapped-out areas. StratMan team attempted to map the FBO network and outreach in PNG across its provinces and districts using online research, without much success. The information on the internet was far too scarce. UNICEF PNG can work with its FBO headquarter partners to map information

¹⁴⁴ Tomlinson, H. & Andina, S. (2015). Parenting education in Indonesia: Review and recommendations to strengthen programs and systems. World Bank Study. Washington, DC: World Bank, page 48.

available to each of the member churches. The mapping will benefit any plans for P4CD's geographical expansion. UNICEF can invest in the mapping exercise.

Vertical and Functional Scaling up and Synergies

RECOMMENDATION #3. It appears that scaling up is already taking place, but there appears to be limited strategy development taking place in a cohesive manner. An internal UNICEF Office review of the scaling up of the P4CD Programme needs to be convened by the UNICEF PNG by June 2022. It needs to examine the potentials and bottlenecks of the three strands of scaling up currently being pursued (what could be improved and what can be addressed for the upcoming stages of expansion and scalability), what management and technical support they require, and then develop a realistic strategy in engendering support for the three strands among current partners and targeted counterparts in the government.

Scaling up strategies for the medium and long-term

RECOMMENDATION #4. UNICEF should include the P4CD programme in the 2023 – 2027 Country Programme, so that further strengthening of the original model piloted which can take effect after refinements and remedial measures to address soft points of implementation (see recommendation #1). The three scalability strands: horizontal, vertical, and functional introduced under Finding #7, can then develop.

Corollary to this recommendation, by June 2022, UNICEF's Child Protection Section should secure sufficient general and supplementary resources to ensure implementation with financing predictability. The team recommends the scaling up even if government financing is not immediately secured. Continuing expansion with established evidence generated from this report should be used to convincingly advocate for financing from the NOCFS.

CATEGORY 2: BUILDING THE GoPNG'S & FBO OWNERSHIP OF THE PROGRAMME

Securing financing for the key programme components

RECOMMENDATION #5. Evaluation finding #8 showed that financing of the P4CD Facilitators is the single most important input requirement that needs to be secured to support sustainability. For the P4CD expansion, the financing of the cost of Facilitators, those working on the frontlines, should receive top priority among UNICEF's advocacy objectives in relation to securing a sustained and strong scaling up. It was demonstrated that there appears to be some willingness of NOCFS to secure such financing, among other responsibilities, as well as assume leadership roles. By September 2022, UNICEF's Child Protection Section should advocate for government financing of P4CD Facilitators as a starting point of the government's increased ownership of and responsibility for the programme.

Leveraging the new leadership in the GoPNG

RECOMMENDATION #6. Under evaluation finding #9, it was demonstrated that there is currently a new window of opportunity for NOCFS to be a part of the expansion of P4CD across horizontal, vertical, and functional scaling up. The new leadership within the entity appears to be in possession of a roadmap to scale up their programme. The NOCFS fully supports the horizontal expansion of coverage of P4CD, using the FBO-led model that has sustained net benefits in the four pilot provinces. It also recognizes the responsibility of the GoPNG to provide the financing for key P4CD activities currently provided by UNICEF and will explore that such financing be assumed by the government in the coming years. Its progressive work to strengthen the Child Protection system through a strategic partnership with the Department of Education is also a necessary element in a comprehensive and convergent approach to child protection. The current technical assistance provided by UNICEF to NOCFS should therefore continue.

RECOMMENDATION #7. Evaluation finding #9 showed strong stakeholder perspectives about the limited engagement of the GoPNG. To engender a process that can further increase programme ownership of the GoPNG, UNICEF's Child Protection Section, Representative, and Deputy Representative, among other relevant UNICEF staff, the following strategies should be completed by the September 2022:

- The results of the evaluation could be presented to the government and development partners. This opens several possibilities, including wider and better appreciation of the programme and its gains achieved thus far as well as its value to the country's SDGs and national development goals, support for scaling up initiatives, initiation of the discussion among stakeholders on the scaling up strategies as well as convergence in identifying immediate areas for support to address residual weaknesses and gaps in the P4CD Programme.
- A regional event, where the experience of the P4CD programme in PNG, is presented to other countries as a promising practice. The proposed event would give the PNG government the opportunity to showcase with evidence an innovative, demonstrated intervention from which many countries can learn and take inspiration, strengthening the ownership process by GoPNG.
- Another complementary strategy may be a joint UNICEF-GoPNG publication (popular version), describing the project and the gains and lessons generated from the experience. This may also make the P4CD evaluation more user friendly to stakeholders in the government.

Scaling up with the FBOs/ CSOs/Non-Governmental Organizations (NGOs)

RECOMMENDATION #8. From evaluation finding #2, it was shown that fathers gain a newfound sense of responsibility and spend more time with their children. In the adjustments in the programme in 2022, UNICEF's Child Protection Section and its FBO IPs, and CSOs and NGOs, need to ensure a broader synchronized gender participation (both male and female parents and caregivers). Identify and address obstacles to participation that may vary across regions and provinces. In carrying out recommendation #1 and #2, the UNICEF Child Protection section should identify and find ways to address additional obstacles to father's participation. For example, in addition to church-based or related activities, workplace-related activities and exploring the use of increasingly accessible digital platforms for mobile phones to supplement education and communication features of P4CD are also recommended.

For all parents, there may be scheduling (choice of day and time) as well as venue adjustments to be made, so that it is viable for both women and men to sustain participation in all group training activities. If childcare arrangements are necessary for women's participation, a parallel playgroup for children could be organized with trained Facilitators to include teens (both girls and boys) interested in being with younger children and mentored by more experienced child development workers or teachers.

CATEGORY 3: ADDRESSING UNICEF OPERATIONS AND FUTURE EVALUATIONS

RECOMMENDATION #9. Evaluation finding #9 identified multiple potential strategies that UNICEF may pursue with different partners, namely FBO and CSO-IPs, the Department of Education, and the NOCFS. In support of complying with the LPA, UNICEF Child Protection Section, Education Section, Health Section, and relevant FBO/CSO/NGO IPs need to organize or coordinate multi-sectoral parallel activities in existing programmes for young children and adolescents by September 2022. The UNICEF convergence approach, led by the Deputy Representative, can take this opportunity forward by furthering a more purposive collaboration. These important points of collaboration among all actors *could* cover the following critical intersections: (i) gender-

fair and sensitive early childhood curriculum and programme approaches; (ii) school-based human sexuality education programmes to be implemented in collaboration with health professionals in the PNG public health system or primary health care providers in the community (including maternal and child health, sexual and reproductive health services); and (iii) expanded parent and family support by coordinating and forging partnerships with local governments and non-government organizations engaged in cash transfers and micro-finance and livelihood programmes.

RECOMMENDATION #10. Evaluation findings #2 and 3 presented descriptive statistics which confirmed that the process of attitude and behavior change, as illustrated in the theoretical model, is not a linear process. Parents demonstrated improvements in positive parenting practices but still struggled with cursing and yelling at their children. Given this finding, the Regional Evaluation Team can review the guidelines used to develop and revise ToCs used in UNICEF evaluation reports and take into account that behaviour change programmes may have iterative elements.

12. ANNEXES

12.1 TERMS OF REFERENCE

LRPS-2020-9161855- EVALUATION OF P4CD IN PNG - Evaluation of the UNICEF Parenting for Child Development (P4CD) Programme in Papua New Guinea (PNG)

1. BACKGROUND

1.1 Development context

Papua New Guinea (PNG) faces a range of complex challenges including service delivery to a diverse, dispersed and mostly rural population spread over 600 islands, poor accessibility to parts of the country, high logistical costs and supply management difficulty.¹⁴⁵ According to the World Bank (2016) only 23 per cent of the population had access to the electric grid and reticulated water, and two-fifths of health/sub-health centres and rural health posts had no electricity or essential medical equipment. PNG has a high level of decentralization with 22 provinces, 89 districts, 313 Local Level Governments (LLGs) and 6,131 Wards. In May 2012 two new provinces officially came into existence, the Hela Province and the Jiwaka Province continuing the general trend in PNG towards increased financial devolution to provinces, districts and LLGs. Recognizing the limitations in the presence and capacities of state institutions, Civil Society Organizations, including Faith Based Organizations, provide a wide range of social services. Churches manage 40-60 per cent of the service delivery in the sectors of education and health (WHO & NDOH, 2012). International development partners also provide technical expertise, policy advice, coordination, capacity development, supplies and funds to assist with design, and implementation of policies and programmes. Net enrollment in primary education was 73 per cent for girls and 78 per cent for boys while the primary completion rate was 73 per cent for girls and 85 per cent for boys- net enrolment for secondary was 30 per cent for girls and 36 per cent for boys (UNESCO, 2016). None of the Millennium Development Goals were achieved in PNG with the 2015 MDG Summary Report noting “PNG will not completely fulfil any of the MDGs...in part due to historical factors and a lack of institution capacity and weak systems.” As the report also notes “despite this, since 2012 the country has seen significant improvements, in particular to education, health and gender-based violence indicators.”

Violence against children, domestic violence and intimate partner violence (IPV) are a key development challenge in PNG. *“Unseen, Unsafe: THE UNDERINVESTMENT IN ENDING VIOLENCE AGAINST CHILDREN IN THE PACIFIC AND TIMOR-LESTE”*, Report (2019) showed that 27% of parents/caregivers used physical punishment; over 50% of parents and caregivers reported calling their child lazy, stupid or something similar, with nearly two thirds reporting shouting, yelling or screaming at their child. In the Bougainville region alone 85% of men reported that they beat their children, 29% of young people stated that they were beaten at least once a week by a male family member, and 18% of young people were beaten at least once a week by a female family member. The National Demographic and Health Survey (DHS 2016-2018) showed that 59% of women aged 15-49 experienced physical and/or sexual violence in their lifetime. Violence against children has long terms consequences and it contributes to the replication of conduct problems in children, leading to antisocial behavior including violence, drug use and gang crime.

Research shows that exposure to family violence in childhood is strongly linked to adverse consequences for children’s mental health and physical, social and emotional wellbeing and that it may lead to the intergenerational transition of antisocial behavior and violence (Farrington & Coid, 2003). Studies of the impact of witnessed inter-parental violence on children’s long-term development found that parenting

¹⁴⁵ Not all 600 islands may be inhabited.

practices facilitate children's adjustment to experiences of inter-parental violence and that harsh discipline was significantly associated with antisocial behavior in boys and with depressive symptoms in girls who had witnessed violence between parents. A longitudinal study on the effects of IPV over three generations found that family violence between parents was associated with physical abuse of their children and subsequent conduct disorder as those children reached adolescence behavior in grandchildren (Ehrensaft & Cohen, 2012). Family violence was significantly associated with parental dissatisfaction with children and communication of rejection to children; these parental styles were associated with parental misunderstanding of child misbehavior and in turn with harsh and inconsistent parenting responses. The authors concluded that reduction of aggressive, hostile and verbally abusive interactions between parents and children, in conjunction with intervention to correct cognitive misattribution and poor problem-solving should be priorities for prevention. The study showed that exposure to family violence was linked to problems of emotional and behavioral self-regulation, aggression and negative behaviors in adolescence, and to later risks of PTSD and substance use disorders as adolescents themselves became parents. Exposure to family violence in middle childhood was strongly predictive of these problems in adolescence. The authors concluded that prevention should be adapted to children's developmental age and target improvements in parenting and the parent-child relationship in early to middle childhood (Ehrensaft & Cohen, 2012, 381). Among interventions aimed at improving parenting quality and parent-child relationships, the most commonly implemented have focused on child behavior and improving behavioral outcomes, drawing on social learning theory (Forehand and McMahon 1981; Patterson 1982). Behavioral programmes employ didactic approaches to development of parenting management skills through various modes of instruction, coaching, the provision of resource materials to parents, setting of homework, etc. (Sanders, Markie-Dadds et al. 2003). They concentrate on identifying strategies that decrease the child's negative behaviors and reinforce prosocial behaviors. Focus is on reduction of coercive patterns of interaction involving escalation in punishment and unintended reinforcement of negative child behaviors (Patterson, 1982).

1.2. The Parenting for Child Development (P4CD) Programme

Against this background, in 2016 the United Nations Children's Fund (UNICEF), commissioned Menzies School of Health and Research - Centre for Child Development and Education to develop, implement and evaluate a parenting programme for rural and remote provinces of Papua New Guinea. *Pasin bilong lukautim pikinini gut* is the local name for the programme in tok pisin and means "How to care for children well", and it is also known as Parenting for Child Development (P4CD) programme. The P4CD programme targets parents and caregivers as the primary duty bearers and aims to reduce child maltreatment and violence against children (rights holders) in home settings. Its further aims are to build sustainable capacity for volunteer workers to deliver a programme that is consistent with national child protection policies and that can be developed as a universal preventive programme alongside and as part of services provided by Church and Government. The overarching programme logic for the Parenting for Child Development Programme is as follows:

- That training, engagement and programme implementation would build the skills and capability of personnel and organizations to sustain the programme.
- That leadership of communities and engagement would lead to implementation of a quality programme capable of attracting and retaining parents.
- That parents' knowledge and skills would be developed and that this would lead to improvements in parenting, parent-child relationships and family wellbeing.

- That improvements in parenting would lead to reductions in harsh parenting, punitive discipline and violence against children and improvements in family relationships.

The process of culturally informed consultation, planning and programme design activates responses among partners and stakeholders (mainly the Catholic Church and local communities), which combine to produce the capacity and leadership to implement P4CD. The inputs and activities of capacity building, recruitment and engagement draw on the strengths and self-reliance of church and community networks, but also add to them through development of local capability of staff and teams. Successful and sustainable implementation in communities will then lead to improved community support for parents and children. Throughout 2016 and 2017 the programme was piloted in four provinces (namely Western Highlands, Jiwaka, Chimbu and Madang), through a partnership between UNICEF and faith-based organizations (FBOs) and expanded to NCD and Morobe provinces in 2018-2019. The assessment of the pilot phase conducted in 2017 provides a baseline for the programme and shows promising results in terms of change in knowledge and practices towards children, as well as parents/caregivers. For example, the assessment found that among those that completed the full cycle of parenting sessions there were:

- Statistically significant reductions in parent reports of harsh parenting, including verbal abuse, corporal punishment, psychological control or abuse, and of neglect;
- statistically significant improvements in family wellbeing, including both improvements in parent confidence and self-efficacy, and in reports of children being cared for well; and
- statistically significant reduction in the reports of violence by a spouse.

A detailed analysis of the changes occurred after the exposure to the parenting sessions is presented in the final assessment report available at: https://pacificwomen.org/wp-content/uploads/2018/03/P4CD-Pilot-Evaluation-Report_31-Dec-2017.pdf.

2. PURPOSE AND OBJECTIVE

UNICEF is planning to roll out the programme in additional districts and provinces compared to the pilot phase. The purpose of this evaluation is to inform the scale-up and institutionalization within the GoPNG of the P4CD programme, which is planned for the remainder of the UNICEF – GoPNG country programme 2018-2022. It is paramount to validate these findings and identify areas of improvement and have rigorous evidence from pilot to scale.

The primary users of the evaluation are the UNICEF PNG, particularly child protection programme team, and its partners, i.e. the Government of Papua New Guinea (GoPNG), United Nations Country Team (UNCT). The information collected will be used to inform programme scale up and institutionalization. The secondary users are other development and implementing partners including donors, partners and practitioners who support the P4CD programme as well as UNICEF EAP Regional Office (EAPRO) and other COs in the region.

Overall objective of this evaluation is to assess the **effectiveness, equity, sustainability, gender equality and human rights approach of the Parenting for Child Development (P4CD) programme** in reducing violence against children and intimate partner violence (IPV) within the household, and to improve the relationships between parents and children, husbands and wives. The evaluation is expected to provide sound and credible evidence of the outcomes of the programme to date and to recommend areas for improvement to inform and support the scale up and institutionalization phases, as well as for progressive transition of the programme with government ownership.

Specific Objectives of the evaluation:

This evaluation will ascertain whether i) the P4CD programme contributes to reduction of violence against children beyond the immediate exposure to parents to the parenting sessions and ii) the P4CD contributes to the reduction of intimate partner violence (IPV).

More specifically, the evaluation will look at:

- Assessing the effectiveness, equity, human rights and gender equality, and sustainability of the P4CD programme;
- identifying emerging good practices which could be replicated in the scale up; and
- providing recommendations for strengthening the P4CD programme in view of its operation, scale up from gender, equity and inclusion lens.

3. SCOPE OF WORK

By applying the OECD/DAC evaluation criteria of **effectiveness and sustainability** as well as **equity, human rights and gender equality** considerations, the evaluation will ascertain whether the knowledge acquired by parents and caregivers through their exposure to the P4CD programme translates into effective changes of behaviour, actual application of positive parenting practices, and/or in the abandonment of harsh and violent discipline and IPV. The evaluation will also ascertain whether these changes are sustained over time and potentially passed onto the next generations. External factors contributing to the sustainability (or not) of the attitude and practice of parents/caregivers towards violence will also be investigated. It is expected that the evaluation will cover the pilot phase from 2017 and the first phase of scale-up of the programme in 2018 and 2019. The evaluation should cover a minimum of four provinces targeted by the programme (Western Highlands, Jiwaka, Chimbu and Madang) during this period. Key questions of the evaluation include but are not limited to the following:

Effectiveness:

- To what extent the objectives of the P4CD programme have been achieved (i.e., to what extent the programme has directly or indirectly contributed to the reduction of violence, abuse and neglect of children in the communities exposed to the programme?)
- To what degree has the P4CD programme contributed to improve parent – child relations?
- To what extent has the programme contributed to a change in the attitudes and practices towards violence within the household?
- To what degree has the P4CD programme contributed to the reduction of domestic violence/Intimate partner violence (IPV)?
- How effectively has the P4CD programme adapted to target the concerns of parents of children in the early years, through the middle years and adolescents?
- To what degree has the P4CD programme contributed to improve the relationships between husbands and wives?

Equity, Human Rights and Gender Equality:

- Has the PC4D programme effectively reached the most disadvantaged women and children (i.e. children and women in rural areas, children and women with a disability, teen-age mothers, etc.)?

- Can data be disaggregated to evidence the impact on different groups e.g. girl children or children/women with a disability?
- To what extent is the PC4D programme gender transformative?
- To what degree has the programme integrated UNICEF’s approach to equity, inclusion, gender equality and human rights?

Sustainability:

- To what extent would the implementation of the programme be possible without UNICEF funds?
- How can a national, subnational and community level workforce to continue the programme be built?
- How do we mainstream the programme within communities and social welfare and education institutions at national and subnational level?
- What are the existing systems and platforms which could be useful for the programme scale-up in the short, medium- and long-term?
- What are the external factors contributing to- or moderate- the sustainability (or not) of the attitude and practice of parents/caregivers towards violence?

Improvements and refinements to the proposed questions may be offered by the contractor at the proposal stage. However, the expectation is that the inception process will yield the final set of questions.

4. Proposed Evaluation Methodology

The primary focus of this evaluation is to promote accountability and learning (formative), hence much of the evaluation effort will focus on tracing the learning accrued to date and shape the next phases of the programme.

As an overarching approach, the evaluation will validate and reconstruct the Programme’s theory of change in the inception phase to provide a framework to collect data and allow for an assessment of the Programme and its contribution to results (direct and indirect; intended and unintended). The evaluation will be participatory in nature; involving consultations and feedback to concerned stakeholders, including children and vulnerable groups, to ensure their voices are included.

In collecting and analyzing data and drawing lessons and recommendations, the evaluation will take a **mixed method approach**, using a mix of quantitative data collection and qualitative approaches. Among the data collection methods, the following may be considered:

Desk Review: review of existing literature and practice in neighboring countries as well as review of existing programme and policy documents including relevant national and subnational planning documents, programme documents, work plans, monitoring framework, reports, assessments, studies and evaluations previously completed both in PNG and in other countries.;

Key informant interviews (KIIs): structured interviews, using guiding questions, with key informants (including UNICEF programme staff, implementation team, trainers, Facilitators, beneficiaries, national and subnational partners and other stakeholders),

Focus group discussions (FGDs): Focus groups will enhance the understanding gained during KIIs and provide an additional method to cross-reference and triangulate information. These discussions may be facilitated through existing coordination mechanisms and faith-based groups and targeted groups of key stakeholders. FGDs will be organized with different stakeholders in the target areas including rights holders

(beneficiaries of P4CD programme) and duty bearers (Government, implementing partners), ensuring an equity approach to data collection and analysis.

Observations: guided by an observation checklist, observation of targeted communities and beneficiaries may be carried out during the field visits to assess the extent to which beneficiaries are engaged in the programme and practicing positive parenting.

Case studies: where appropriate and when full consent is provided, the evaluation should include XX case studies on services provided by implementing partners, volunteer workers, or communities that worked particularly well. Each case study should include context and background, interventions, challenges, outcomes and human interest and good quotes.

Review of case files: A review of a representative sample of child protection cases in target communities to be guided by a structured checklist; this may include cases of violence against children and IPV within the household. Where appropriate and when full consent is given, the information may be used in the report.

Analysis of secondary information: this may include analysis of key child statistics available through national surveys and administrative data, data from relevant line ministries and other relevant sectors.

among others.

Children as the primary beneficiaries of the P4CD programme will be involved in this evaluation and according to UNICEF's safeguarding policies and standards. **Methodological rigour will be given significant consideration in the assessment of proposals submitted. Hence bidders are invited to interrogate the approach and methodology preferred in the ToR and improve on it and/or propose an approach they deem more appropriate, which should be guided by:**

- the UNICEF's revised Evaluation Policy (2018);
- the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation (2016);
- UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation (2014);
- UNICEF Procedure for Ethical Standards and Research, Evaluation and Data Collection and Analysis (2015);
- UNEG Ethical Guidelines (2008) and UNEG Code of Conduct for Evaluation in the UN system (2008); and
- UNICEF-Adapted UNEG Evaluation Report Standards (2017).

Bidders are also required to identify appropriate ways to engage children in the evaluation.

In their proposal bidders are also invited to refer to triangulation, sampling strategy and methodological limitations as well as mitigation measures. Bidders are encouraged to also demonstrate methodological expertise in evaluating initiatives related to child protection and/or prevention of violence interventions.

5. TASKS/ KEY MILESTONES - EXPECTED OUTPUT (DELIVERABLES)

Phase 1- Desk review and drafting of inception report with evaluation strategy and design: prior to the main data collection phase, the contractor will:

- conduct a desk review of the available documentation relevant to the evaluation
- assess the availability of evaluative evidence

- draft an **inception report** (maximum 20 pages and 8,000 words, excluding Annexes) and reconstruct the Theory of Change (ToC) of the programme. The inception report should outline: i) the evaluation purpose and confirmed objectives and scope; ii) evaluation criteria and questions; iii) evaluation methodology including overall design, approaches, sampling strategy, data collection methods, and data sources (including a rationale for their selection), a data analysis plan, a discussion on how to enhance the reliability and validity of evaluation conclusions, and field visits approach (including identification of potential field visit sites) and a discussion on the limitations of the methodology; iv) evaluation matrix that identifies key evaluation questions and criteria for evaluating evidence; v) detailed evaluation work plan and timeline as well as list of expected deliverables; vi) a description of the quality review process; vii) proposed structure of the final report; viii) resources requirements; and ix) annexes (i.e., draft data collection instruments, evaluation matrix).

The inception report will also include tools for engaging children in the evaluation, which will undergo appropriate ethical review, according to UNICEF Procedure for Ethical Standards and Research, Evaluation and Data Collection and Analysis (2015).

Phase 2 – Data collection and analysis:

Main data collection mission: In-country consultations with UNICEF PNG staff, implementing partners and other key stakeholders. This will involve a mix of face-to-face consultations, key informant interviews, focus group discussions and field visits to target communities. Equity, gender and social inclusion criteria should be considered when identifying informants in these activities. This should promote participation, including age-appropriate opportunities for children to be involved in this process.

Data analysis: The contractor will conduct a data analysis based on all information collected and prepare a draft evaluation report.

Facilitated, participatory **workshops** (in-country or remote) will be conducted by the Evaluation Team with UNICEF staff and potentially key partners to validate preliminary findings, conclusions and discuss uptake of recommendations. This is subject to further discussion with UNICEF and can be detailed in the inception phase.

Phase 3 – Finalization and dissemination of the evaluation report:

Review of the **draft report:** the draft evaluation report will be submitted to the evaluation management group and to the UNICEF country office and regional office for quality assurance, feedback. -

The consultant will finalise the **evaluation report** in line with the UNICEF-adapted UNEG Evaluation Report Standards⁴. A draft and final evaluation report will not exceed 40 pages, or 16,000 words including the executive summary and excluding annexes.

Dissemination of the evaluation findings and recommendations: the consultant will develop a **2-page brief** and **Power Point Presentation** summarising the findings of the evaluation for GoPNG Officials and Development Partners, both of which must be concise and, visually engaging.

Evaluation Timelines and Deliverables

ACTIVITY DELIVERABLE TIME ESTIMATE (from the starting date of the contract)

Payment schedule

1. INCEPTION, EVALUABILITY, DOCUMENT REVIEW AND ANALYSIS

6 Weeks

1. Desk review; stakeholder analysis (remotely)

List of documents Week 1-2

2. Prepare inception report and evaluability assessment (incl. in-depth desk review; development of evaluation matrix, methodology and work-plan, data collection material and response plan) and present it to the RG (in

Draft inception report, evaluability assessment and data collection tools (including response plan)

Week 2-4

3. Finalize inception report including feedback from the RG and confirm planning for field visit (in country)

Final inception report Week 4-5 25% (1st tranche)

2. DATA COLLECTION

5 Weeks

1. Conduct field-based data collection (in country)

Weeks 6- 9

2. Validation workshop to validate data collection results, preliminary findings and recommendations

Preliminary **PowerPoint presentation**, meeting minutes

Week 10

3. REPORTING AND DISSEMINATION OF RESULTS

6 Weeks

1. Prepare and submit first draft of evaluation report for UNICEF (CO and RO) and RG revision (in country)

Interim Evaluation report (required for the Strategic Moment of Reflection in Mid-January 2021);

Draft evaluation report;

Weeks 10-14 25% (2nd tranche)

2. Prepare and submit second draft of evaluation report including feedback received (remotely)

2nd Draft report Week 14-16 25% (3rd tranche)

3. Submit and present final report to reference group and other products (remotely)

Final report, infographics, **2-page brief**, **PowerPoint presentation**, meeting minutes

Week 16-18 25% (4th tranche)

6. Evaluation Management

The evaluation will be conducted by an external evaluation team to be recruited by UNICEF PNG. The evaluation team will operate under the supervision of the **Evaluation Manager** in the PNG country office (the Evaluation Specialist based in the UNICEF Pacific Office) and in close collaboration with the Chief of Child Protection, the C4D Specialist and the Child Protection Officer. An evaluation **Reference Group (RG)**, composed of the Chief of Child Protection, and a representative of key stakeholders at national level (i.e. Office of child and family services, CSOs representatives, etc) and a representative of other development partners and donors (such as the Australia National committee for UNICEF) as well as UNICEF EAPRO Regional Advisors (Child Protection, Evaluation) and others, will be set up and will serve in an advisory capacity for the evaluation.

Specifically, the RG will:

- contribute to the preparation and design of the evaluation, including providing feedback and comments on the inception report and on the technical quality of the work of the consultants;
- review and inputs on the evaluation tools;
- provide comments and substantive feedback to ensure the quality – from a technical point of view – of the draft and final evaluation reports; assist in identifying internal and external stakeholders to be consulted during the evaluation process;
- participate in review meetings organized by the evaluation manager and with the evaluation team as required;
- play a key role in learning and knowledge sharing from the evaluation results, contributing to disseminating the findings of the evaluation and follow-up on the implementation of the management response.

UNICEF Responsibilities

- Arrangement for In-Country Travel within PNG will be done by UNICEF PNG when travel is expected as part of the assignment. This includes air, land transportation and security in the field. Accommodation in country is the responsibility of the Contractor engaged.
- Provide office room space and furniture for temporary meetings. However, access to printer and other equipment's including internet in the office will not be provided but managed through UNICEF PNG Office.
- The Contractor/Consultant will be supervised by the UNICEF Evaluation Specialist based in the Pacific Office in Suva. The Contractor will work closely with the Chief of Child Protection, the C4D specialist and the Child Protection Officer in charge for the prevention output.
- UNICEF PNG Child Protection section will manage the Contractor and any changes will require their prior approval.

Contractor Responsibilities

- Whenever possible, bidder(s) are requested to provide an all-inclusive cost in the financial proposal. This should include Daily Subsistence Allowances (DSA), professional fees for services, International travel to and from Port Moresby. Visa fee and other international travel administration cost must be included into the financial proposal. Payments will be done upon submission of evidence expenses made.
- Costs for accommodation, meals and incidentals shall not exceed applicable daily subsistence allowance (DSA) rates, as promulgated by the International Civil Service Commission (ICSC).

- Contractor/Consultant will be required to sign the Health statement for Contractor/Consultant prior to taking up the assignment, and to document that they have appropriate health insurance, including Medical Evacuation.
- It is the responsibility of the Contractor/Consultant to provide invoices upon satisfactory completion of deliverables.

Quality Assurance

Throughout the evaluation process, the Evaluation Team will be responsible for ensuring the quality of the data collected as well as ensuring that all data collection activities are in compliance with ethical and safety standards. The Evaluation Team will be responsible for all logistical arrangements, including travel, accommodation, equipment to be used throughout the evaluation (subject to discussion, where travel permissions and authorizations will need to be secured by UNICEF). The Team Leader will be responsible for the operational management and smooth and efficient conduct of work by all members of the team. They will have primary responsibility for ensuring quality and timeliness of all deliverables.

The UNICEF Evaluation Manager will provide quality assurance, checking that the evaluation findings and conclusions are relevant, and recommendations are implementable. UNICEF EAPRO Advisors (Regional Child Protection Adviser and Regional Evaluation Adviser) will provide additional quality assurance. UNICEF PNG Country Representative will approve the final report.

Ethical Considerations

The evaluation covers information that is sensitive and confidential, and the evaluation team may also have direct contact with children as informants. The Ethical Guidelines for Evaluation in the UN System will be provided to the Evaluation Team. Full compliance with all its provisions will be required. In addition, the evaluation team may have access to data on specific child protection cases in which case the confidentiality of the individuals concerned, and the case details must be respected and maintained. Within the briefings and reports, individuals involved in child protection cases should not be identifiable directly or indirectly. Care should be taken when reporting statements or interviews. When in doubt, it is recommended to feedback to the informant and ask them to confirm their statements.

All informants will be offered the option of confidentiality, for all methods used. Dissemination or exposure of results and of any interim products must follow the rules agreed upon in the contract. In general, unauthorized disclosure is prohibited. Any sensitive issues or concerns should be raised, as soon as they are identified, with the Evaluation Manager.

7. QUALIFICATIONS, SPECIALIZED EXPERIENCE AND ADDITIONAL COMPETENCIES REQUIRED

The ideal institution must have a good track record and extensive experience in planning and conducting evaluations, particularly in the field of child protection, prevention of violence against children and women, and related field. The composition of the proposed team must be gender balanced to ensure accessibility of both male and female informants during the data collection process. It is expected that it should include at minimum one international consultant and one national consultant, however the bidders should use their own expertise in proposing a suitable evaluation team. The national consultants should play an active role in the evaluation and their capacity as evaluators should be strengthened as part of the evaluation process.

The international consultant should meet the following specific requirements:

- Excellent value for money, including competitive consultancy rates, a detailed work-plan and budget, a clear methodology to ensure products will be delivered in line with the agreed costs, a mitigation strategy for financial risk
- Extensive evaluation experience (at least 10 years) with an excellent understanding of evaluation principles and methodologies, including capacity in an array of qualitative and quantitative evaluation methods, notably process evaluation, evidence of research or implementation expertise in child protection programmes, an awareness of human rights (incl. child rights), gender equality and equity in evaluation and UNEG norms and standards
- Specific evaluation experience in the child protection area (preferably on issues related to GBV and VAC) is strongly desired
- strong mixed-method evaluation background
- Experience of working in a Pacific context is desirable, together with understanding of Papua New Guinean context and cultural dynamics.
- Expertise in communications, dissemination and advocacy around evaluation findings, including a good understanding of the use of evidence-based approaches to influence stakeholders.
- Adaptability and flexibility, client orientation, proven ethical practice, initiative, concern for accuracy and quality.
- Excellent English communication and report writing skills.

The national consultant should meet the following specific requirements:

- PNG national with strong, working level English.
- Demonstrated experience in quantitative and qualitative research skills.
- Strong statistical and analytical skills.
- Firm understanding of child rights, human rights-based approaches to programming, including gender and equity considerations.
- Fluency in one or more local languages.
- Knowledge of UNICEF's mandate, procedures and working methodologies, and an in-depth understanding of the organisation approach to child protection would be an asset for all members of the evaluation team. Back-office support assisting the team with logistics and other administrative matters is also expected.

8. PAYMENT SCHEDULE

- Payment is deliverable based as defined in this ToR
- No contract may commence unless the contract is signed by both UNICEF and the consultant or Contractor.
- For international consultants outside the duty station, signed contracts must be sent by fax or email.
- Unless authorized, UNICEF will buy the tickets for the consultant. In exceptional cases, the consultant may be authorized to buy their travel tickets and shall be reimbursed at the "most economical and direct route" but this must be agreed to beforehand.

12.2 EVALUATION MATRIX

| CRITERIA | KEY QUESTIONS | DATA SOURCE | DATA COLLECTION METHODS | MEASUREMENT CONCEPTS OR ANALYSIS METHODS | ANALYSIS PERFORMED |
|---------------|--|--|---|--|---|
| EFFECTIVENESS | 1. To what extent the objectives of the P4CD programme have been achieved (i.e., to what extent the programme has directly or indirectly contributed to the reduction of violence, abuse, and neglect of children in the communities exposed to the programme?) ¹⁴⁶ | The questionnaire for parents measures Harsh Parenting Scale with the following three sub scales: (1) Punishment; (2) Emotional abuse; and (3) Neglect. An instrument, which includes four parts. Part 1, the demographics, and education Section, has seven questions; part 2, Punishment, Emotional Abuse, & Neglect section, has seven statements to which the respondent has three choices to answer. | The parent survey. The parent survey was administered to parents in four programme provinces targeted by the evaluation: Western Highlands, Jiwaka, Chimbu, and Madang. | How will this information be analyzed? The StratMan sample was compared with the two samples collected by Menzies from 2017. The general trend of this data is presented in this report. The method is descriptive analysis output, using the statistical software (graphs). | The quality of this data was strong. The comparative results must be analyzed with caution, however, as there are a total of three different samples of parents, and their demographic characteristics are not identical. For example, the parent survey sample from StratMan is more educated and more gender balanced compared to the two Menzies samples. |
| | 2. To what degree has the P4CD programme contributed to improve parent-child relations? | Part 3, Positive Parenting Practices Section has eight statements to which the respondent must respond with the same scale. | This parent survey is intended to promote an understanding about the extent to which the relationships between parents and children and between husbands and wives has improved (i.e., better attitudes about violence and a reduction in domestic violence) because of programme participation. | | The Menzies parent survey was only administered in Mt Hagen and Madang, whereas the StratMan sample was administered in Mt Hagen, Jiwaka, Chimbu, and Madang. |
| | 3. To what extent has the programme contributed to a change in the attitudes and practices towards | Finally, Part 4, Family Wellbeing Section, for IPV <i>specifically</i> , has a total of eight statements/question, ¹⁴⁷ including one open-ended | | | |

¹⁴⁶ The extent to which the P4CD programme has contributed to all the outcomes noted (such as the reduction of violence, abuse, and neglect; or the improvement of parent – child / spousal relations, etc.)

¹⁴⁷ There are 10 statements if the questions “24. There is violence towards me by my spouse” and “28. There is violence between other family members in the last 3 months” are affirmative and then skip-logic is applied, otherwise there are only six statements in this section.

| CRITERIA | KEY QUESTIONS | DATA SOURCE | DATA COLLECTION METHODS | MEASUREMENT CONCEPTS OR ANALYSIS METHODS | ANALYSIS PERFORMED |
|----------|--|--|-------------------------|--|--|
| | <p>violence within the household?</p> <p>4. To what degree has the P4CD programme contributed to the reduction of domestic violence/Intimate partner violence (IPV)?</p> | <p>question, inquiring about violence in the family (or other family members).</p> <p>All these questions address the KEQs #3, #4, and #6.</p> | | | |
| | <p>5. To what extent do the communities' tweens and adolescents recognize what is considered child abuse and neglect?</p> <p>ADDED QUESTION</p> | <p>Two FGDs with: (i) children or tweens aged between 12 and 14; and (ii) adolescents aged between 15 and 18.</p> <p>The children are aged between 12 and 18, and they have the chance to identify with a story (which may not directly connect to their personal experience).</p> | <p>The focus guide.</p> | <p>Their ability of tweens to connect to a story were, in turn, intended to help to measure if their perspectives about violence or abuse are in fact (still) negative or positive.</p> <p>This was intended to provide needed insights about whether the cycle of violence had likely transcended inter-generational lines.</p> | <p>The quality of this data was not as credible as anticipated.</p> <p>Due to limitations, FGDs with (i) tweens (aged between 12 and 14); and (ii) adolescents (aged between 15 and 18) were combined rather than separated. While attempts were made to make tweens feel comfortable speaking within the group, the field team noted that "it took a long time for the kids to warm up."</p> <p>After the data was translated from Tok Pisin to English, a</p> |

| CRITERIA | KEY QUESTIONS | DATA SOURCE | DATA COLLECTION METHODS | MEASUREMENT CONCEPTS OR ANALYSIS METHODS | ANALYSIS PERFORMED |
|----------|---|--|-----------------------------|--|---|
| | | | | | satisfactory degree of data saturation was not reached. ¹⁴⁸ In essence, it was not possible to confirm, through a content analysis, whether the abuse <i>was likely</i> to be passed onto the next generations |
| | 6. “To what degree has the P4CD programme contributed to improve the relationships between husbands and wives?” REORDERED QUESTION | Part 4 of the survey includes statements which measure partner relations. | The parent survey. | The method is descriptive analysis output, using the statistical software (tables). Descriptive statistics. | See information above about comparing data from three samples with caution. |
| | 7. How effectively has the P4CD programme adapted to target[ing] the concerns of parents of children in the early years, through the middle years and adolescents? REORDERED QUESTION | Several key informants from UNICEF and from FBO IPs responded adequately to this question. | KIs and documents reviewed. | Qualitative data analysis was used. | With triangulation of data from FBO IPs and UNICEF, findings were somewhat robust. As stakeholder perspectives varied, the degree of saturation was less than anticipated. Notable themes, however, did emerge. |

¹⁴⁸ Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., Burroughs, H. Jinks, C. (2018). Saturation in qualitative research: exploring its conceptualization and operationalization. *Qual Quant* 52, 1893–1907 (2018). <https://doi.org/10.1007/s11335-017-0574-8>

| CRITERIA | KEY QUESTIONS | DATA SOURCE | DATA COLLECTION METHODS | MEASUREMENT CONCEPTS OR ANALYSIS METHODS | ANALYSIS PERFORMED |
|--|---|---|---|--|---|
| EQUITY, HUMAN RIGHTS AND GENDER EQUALITY | 8. Has the PC4D programme effectively reached the most disadvantaged women and children (i.e., children and women in rural areas, children and women with a disability, and teenage mothers)? | <p>The number of women in rural areas, children & women with a disability was not available in the FBO's databases.</p> <p>Hence, the Evaluation Team gathered information directly from a sub-sample of vulnerable families (with a parent or child with disabilities). This was roughly 10 % of total sample (or 12 people). Separately, the number of persons responding "yes" to anyone in the household having a vulnerability (i.e., widow, single mother, and single father), person was higher at 24% (or 31 people).</p> <p>Data from the interviews with FBO IPs highlighted strategies that used to target this group of participants.</p> | The parent survey and KIs. | <p>Descriptive statistics of trends across respondents, noting if there is a household with a person with a disability or specific vulnerability.</p> <p>The data measuring their attitudes and behaviors about harsh parenting practices was not very different from the remaining sample of participants.</p> <p>Qualitative analysis for data secured through qualitative interviews.</p> | The data from persons with disabilities and persons with vulnerabilities ought to be interpreted with caution. While a cross-tabulation analysis was performed to identify separate trends, the samples sizes are simply too small to generalize or make inferences about how these two subsets of the sample experienced the P4CD programme. |
| | 9. Can data be disaggregated to evidence the impact on different groups (e.g., girl children or children/ women with a disability)? | There was no information from the FBO IP records, which means that this question could not be addressed fully. | The intent was to collect this information from the FBO IPs' records, but this information was not available. | N/A | N/A |

| CRITERIA | KEY QUESTIONS | DATA SOURCE | DATA COLLECTION METHODS | MEASUREMENT CONCEPTS OR ANALYSIS METHODS | ANALYSIS PERFORMED |
|----------|---|--|------------------------------|--|---|
| | 10. To what extent is the P4CD programme gender transformative? | Data from UNICEF, IPs, and the GoPNG yielded conclusions. Document review from UN Women and IFAD, examining gender-responsive and gender-transformative approaches also took place. | KIIs and documents reviewed. | Qualitative data analysis. Content analysis from KIIs and literature took place regarding the following themes: (1) use of rights-based approaches, protection strategies (especially for VAW and VAC); (2) gender responsive strategies for parent training interventions in general; (3) approaches used to design gender transformative programmes; (4) strategies available to support equity-focused programming; and (5) how to strengthen the programme's gender transformative approach in the future. | There were variable stakeholder perspectives in all these areas, and with triangulation, the findings are robust. Regrettably, the Evaluation Team was not able to examine strategies used to monitor and make evidence-based decisions to boost outreach. |
| | 11. To what degree has the programme integrated UNICEF's approach to equity, inclusion, gender equality and human rights? | Document review from CEDAW, CRC, and other sources connected to equity and inclusion took place. | KIIs and documents reviewed. | Qualitative analysis. | A satisfactory degree of data saturation was achieved. Stakeholders had examples of UNNICEF's approaches in the three areas. |

| CRITERIA | KEY QUESTIONS | DATA SOURCE | DATA COLLECTION METHODS | MEASUREMENT CONCEPTS OR ANALYSIS METHODS | ANALYSIS PERFORMED |
|----------------|--|---|------------------------------|--|---|
| | | Data from UNICEF, IPs, and the GoPNG yielded interesting findings. | | | |
| SUSTAINABILITY | 12. To what extent would the implementation of the programme be possible without UNICEF funds? | Data from KIIs with leadership in the Department of Community Development, Adolescents and Religion, the Director of the Director of the Office of Child and Family Services (at national and provincial levels), FBO IPs, UNICEF, and the donor. | KIIs and documents reviewed. | Qualitative data analysis. | A satisfactory degree of data saturation was obtained. Information was sufficient to ascertain whether national and subnational institutions and communities were able to assume control over a programme and continue with its services. |
| | 13. How can a national, subnational, and community level workforce continue the programme being built? | | | | |
| | 14. How do we mainstream the programme within communities and social welfare and education institutions at national and subnational level? | Data from KIIs with GoPNG, ¹⁴⁹ FBO IPs, UNICEF, and a representative from the funding agency/. | KIIs and documents reviewed. | Qualitative data analysis. | A satisfactory degree of data saturation was obtained. Information was sufficient to make reasonable recommendations about the way forward for the programme. |
| | 15. What are the existing systems and platforms which could be useful for the programme scale-up | | | | |

¹⁴⁹ They are the Department of Community Development, Adolescents and Religion, the Director of the Director of the Office of Child and Family Services (at national and provincial levels).

| CRITERIA | KEY QUESTIONS | DATA SOURCE | DATA COLLECTION METHODS OR | MEASUREMENT CONCEPTS OR ANALYSIS METHODS | ANALYSIS PERFORMED |
|----------|--|---|------------------------------|--|---|
| | in the short, medium- and long-term? | | | | |
| | 16. What are the external factors contributing to- or moderating- the sustainability (or not) of the attitude and practice of parents/caregivers towards violence? | <p>Data from KIIs with national IPs, FBO IPs, UNICEF, and the donor; and</p> <p>Documentation from national and international sources may be accessed to examine the extent to which external factors contribute to- or moderate - the sustainability (or not) of the attitudes and practices of parents/caregivers towards violence.</p> | KIIs and documents reviewed. | Qualitative data analysis. | A satisfactory degree of data saturation was obtained. The data from the IPs and Department of Community Development, Adolescents and Religion at provincial levels provided a great deal of data in this area. |

12.3 LIST OF INTERVIEWEES

UNICEF

| Name of Stakeholder | Position | Gender |
|----------------------|---|--------|
| Judith Bruno | Deputy Representative | Female |
| Marianna Garofalo | Chief Of Child Protection | Female |
| Josie Josephine Mill | Child Protection Officer | Female |
| Cathy Patuvii | Education officer responsible for Early Childhood Development | Female |

NOFCS

| Name of Stakeholder | Position | Gender |
|-----------------------|---|-------------|
| Otto Trur | Deputy Director | Male |
| Allan Gene | National Coordinator for Early Child Care and Adoption (July 2021) (parenting programme) and Coordinator P4CD | Male |
| Toua Oape | NCD & Regional Coordinator for Early Child Care and Adoption | Male |
| Josephine Gena | Child Protection Advisor | Female |
| | | |

DEPARTMENT FOR COMMUNITY DEVELOPMENT ADOLESCENTS AND RELIGION

| Name of Stakeholder | Position | Gender |
|--|--|--------|
| MT. HAGEN Peter Nepil | Acting Manager for Child and Family Services, Department For Community Development Adolescents And Religion, Mount Hagen | Male |
| JIWAKA (FGD) Tony Copan | Principal Coordinator – Division Youth and Development in the Department Jiwaka Community Development Office | Male |
| Joyce Oun (transferred from Mt Hagen to Jiwaka) | Child Protection Officer Jiwaka Community Development Office | Female |
| Nancy Kakaboi | Executive Manager, Jiwaka Provincial Administration | Female |
| CHIMBU Katerina Aiwa | Provincial Child Protection Officer Chimbu Community Development Office | Female |
| Jubilee Dulau | Welfare / Child Protection Officer | Female |

FAITH BASED ORGANIZATIONS

| Name & Location of Stakeholder | Position | Gender |
|---|---|---------------|
| Catholic Archdiocese of Mt. Hagen and Jiwaka Sr. Christi Banas | Archdiocese/ Child Protection Co-ordinator | Female |
| Helen Owa | Team Leader– Kumdi Parish | Female |
| William Koroa | Team Leader– Togoba Parish | Male |
| Beverlyne Stewart | Team Leader– Rebiambul Parish | Female |
| Lawi Laurie | Team Leader– Kumdi Parish | Female |
| Elizah Willie | Team Leader– Togoba Parish | Male |
| | | |
| Jiwaka | | |
| Thomas Engee | Team Leader – Kindeng Parish | Male |
| Mackenzie Mel | Team Leader – Fatima Parish | Male |
| Jackson Jacob | Team Leader – Banz Parish | Male |
| Charlie Atip | Team Leader – Wurup Parish | Male |
| | | |
| Catholic Diocese of Kundiawa | Archdiocese/ Child Protection Co-ordinator | Male |
| Bernard Mal | | |
| Clement Bundo | Field Enumerator | Male |
| Phillip Kai | Family Life Support Coordinator / Project Assistant | Male |
| Pauline Goiyo | Team Leader – Mai Parish | Female |
| David Tine | Team Leader – Mai Parish | Male |
| | | |
| Catholic Archdiocese of Madang | Archdiocese/ Child Protection Co-ordinator | Female |
| Angela Yali | | |
| Fidelis Maot | Co-ordinator / Team Leader | Male |
| Angela Romeda | Co-ordinator /Team Leader | Female |

12.4 THE DEMOGRAPHIC PROFILES SAMPLES

| | StratMan Sample | | | | | Menzies Post-Test | | | | Menzies Pre-Test | | | | | |
|--|-----------------|----------------|----------------|-----------------|---------------|-------------------|----------------|-------------|---------------|------------------|----------------|----------------|-------------|---------------|--|
| | M | F | n | 128 | | M | F | n | 156 | | M | F | n | 207 | |
| Gender | 49.2% | 50.8% | | | | 38.4% | 61.6% | | | 39.1% | 60.9% | | | | |
| Age | Age 0-25 | Age 26-35 | Age 36-50 | Age 50+ | | Age 0-25 | Age 26-35 | Age 36-50 | Age 50+ | | Age 0-25 | Age 26-35 | Age 36-50 | Age 50+ | |
| | 2% | 35% | 48% | 15% | | 10% | 39% | 34% | 17% | | 11% | 38% | 38% | 17% | |
| Education Levels | No School | Primary School | High School | Uni- versity | Other Studies | No School | Primary School | High School | Other Studies | | No School | Primary School | High School | Other Studies | |
| | 5% | 41% | 37% | 12% | 6% | 45% | 9% | 15% | 31% | | 14% | 44% | 25% | 17% | |
| | Gender | Not True | Sometimes True | Yes, True | No Response | Not True | Sometimes True | Yes, True | No Response | Not True | Sometimes True | Yes, True | No Response | | |
| Sworn or cursed at him/her in the last 3 months | None | 45% | 33% | 19% | 3% | 42% | 57% | 1% | 0% | 18% | 68% | 14% | 2% | | |
| Shouted, yelled, or screamed at him/her in the last 3 months | None | 38% | 32% | 30% | 2% | 30% | 63% | 8% | 0% | 8% | 68% | 23% | 1% | | |
| Hit him/her with a belt, stick or something hard in the last 3 months. | None | 77% | 15% | 8% | 2% | 30% | 63% | 8% | 1% | 8% | 68% | 23% | 0% | | |
| Left your child alone, even when you thought some adult should be with him or her in last 3 months | None | 63.3% | 17.2% | 16.4% | 3.1% | 73.0% | 24.5% | 1.9% | 0.6% | 56.0% | 36.2% | 6.3% | 1.4% | | |
| I let my child go hungry for my own reasons in the last three months. | None | 85.9% | 7.8% | 3.9% | 2.3% | 48.4% | 49.7% | 1.9% | 0.0% | 34.3% | 60.9% | 3.9% | 1.0% | | |
| Refused to speak to him or her for a long time in the last 3 months | None | 61.7% | 24.2% | 11.7% | 2.3% | 48.4% | 49.7% | 1.9% | 0.0% | 34.3% | 60.9% | 3.9% | 1.0% | | |
| I like being a parent | None | 0.0% | 0.0% | 96.1% | 3.9% | 2.5% | 6.3% | 90.6% | 0.6% | 1.4% | 11.1% | 87.4% | 0.0% | | |
| There is violence towards me by my spouse | Female | 58.5% | 10.8% | 15.4% | 15.4% | 34.0% | 57.9% | 4.4% | 3.8% | 18.4% | 70.5% | 9.7% | 1.4% | | |
| | Male | 52.4% | 38.1% | 4.8% | 4.8% | | | | | | | | | | |
| I always take time to be with my child | Female | 3.1% | 7.7% | 89.2% | 0.0% | | | | | | | | | | |
| | Male | 1.6% | 22.2% | 73.0% | 3.2% | | | | | | | | | | |
| There is violence between families | Female | 64.6% | 6.2% | 21.5% | 7.7% | 26.4% | 66.7% | 6.3% | 0.6% | 22.7% | 70.5% | 6.8% | 0.0% | | |
| | Male | 65.1% | 17.5% | 11.1% | 6.3% | | | | | | | | | | |
| We do not always have enough food | Female | 60.0% | 15.4% | 23.1% | 1.5% | 42.8% | 49.1% | 7.5% | 0.6% | | | | | | |
| | Male | 66.7% | 23.8% | 6.3% | 3.2% | | | | | | | | | | |
| We talk together about what to do and talk things through | Female | 3.1% | 12.3% | 66.2% | 18.5% | 7.5% | 39.6% | 47.8% | 5.0% | | | | | | |
| | Male | 3.2% | 19.0% | 71.4% | 6.3% | | | | | | | | | | |
| My partner/spouse have good relationship (Get on well together) | Female | 4.6% | 9.2% | 72.3% | 13.8% | 5.7% | 35.8% | 53.5% | 5.0% | | | | | | |
| | Male | 4.8% | 9.5% | 85.7% | 0.0% | | | | | | | | | | |
| I have someone to talk to in family | Female | 18.5% | 7.7% | 73.8% | 0.0% | | | | | | | | | | |
| | Male | 9.5% | 23.8% | 66.7% | 0.0% | | | | | | | | | | |
| Every one respected in the house | Female | 3.1% | 13.8% | 81.5% | 1.5% | | | | | | | | | | |
| | Male | 4.8% | 14.3% | 79.4% | 1.6% | | | | | | | | | | |
| I play (games, have fun) with my children (men only) | Male | 0.0% | 15.9% | 81.0% | 3.2% | 0.0% | 60.7% | 39.3% | 0.0% | 2.5% | 58.0% | 39.5% | 0.0% | | |

12.5 LIST OF SITE VISITS

Table 9: Summary of parents sampled per community and province.

| PROVINCE | PARISHES | # OF PARENTS | SUB-TOTAL |
|-----------------|---------------|--------------|------------|
| Mt Hagen | Togoba | 9 | |
| | Rebiamul | 8 | |
| | Kumdi | 8 | |
| | Baisu | 6 | 31 |
| Jiwaka | Wurup | 8 | |
| | Kindeng | 8 | |
| | Banz | 8 | |
| | Kimil | 8 | 32 |
| Chimbu | Neregaima | 9 | |
| | Dirima | 8 | |
| | Mai | 8 | |
| | Goglme | 8 | 33 |
| Madang | Papur | 8 | |
| | Saramun | 8 | |
| | Sikor-Ulingan | 8 | |
| | Nembewak | 8 | 32 |
| TOTAL | | | 128 |

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12.7 INSTRUMENTS

KEY INFORMANT INTERVIEWS-KII-UNICEF

Introduction: Hello, my name is _____ from StratMan, LLC. We are conducting an evaluation of the P4CD programme.

Invitation to participate: As part of UNICEF, you have been selected to take part in this evaluation exercise, considering that there are plans to roll out this programme in additional districts and provinces as compared to the pilot phase. The **purpose** of this evaluation is to inform the scale-up and institutionalization of the P4CD programme. This may likely happen in late 2021 or early 2022.

How information will be used: The information that we will gather today will be combined with other information to create general findings, conclusions, and recommendations.

Informed consent: Your participation is **voluntary**. You can stop at any time or say no. There are no right or wrong answers to any of our questions.

Confidentiality: Everything that you tell is confidential, and no one except for the people from StratMan will see this information. The information will be combined with other information to create general findings, and this interview should take no more than 45 minutes of your time.

Do you agree to take part in this interview? The respondent must agree.

| STAKEHOLDER GROUP | QUESTIONS |
|--|--|
| UNICEF Programme Design | Tell us how this programme began? How did this office decide on the four initial provinces namely (1) Western Highlands, (2) Jiwaka, (3) Chimbu and (4) Madang? |
| Implementation | How has this programme has evolved over the years? What are the most notable challenges? Give an example. |
| Effectiveness | How effectively has the programme adapted to targeting vulnerable groups? [Probe: has there been an effort to monitor and document participation of adoptive families, those with children and persons with disabilities, living in extreme poverty and difficult circumstances? What are the key factors that help make this programme stronger? |
| Targeting services with HR and equity approaches | What about the concerns of parents of children in the early years? Have there been efforts to reach adoptive families? Those with children and/or parents with disabilities? |
| HR/Equity approaches | To what extent has the UNICEF's approach to equity, inclusion, gender equality and human rights been integrated into this programme? Please provide examples. |
| Equity focused planning and prog | Can you give examples of the planning process and activities; the programme features intended to bring about changes in equity and non-discrimination of children and young people? |
| Monitoring for GE | What strategies have been used to monitor and make evidence-based decisions? Give Examples [probe: monitoring women and children participants] |
| Gender Transformative | Please describe how this programme seeks to address the causes of gender-based inequalities. Can you provide examples of how the programme features and interventions work to transform harmful gender roles, norms and power relations? |

| | |
|---|--|
| Recommendations for the future - Implementation | How can the implementation of the programme be improved? |
| Recommendations for future-HR, GE, and equity | Looking to the future, how can the project more explicitly consider an equity, gender equality, and human rights-based approach? No right or wrong answer here. |
| Sustainability | What are the key factors that contribute to the sustainability of the programme in the four provinces? What other factors would further strengthen the sustainability of this programme?) Give an example. |
| Scalability | 1. What has been the experience in scaling up the P4CD in NCD and Morobe? What lessons can be brought to further scaling up of its coverage? Give an example. |
| | 2. What are your views and plans in scaling up the project in the coming years? How do you envision the scaling up of this project? Would it entail expansion of coverage? Do you think a policy/political/legal/institutional scaling up where formal government decisions are made to adopt the innovation on a national or sub national level, and is institutionalized through the national development plans is possible? Do you envision diversification that would involve testing and adding interventions to existing packages? |
| | 3. What strengths do you bring in the scaling up of the project? Is there adequate and dependable financial support expected to continue to be provided to the project in 2021 and beyond? Give an example. |
| | 4. What opportunities do you see that can enhance the project scalability as well as the principal weaknesses and threats that might have negative impact in the scaling up of the project? Give an example. |

KII-GoPNG-DfCDR

Introduction: Hello, my name is _____ from StratMan, LLC. We are conducting an evaluation of the P4CD programme.

Invitation to participate: As you have been working with UNICEF, we have received your name to take part in this evaluation.

As you may know, UNICEF is planning to roll out the programme in additional districts and provinces compared to the pilot phase. The **purpose** of this evaluation is to inform the scale-up and institutionalization of the P4CD programme. This may likely happen in late 2021 or early 2022.

How information will be used: The information that we will gather today will be combined with other information to create general findings, conclusions, and recommendations.

Informed consent: Your participation is **voluntary**. You can stop at any time or say no. There are no right or wrong answers to any of our questions.

Confidentiality: Everything that you tell is confidential, and no one except for the people from StratMan will see this information. All information is stored in a safe place. This interview should take no more than 30-45 minutes of your time.

Do you agree to take part in this interview? The respondent must agree verbally.

| Guide Areas | QUESTIONS |
|--|---|
| Intro Implementation | Describe to us your role in DfCDR? How much interaction with the programme have you had? |
| Effectiveness | How effective do you believe the activities are? What are the key factors that help make this programme stronger? |
| Targeting services with HR and equity approaches | What are the challenges? [Probe: reaching out to most vulnerable or executing the programme with a human rights and equity approach]. Please provide examples. |
| Gender Equality | How can the project more explicitly consider an equity, gender equality, and the human rights-based approach? How can the installed capacities favor advancing towards a full respect for child rights without gender related discrimination? |
| Sustainability | What are the key factors that contribute to the sustainability of the programme in the four provinces? Give an example. What other factors would further strengthen the sustainability of this programme? Give an example. |
| Seeking Recommendations | What could be improved for the future if this programme went to a bigger scale? Give an example. |
| Scale Up-understanding future plans | 1. What are your views and plans in scaling up the project in the coming years? How do you envision the scaling up of this project? Would it entail expansion of coverage? Do you think a policy /political/ legal /institutional scaling up where formal government decisions are made to adopt the innovation on a national or sub national level, and is institutionalized through the national development plans is possible? |
| Scale Up-Future infrastructure needs | 2. Do you envision diversification that would involve testing and adding interventions to existing packages? |
| Scale Up-Who can contribute what? | 3. What strengths do you bring in the scaling up of the project? Is there adequate and dependable financial support expected to continue to be provided to the |

| | |
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| | project in 2021 and beyond? Is there institutional support in terms of human resources both at the center and on the ground to support the project? |
| Scaling | 4. What opportunities do you see that can enhance the project scalability as well as the principal weaknesses and threats that might have negative impact in the scaling up of the project? |

KII-GoPNG- NOCFS

| | |
|--|---|
| <p>Introduction: Hello, my name is _____ from StratMan, LLC. We are conducting an evaluation of the P4CD programme.</p> <p>Invitation to participate: As you have been working with UNICEF, we have received your name to take part in this evaluation.</p> <p>As you may know, UNICEF is planning to roll out the programme in additional districts and provinces compared to the pilot phase. The purpose of this evaluation is to inform the scale-up and institutionalization of the P4CD programme. This may likely happen in late 2021 or early 2022.</p> <p>How information will be used: The information that we will gather today will be combined with other information to create general findings, conclusions, and recommendations.</p> <p>Informed consent: Your participation is voluntary. You can stop at any time or say no. There are no right or wrong answers to any of our questions.</p> <p>Confidentiality: Everything that you tell is confidential, and no one except for the people from StratMan will see this information. All information is stored in a safe place. This interview should take no more than 30-45 minutes of your time.</p> <p>Do you agree to take part in this interview? The respondent must agree verbally.</p> <p>Update on the final results of the evaluation.</p> | |
| What are the relevant activities being undertaken? | What has been the experience in scaling up the P4CD in NCD and Morobe? What lessons can be brought to further scaling up of its coverage? [Only the National level stakeholders can reflect on lessons learned from the past expansion efforts] |
| Seeking Recommendations | What could be improved for the future if this programme went to a bigger scale? Give an example. How practical is it to reach out to the most vulnerable? |
| Sustainability | What are the key factors that contribute to the sustainability of the programme in the four provinces? Give an example. What other factors would further strengthen the sustainability of this programme? Give an example. |
| <u>Scale Up-understanding future plans</u> | <u>How do you see the role of NOCFS in scaling up of the project?</u> What are your views and plans in scaling up the project in the coming years? How do you envision the scaling up of this project? Would it entail expansion of coverage? Do you think a policy/political/legal/institutional scaling up where formal government decisions are made to adopt the innovation on a national or sub national level, and is institutionalized through the national development plans is possible? Do you envision diversification that would involve testing and adding interventions to existing packages? Give an example. |
| Scale Up-Who can contribute what? | Is there adequate and dependable financial support expected to continue to be provided to the project in 2021 and beyond? Is there institutional support in terms of human resources both at the center and on the ground to support the project? |

Introduction: Hello, my name is _____ from StratMan, LLC. We are conducting an evaluation of the P4CD programme.

Invitation to participate: As you have been partnering with UNICEF, we have received your name to take part in this evaluation.

UNICEF is planning to roll out the programme in additional districts and provinces compared to the pilot phase. The **purpose** of this evaluation is to inform the scale-up and institutionalization of the P4CD programme. This may likely happen in late 2021 or early 2022.

How information will be used: The information that we will gather today will be combined with other information to create general findings, conclusions, and recommendations.

Informed consent: Your participation is **voluntary**. You can stop at any time or say no. There are no right or wrong answers to any of our questions.

Confidentiality: Everything that you tell is confidential, and no one except for the people from StratMan will see this information. All information is stored in a safe place. This interview should take no more than 30-45 minutes of your time.

Do you agree to take part in this interview? The respondent must agree verbally.

Location: _____

Date: _____

| STAKEHOLDER GROUP | QUESTIONS |
|---|--|
| The partner delivering the P4CD services... Introductions | <p>Time of Programming</p> <p>When did the programme begin in this province?</p> <p>Describe the role you have in the programme in this province. Allow each role to describe what they do [Team Leaders, Facilitators, and Coordinators]</p> |
| For the Team leaders | <p>Describe how you work with families and parents. Give a description of the specific tasks involved; your interaction with people and their roles?</p> <p>How do you select a Facilitator? What kind of personality traits do they have to have?</p> |
| For the Coordinators who oversee the programme at the Diocese/Archdiocese level. | <p>Describe how you work with families and parents. Give a description of a typical session?</p> <p>How effectively has the P4CD programme adapted to target[ing] the concerns of parents of children in the early years?</p> |

| | |
|---|--|
| | |
| Process Data for the Facilitators | How do you reach out to people who are really vulnerable (teen moms, families with a child with a disability)? What are your methods? |
| Gender equality | Please describe how you are working with men and women [<i>e.g., women and men have different advantages and disadvantages...what are they?</i>]. To what extent do you believe this programme addresses gender inequality in PNG? |
| Rights-based Approaches | Please describe the rights-based approaches used to implement this programme. |
| Effectiveness | Have the activities caused any changes in the lives of participating families? Can these changes be considered evidence of programme effectiveness? Why or why not, give an example. What are the key factors that help make this programme even stronger or more effective? |
| Connections to GoPNG [For Diocese/ Archdiocese level] | Describe the connections/partnerships that this programme may have with NOCFS. What are the benefits of working with NOCFS? Give an example. What are the challenges? Give an example. |
| Connections with Others [For the Team leader level] | Please describe the connections that your programme has had with the other provinces. For example, Western Highlands and Chimbu share a region where they both provide target services to parishes and communities. [Probe the collaborative work]? Give an example. What are the benefits of working with other FBOs? Give an example. What are the challenges of working with other FBOs? Give an example. |
| Scalability | What opportunities do you see that can enhance the project scalability as well as the principal weaknesses and threats that might have negative impact in the scaling up of the project? Give an example. In your view, what are the existing systems and platforms which could be useful for the programme scale-up? |
| Sustainability | In your view, to what extent can this programme be assumed under the control of the Office of Child and Family Services (provincial levels)? |
| Seeking Recommendations on | What could be improved for the future if this programme went to a bigger scale? Give an example. How practical is it to reach out to the most vulnerable? |

| | |
|--|---|
| | <p>What could be improved for the future when using a gender-equality approach? [Probe: seeking to work on women's issues, and the treatment of women at the community level]</p> <p>What would you recommend for partnerships [with FBOs]?</p> |
|--|---|

PARENTAL INFORMED CONSENT FORM

REQUESTING PERMISSION FOR CHILD TO PARTICIPATE IN FOCUS GROUP DISCUSSIONS

Student's Name/Number: _____

Province: _____ District: _____

I am the parent/legal guardian of the child named above. I understand that the programme "Parenting for Child Development" or "Pasin bilong lukautim pikinini gut" is being evaluated by independent consultants from StratMan, LLC., and they would like to speak with my child. The interview may be recorded only to assist in notetaking, and I understand that it will be destroyed after this evaluation is finished. I understand that participation is voluntary, and my child may choose to not respond to some or all questions or may withdraw anytime without consequences.

My decision is indicated by my check mark and signature below.

Please check the appropriate box and sign below.

- I **DO** give permission to include my child's voice, images, and tape as s/he participates in the Focus Group Discussion conducted at _____ [location].
- I **DO NOT** give my permission to include my child's voice, images, and tape as s/he participates in the Focus Group Discussion.

Signature/Marking of Parent/Guardian _____ Date _____

IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT THE PROJECT DIRECTOR, Dr. Tristi Nichols at the telephone and WhatsApp number: +1.914.414.8288



Dr. Tristi Nichols

Date: June/July 2021





CHILD ASSENT FORM


PERMISSION FOR PARTICIPATING IN FOCUS GROUP DISCUSSION

Participant's Name/Number: _____ Child's Age: _____

Province: _____ District: _____

We are the independent consultants from StratMan, LLC and Dr. Tristi Nichols, and we are doing an evaluation or study to understand your ideas about family relationships. We are asking you to take part in the study, because _____¹⁵⁰recommended your name. We're asking a lot of children your age if they would like to help. **The focus group should take between 1 hour and 30 minutes to 2 hours.**

| | |
|--|---|
| First, we will ask you to introduce yourself. Second, a story will be told to you, and you tell us if you heard this story before. Third, we might ask you to make a drawing or chart. Fourth, we might ask some questions. Then, we try to find the answers. |  |
| Important things to know... | |
|  | <ul style="list-style-type: none"> You get to decide if you want to take part....You can say 'No' or you can say 'Yes'. No one will be upset if you say 'No'. If you say 'Yes', you can always say 'No' later. Just so you understand, you can say 'No' at anytime. Your parent(s)/guardian(s) were asked if it is OK for you to be in this study. Even if they say it's OK, it is still your choice whether or not to take part. You might get bored or tired and decide that you don't want to finish the study activities. If this happens, just tell us you want to stop. |
|  | <ul style="list-style-type: none"> You should not share what happens in your family. Just tell us if you can connect to the stories we tell. Even though we do not feel like there will be any problems, you might feel sad when we ask about bad things that may happen in the home. You also might be upset when you hear other kids' answers. |
| We will keep all your answers private. Only people from StratMan working on the study will see them. We may be using a recording device only to assist in notetaking, and this recording will be destroyed after this evaluation is finished. | |
|  | |
| You should know that: | You can ask any questions you have, now or later. If you think of a question later, you or your parents can contact me at (provide contact information for researcher(s), and advisor if graduate student). |

| | |
|--|--|
| Sign this form only if you: | <input checked="" type="checkbox"/> Field enumerator explaining study Signature/Printed |
| 1. have understood what you will be doing for this study 2. have had all your questions answered 3. agree to take part in this study | Name: Date: |
| <input checked="" type="checkbox"/> Signature/Marking of child | IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT THE PROJECT DIRECTOR, Dr. Tristi Nichols WhatsApp number: +1.914.414.8288 |
| <input checked="" type="checkbox"/> Confirm with a verbal agreement from Parent(s) / Legal Guardian(s) |  Dr. Tristi Nichols, Date: June/July 2021 |

¹⁵⁰ [Name one of the FBO Implementing Partners- 1. Anglican Church (Jiwaka Province); 2. Catholic Diocese Kundiawa (Chimbu Province); 3. Catholic Archdiocese Madang (Madang); or 4. Catholic Archdiocese Mt Hagen (Western Highlands Province)]

MIDDLE YEARS & TEENS FGD GUIDE

Introduction: Hello, my name is _____. We are conducting an evaluation of the P4CD programme.

Purpose: We will be collecting information including: your age, education¹⁵¹ and if your parents are in the P4CD programme. This focus group discussion is part of the process of understanding the ways in which the P4CD programme has helped families in PNG and finding ways to improve the programme.

Invitation to participate: We are interested in learning about your thoughts about family relationships and relationships with friends and community members. Your participation will involve mainly 1) your time (this will take 1 and a half to two hours) and 2) your interest in and effort to listen to others and talk with them about some of your insights if you wish to.

How information will be used: The information will be recorded, and we will use your information to understand better family relationships in this community. Your information will be combined with other children's and young people's ideas and the lessons learned from what you all shared that will help make the services for parents and families better.

Informed consent: Your participation is voluntary. There are no right or wrong answers to any of our questions. You may feel uncomfortable at some point of the discussion. You can stop at any time or say no, you would rather not continue. Or you may choose to stay and just listen without speaking. Whatever you choose, be assured that there will be no problems at all.

Confidentiality: Everything that you tell is confidential, and no one except for the people from Stratman will see this information. **This is a focus group discussion, and so each one of use here should keep confidential whatever we talk about today.** All information is stored in a safe place.

Overall Summary: Thus by participating in this group discussion, you are giving your permission to use the information you are providing within the terms and conditions mentioned above. Do you agree to participate in the focus group discussion? The respondent must verbally agree.

- If *Yes*, continue to add this child/teen to the FGD.
- If *No*, do not add this child/teen to the FGD (and *if possible*, search for alternative respondent).
- If *Yes*, remind this adolescent that contact details are available on the child assent form in case they (or their parents) would like to clarify or correct any information provided, including a request for more information (or a submission of a complaint).

¹⁵¹ Since the FGDs are gender exclusive, there is no need to ask about gender during individual sign up.

Number of persons in the group: _____

Total gender:¹⁵² _____ females _____ males

Stress again that there is no right or wrong answer to any of the questions.

Focus Group Discussion: Children's and Teens' Thoughts on Family Relationships

INTRODUCTION:

Good morning and thank you for coming.

Gutpela morning na tenkiu long kam

We are conducting a study with children and teens in five districts.

Mipela i wokim wanpela wok painim aut wantaim ol pikinini insait long fivepela distrik.

We invited you here today to talk with you about problems children and adolescents encounter in everyday life: with parents, at school, with friends.

Mipla askim yupela long kam hia tudei long toktok wantaim yupela long ol hevi ol liklik pikinini na bikpela pikinini isave bungim long olgeta dei wantaim ol papamama, long skul o wantem ol pren.

We would like to learn your opinions on child abuse and what messages would you send to those in charge of child protection.

Mipela laik long kisim ol tingting bilong yupela long ol kainkain pasin nogut i save kamap long ol pikinini na wanem ol toktok yu ken salim igo long ol woklain.

Your thoughts and feelings are very important for us. It will help us to improve services helping children, parents, families like the P4CD.

Ol tingting na wari bilong yupela em i bikpela samting long wok bilong mipela. Em bai halivim mipela long mekim moa gutpela wok bilong halivim ol pikinini, ol papamama na ol family olsem lo P4CD.

If you don't mind, we shall audio tape and record this conversation in writing. This helps us to record as accurately as possible what you will say.

Sapos em i orait wantaim yupela, bai mipela putim ol toktok bilong yupela insait long masin na tu raitim long buk o pepa. Dispela bai halivim mipela long kisim toktok bilong yupela stret long wei yupela stori long mipela.

¹⁵²For documentation of each FGD, indicate total number for the applicable gender, and 0 for the non-applicable one.

Do you agree to the conversation being recorded on tape and in writing?

Yupela wanbel long ol toktok bilong yupela bai mipela recordim igo insait long masin na long buk?

Your participation in the discussion is anonymous. That means “no names”: we shall not record your names and will not share with others nor “who said what.”

Ol toktok yupela mekim wantaim mipela bai istap hait. Dispela i minim olsem bai mipela ino inap tru putim nem bilong yupela ples klia, recordim long masin, o raitim long buk. Bai mipla ino inap tokaut long nem bilong yu long narapela na wanem tok yu mekim.

If you do not wish to answer any of the questions, you do not have to.

Sapos yu ino laik bekim ol askim bilong mipela, em i orait.

If you feel uncomfortable at any moment, and wish to leave the discussion, you have the full right to.

Sapos yu pilim ino orait namel long stori, na yu laik stop na lusim, em i orait.

We shall not ask you about your personal experiences with abuse.

Mipela bai ino inap tru askim yu long ol stori bilong yu yet.

Do you have any questions about today’s discussion? (*Answer any posed question*)

Yu igat sampela askim long ol toktok na stori bai yumi mekim?

Is each of you OK with participating in this discussion?

Em i orait long yupela wanwan long stori wantaim mipela?

If any of you are not comfortable participating you should feel free to leave now. And don’t worry, that is not going to be a problem at all.

Sapos wanpela bilong yupela ino pilim gutpela long stap namel wantaim mipela em orait yu ken igo. Noken wari olsem em orait.

(Note if anyone leaves) Thank you for coming.

Tenkyu tru long yupela kam.

I, _____, shall lead today’s discussion with you, and _____ will record what we shall be talking about.

Mi _____, bai igo pas long ol askim na stori, na _____ bai recordim igo insait long masin na long buk.

As we mentioned earlier, it is planned for our conversation to take 1.5 to 2 hours.

Stori bilong yumi bai igo inap lo wanpela o tupelo aua olsem mipela tok pinis.

Let me remind ourselves of the rules of our focus group discussion:

Nau mi laik toksave gen long ol lo bilong Focus Grup Diskasen:

I kindly ask all of you to take part in the discussion and express your opinions freely.

Noken poret o sem lo toktok wantaim mipela.

Here there are no right or wrong answers.

Nogat rait o rong ansa long dispela bung.

Everybody's opinion is equally important. We would like to hear your honest answers.

Olgeta tingting na toktok bilong OLGETA lain em i orait tasol. Mipela i laik long harim bekim bilong yupela OLGETA.

We also ask you to respect each other and not interrupt each other, as well as not to speak for too long, in order for each of us to have enough time to say what we want.

Plis rispektim ol narapela taim ol i toktok na noken brukim toktok bilong ol. Noken toktok longpela taim tumas bilong wanem mipela laik givim sans long olgeta lain imas toktok.

If at a certain point you would like me to repeat or clarify something, feel free to interrupt me.

Sapos namel long ol toktok bilong yumi, yu laikim mi long toktok gen o tok klia long wanpela samting, yu ken stopim mi na askim.

INTRODUCTION of Participants:

1. Please introduce yourself, tell us something about yourself. ¹⁵³

Plis inap long yu tokaut na stori liklik long yu yet

2. What motivated you to join today's discussion? (*Start audio taping and writing down*)

Wanem tingting strongim yu long stap bek long dispel bung?

3. What do like to do most these days? What do you enjoy doing most?

Wanem samting yu save laik long mekim long nau yet? Wanem samting tru yu save hamamas tru long mekim?

¹⁵³ If there is a need to warm up, the Annex is a source of open-ended questions that are to be kept separate from the Three Stories with Abuse and Violence Themes.

4. What are you expected to do every day: Are you in school? Is it school from home or are you back in school? Are you at home all the time?

Ol narapela lain i laikim yu mekim wanem long wanwan dei: Yu stap long skul? Yu stap long haus na skul o yu igo bek long skul stret? Yu save stap ogeta taim stap long haus.

5. Which do you think are the greatest problems that you and other children/teens are facing nowadays (in school, in the family, with friends)?

Yu ting wanem em ol bikpela hevi o problem i save bungim yu na ol narapela liklik pikinini na yangpela bilong nau (insait long skul, insait long femili na wantaim ol pren bilong yu)?

THE NATURE OF THE PROBLEM

I. Now we shall read you a story, and then discuss it.

Nau bai mipela ridim wanpela stori na bihain bai yumi toktok moa long dispela stori.

STORY #1: (about child being bullied in school) The story will be told/read-aloud, shown to the children

After the end of the story:

(Objective: Children contribute to summarizing the story.)

Let's talk about the story. What was the story about?

Nau yumi toktok liklik long dispela stori. Dispela stori em i toktok long wanem samting?

Encourage children to take turns talking. Just allow anyone to speak without making any comments.

Simply record and keep track of what they are saying.

If children refer to the story's main character by name, pick up on this:

So what we heard from the story is that something was happening to (main character.)

Orait long stori yumi harim olsem sampela samting i kamap lo

Note: After the "collective" summary, it is highly likely that the group now has a label for the specific kind of violence that the story described e.g. bullying, beaten up, child abuse. From here on use the words that they have used. Probe to find out how they define the words they use.

1. What do you think about what is happening to (name) in the story we read?

Yu ting wanem long wanem samting i wok long kamap long (name) insait long stori?

2. Why do you think this happened to (character name)?

Yu ting bilong wanem dispela samting i kamap long (character name)?

3. Why do you think (bully's or bullies' name/s) did that?

Yu ting bilong wanem as (bully/bullies name) i mekim olsem?

4. Have you heard of any similar case?

Yu bin harim tu wankain stori olsem bipo o nogat?

5. What do you think about it?

Wanem tingting bilong yu long dispela stori?

6. Why do you think (bullying) happens?

Yu ting i gat sampela as ol pikinini save mekim dispela kain pasin (bullying)?

(Note: you can use pidgin words to better explain/define bullying)

Note: From the first post-storytelling interaction: children contributing to the summarizing the story, the word "bullying" is highly likely to be used so at this point you can use it. (Probe: What are the causes of violence in this environment?)

7. Is that kind of behavior acceptable? Why or why not?

Dispela kain pasin em i orait o nogat? Bilong wanem em i orait or ino orait?

9. What would you call this behavior?

Yu yet bai kolim dispela pasin olsem wanem kain pasin?

If the word "abuse"/disrespect has already been used by any of the children:

Address the group: Some of you called this behavior "abuse". What do you think about that?

Sampela bilong yupela i kolim dispel pasin nogut olsem "abuse", yu ting wanem lo dispel?

If the words "abuse or violence" were not used by any of the children, ask:

10. Do you consider the bully's/bullies actions as violent? Why?

Yu ting kain pasin biolng dispel bully em i strongpela pasin nogut tru i ken bagarapim narapela? Bilong wanem yu ting olsem?

II. We shall read another story and we shall talk about it as well.

II. Bai yumi ridim narapela stori na bihain bai yumi toktok tu long dispela stori.

STORY #2: About domestic violence - child frequently witnesses mother being beaten up and wants to seek help.

STORI #2: Taim papa na mama i kros pait, na bagarap i kamap: - pikinini oltaim save lukim mama i kisim pen na em i laik painim rot bilong kisim halivim.

11. Have you heard of any similar cases?

Yu save harim wankain stori tu bipo o nogat?

12. How would you name such behavior of the father towards _____'s mother?

Yu bai givim wanem kain nem long dispela kain pasin papa blo i mekim lo mama bilong em?

Depending on the words used by the children, probe as follows:

13. Is this behavior called abuse? If yes, why? If not, why not?

Yu ting dispela kain pasin em pasin bilong mekim nogut long narapela? Sapos em i tru, bilong wanem? Sapos em ino tru, bilong wane mem ino tru?

14. Who is being abused here?

Husait i kisim bagarap long hia?

15. Is this also violence? If yes, why? If not, why not?

Yu ting em pasin bilong bagarapim narapela? Sapos em i tru, bilong wanem? Sapos em ino tru, bilong wanem ino tru?

16. Is _____ affected by seeing the mother being beaten? If yes, how? If not, why not?

Yu ting tingting bilong (character) i bagarap o nogat taim em i lukim papa i paitim mama nogut tru? Sapos em i tru, bilong wanem em ino tru?

III. **STORY #3:** About child experiencing sexual abuse at home.

17. What is happening to _____ ?

Wanem samting kamap lo _____ ?

18. What kind of abuse is this?

Wanem kain pasin nogut em dispela?

19. How would you explain to your peer, what child abuse is for you?

Bai yu tokim narapla pren bilong yu olsem pasin nogut bilong bagarapim ol pikinini(child abuse)em wanem?

20. In your opinion, what are kinds of abuse that children experience?

Long tingting bilong yu , yu ting wanem kain ol pasin nogut savei kamap long ol pikinini?

21. Who are most frequently abusers? (or Who are the people who hurt or abuse children?)

Planti taim em husait ol lain tru savei mekim dispela pasin nogut? (Usait ol lain savei mekim dispela ol pasin nogut long ol pikinini?)

22. Why do these people abuse children? What are they like as people? (What could be their reasons? Do they have problems?)

Bilong wanem ol lain savei wokim pasin nogut bilong bagarapim pikinini? (tingting bilong yupela, yupela ting) ol wanem kain manmeri? Igat sumpela as tingting ol savei gat olsem na ol savei wokim dispela kain pasin nogut? Yupela ting ol gat sumpela hevi bilong ol iet ? (olsem na ol savei wokim kain pasin nogut)?

23. How can one tell that a child is being abused?

Au bai wanpela lukim olsem pikinini ol no lukautim gut or mekim pasin nogut lo em?

24. Are there more boys or girls who are abused? Why do you think so? Why would boys be abused more than girls? Or why would girls be abused more than boys?

Ol save mekim pasin nogut planti moa long ol pikinini man or pikini meri? Bilong wanem yu ting olsem? Bilong wanem pasin nogut (abuse) i save kamap moa long ol pikinini man na ino tumas long ol pikinini meri? O, bilong wanem pasin nogut (abuse) i save kamap moa long ol pikinini meri na ino tumas long ol pikinini man?

25. What happens to a child who has experienced abuse? (Probe: health, behavior, in later life)?

Wanem samting i save kamap bihain taim long ol pikinini husait ol i mekim pasin nogut (abuse) long em.

(Sekim:health, pasin?)

26. Do you think many children experience abuse? What kinds of abuse do you know about?

Yu ting planti pikinini save luksave lo pasin nogut (abuse)? Wanem kain ol pasin nogut yu save long em?

27. In your community, what do adults think about children?

Long ples bilong yu, ol bikpela lain save tingim wanem long ol pikinini?

Probe: What do adults do or how do they behave that leads you to conclude that is how they think about children?

Sekim: Wanem samtin ol bikpela lain save mekim o ol pasin blon ol bikpela lain soim lon ol pikini?

28. What do you think will help adults learn to respect all children always?

Yu tinim wanem samtin ol bikpela manmeri iken lainim lon respectim ol pikinini?

IV. SOLUTIONS – INTERVENTIONS - CHALLENGES

Remember _____ stories again.

29. Why didn't _____ turn to anyone? (Probe: what is she afraid/ashamed of?)

30. To whom could _____ turn for help? What about _____?

31. Do you think children ask for help? If yes – do they get the help they need?

32. If the answer is "No." Ask: Why do children hesitate to ask for help? Why are they not helped?

33. Who are the people in the community that provide services so that can help children who are affected by abuse or violence? What can these people do to make it easier for children to ask for their help? (Probe: social worker? Church worker? police, health service, Non-Governmental Organization, school)?

34. Have you heard about such services in your community?

35. Have you ever talked about the abuse (remind them what they named as abuse) with your brother or sister? Your friends and schoolmates? Your parents?

36. Have you heard about this on TV, radio, read about it in newspapers? (Probe: What did you hear/read about it?)

37. Do you hear people talk about these stories of abuse or experiences of children? What do they say?

If the answer to 35-37 is "No" or mostly No:

38. If you have not heard anyone talk about these experiences of abuse, why do you think people are not talking about it?

CONCLUSION:

Now we will give you these pieces of paper that you will use for drawing and writing messages for the people in the stories that we read earlier and for other people:

Nau bai mi givim yupela ol hap pepa long bai yupela wokim piksa na raitim hap tok long ol lain insait lo stori umi ridim/harim pastem na bilong ol narapela lain:

First story about bullying, write a message to:

Nambawan stori long bikpela het (bullying), raitim wanpla hap tok igo lo:

(name of bully)

Nem bilong boy/girl (man/meri) usait mekim bikpela het pasin.

(name of child being bullied)

Nem bilong pikinini ol mekim bikpela het pasin long em

Second story about the children knowing about their mother being beaten up:

What would you say to the father? What would you say to the mother? To the children whose mother is being abused?

Finally, take a piece of paper and make a "poster" or sign about child abuse for your school or your community or to send on social media. You can choose to draw or write a message or do both.

This concludes our discussion. How do you feel now? Thank you for coming and sharing your opinions with us.

PARENT SURVEY

PART 1: DEMOGRAPHIC AND EDUCATION SECTION

Introduction: Hello, my name is _____. We are a team from StratMan, and we are evaluating the P4CD project.

Purpose: We will be collecting information including: your age, if you are male or female, how many children you have, whether someone in your family has a disability, and your education level. We are primarily interested in your answers to questions about yourself and your family and your thoughts about parenting.

Informed consent: Your participation is voluntary. You can stop at any time, or say no. If you do not participate in this study, you or your community will not suffer in any way.

Confidentiality: Everything that you tell is confidential, and no one except for the people from StratMan will see this information. If we are using a recording of this conversation, all of this information will be deleted after the evaluation is finished. This survey should take no more than 20-25 minutes of your time.

Do you agree to take this survey? The respondent must agree verbally.

This is information about you and your family.

Bekim bilong painimaut bilong manmeri I kam long skul. Askim bilong ol mama papa wantaim famili.

| | | | |
|------------------------------------|--------------------------|-----|--|
| 1. Gender (mark only one): | | | |
| Female... | <input type="checkbox"/> | (1) | |
| Male ... | <input type="checkbox"/> | (2) | |
| 2. Age (put in the number): | | | |

Household

| | | | | |
|--|--------------------------|---------|--------------------------|--------|
| 3. How many adults 18 years and over live in your house? (put in the number): | | | | |
| 4. How many children live in your house? (put in the number): | | | | |
| 5. Does anyone in this household have a disability? (answer "yes" or "no") | <input type="checkbox"/> | Yes (1) | <input type="checkbox"/> | No (0) |
| 6. Does anyone in this household have a vulnerability? (e.g., widow. Single mother, situation that makes things extra hard) (answer "yes" or "no") | <input type="checkbox"/> | Yes (1) | <input type="checkbox"/> | No (0) |

7. Education (mark only one):

| School Levels | Tok Pisin | RESPONSES |
|--------------------------------------|--------------------|------------------------------|
| No school | No go long skul | <input type="checkbox"/> (1) |
| Primary school | Praimeri skul | <input type="checkbox"/> (2) |
| High school | Hai skul | <input type="checkbox"/> (3) |
| University or post-secondary college | University/College | <input type="checkbox"/> (4) |
| Other: Please specify_____ | | <input type="checkbox"/> (5) |
| No response | | <input type="checkbox"/> (6) |

PART 2: PUNISHMENT, EMOTIONAL ABUSE, & NEGLECT SECTION

| STATEMENTS | | RESPONSES | | | |
|---|---|------------------------------|------------------------------|------------------------------|------------------------------|
| We would like to know a little about how you feel about being a parent and about your children. In the last 3 months, are these statements: Not true; Sometimes true; Yes, true for you, or No response? (mark only one) | | Not True (1) | Sometimes true (2) | Yes, true (3) | No Response (4) |
| Tok I go pas: Inap yu tokim mipela liklik long pilim blong wok bilong olsem papa na mama (waspapa/wasmama) na yu pilim olsem wanem lo pikinini bilong yu. Las 3-pela mun, dispela toktok : ino tru; sampela taim; I tru olgeta, or No response? (mark only one) | | Ino tru (1) | I tru sampela taim (2) | I tru olgeta (3) | No Response (4) |
| | | | | | |
| ITEM 24. | 8. Sent your child [him/her] somewhere (a room, outside or a place) to think about what he/she had done in the last 3 months. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Salim em igo long sampela hap (rum, outsait) lo tingting gut lo wanem em meikim las 3-pela mun. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| ITEM 29. | 9. Sworn or cursed at him/her, e.g. called him/her stupid or lazy or something like that in the last 3 months. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Tok nogut long pikinini osem yu tok stupid or les pikinini las 3-pela mun. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| ITEM 26. | 10. Shouted, yelled, or screamed at him/her in the last 3 months. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Singaut antap lo pikinini las 3-pela mun. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| ITEM 25. | 11. Hit him/her on the bottom with something like a belt, a stick or something hard in the last 3 months. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Paitim as bilong em wantaim let or arapela samting las 3-pela mun. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| ITEM 32. | 12. Left your child home alone, even when you thought some adult should be with him/her in the last 3 months. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Larim pikinini em yet I stap lo haus taim yu save osem dispela em I no stret las 3-pela mun. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| ITEM 33. | 13. Did not make sure your child [he/she] got the food he/she needed in the last 3 months. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Yu ino save sekim sapos pikinini igat inap kaikai o nogat las 3-pela mun. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| ITEM 34. | 14. Refused to speak to him or her for a long time in the last 3 months. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Yu les long toktok wantaim pikinini long sampla taim las 3-pela mun. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |

PART 3: POSITIVE PARENTING PRACTICES SECTION

| STATEMENTS | | RESPONSES | | | |
|---|--|------------------------------|---------------------------------|------------------------------|------------------------------|
| We would like to know a little about how you feel about being a parent and about your children. In the last three months, are these statements: Not true; Sometimes true; or Yes, true, or No response? (mark only one) | | Not True (1) | Sometimes true (2) | Yes, true (3) | No Response (4) |
| Tok I go pas: Inap yu tokim mipela liklik long pilim blong wok bilong olsem papa na mama (waspapa/wasmama) na yu pilim olsem wanem lo pikinini bilong yu. Las 3-pela mun, dispela toktok : ino tru; sampela taim; I tru olgeta; or No response? (mark only one) | | Ino tru (1) | I tru sampela taim (2) | I tru olgeta (3) | No Response (4) |
| ITEM 1. | 15. I like being a parent | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Mi hamamas olsem mi (was)papa/mama | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| ITEM 3. | 16. I believe it is necessary to physically punish children when they do something wrong. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Mi ting yumi I mas oltaim paitim pikinini taim ol I meikim samting ino stret | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| ITEM 4. | 17. I play (games, have fun) with my children. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Mi save pilai na hamamas wantaim ol pikinini bilong mi | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| ITEM 5. | 18. I always explain to my children when they have done something wrong. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Mi oltaim save tok kilia long ol pikinini bilong mi long wanem samting ol I meikim I no stret | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| ITEM 6. | 19. I always take time to be with my children. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Mi oltaim gat taim long stap wantaim ol pikinini bilong mi | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| ITEM 38. | 20. When I get angry or upset with my children, I can calm down and think about what to do. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Taim mi belhat o kros long ol pikinini bilong mi, mi save daunim mi yet tingting na skelim wanem samting bai mi mekim long ol. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| ITEM 39. | 21. I help my children understand the right way to behave without hitting or threatening them. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Mi no save paitim ol pikinini o pretim ol taim mi laik stretim tingting blong ol long lainim samting gut | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| ITEM 9. | 22. My family doesn't always have enough food. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |

| STATEMENTS | | RESPONSES | | | |
|------------|---|------------------------------|------------------------------|------------------------------|------------------------------|
| | Planti taim femili bilong mi inogat inap kaikai | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |

PART 4: FAMILY WELLBEING SECTION

| STATEMENTS | | RESPONSES | | | |
|--|--|----------------------------------|---------------------------------|------------------------------|------------------------------|
| The questions are about you, your children, and others in your family. I will read out some statements. Please answer if they are true for you and/or your family in the last 3 months. Answer: "Yes, true; sometimes true; or not true, or No response" (mark only one) | | Not True (1) | Sometimes true (2) | Yes, true (3) | No Response (4) |
| Tok I go pas las 3-pela mun, Dispela ol askim I go long yu, ol pikinini bilong yu na ol arapela lain I stap wantaim yu olsem yupela I orait o nogat. Bai mi ritim sampela toktok. Bai yu bekim olsem dispela em I tru or nogat bilong femili bilong yu. bekim: "I tru, sampela taim I tru; o ino tru, or No response." (mark only one) | | Ino tru (1) | I tru sampela taim (2) | I tru olgeta (3) | No Response (4) |
| Item 45. | 23. I have someone to talk to in my family when I have worries. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Igat wanpela long toktok wantaim mi taim mi gat planti wari | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| Item 10. | 24. There is violence towards me by my spouse. If "not true" or (1) or "no response" or (4), skip to question 25. If "sometimes true" or (2), or "yes, true" or (3), continue to next question. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | I save gat pait koros namel long tupela manmeri. Sapos "i tru", orait igo stret long qwesten namba 25. Sapos "(1) i tru sampela taim, o (2) sapos tru olgeta o (3), orait igo long qwesten 24a | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| Next Q. | 24.a Was this witnessed by the children in your family? | <input type="checkbox"/> Yes (1) | <input type="checkbox"/> No (0) | <input type="checkbox"/> (4) | |
| | Wanpela pikinini ibin lukim yutupla pait koros tu o nogat? | <input type="checkbox"/> Yes (1) | <input type="checkbox"/> No (0) | <input type="checkbox"/> (4) | |
| Item 11. | 25. There is violence between other family members in the last 3 months. If "not true" or (1) or "No response" (4) skip to question 26. If "sometimes true" or (2) or "yes, true" or (3), continue to the next question or 25 (b). | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | I save gat pait koros namel long ol femili lain insait long las 3-pela mun. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |

| STATEMENTS | | RESPONSES | | | |
|-----------------|--|------------------------------|------------------------------|------------------------------|------------------------------|
| | Sapos "i tru", orait igo stret long qwesten namba 26. Sapos "(1) i tru sampela taim, o (2) sapos tru olgeta, orait igo long qwesten 25 (b). | | | | |
| Next Q. | 25. (b) Please explain what happened. | OPEN ENDED QUESTION | | | |
| | (b) Sapos pait koros ibin kamap, orait yu stori liklik long women samting tru ibin kamap. | OPEN ENDED QUESTION | | | |
| Item 46. | 26. When my partner and I disagree, we talk together about what to do and talk things through. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Taim mitupela man bilong mi / o meri bilong mi ino wanbel long wampela samting, mitupela save bung wantaim na painim rot bilong stretim. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| Item 47. | 27. When there is trouble, fighting or arguments, our family members can get together and talk about what to do | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Taim i gat hevi na kros na pait insait long famili, mipela ol famili lain save bung na toktok na stret hevi wantaim. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| Item 48. | 28. My partner/spouse (or other support person) and I have a good relationship (get on well together) | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | Mitupela man blong mi/o meri bilong mi save wok bung wantaim gut tru. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| Item 23. | 29. In my family, everyone is respected. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |
| | I gat gutpela pasin na lukluk insait long femili. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | <input type="checkbox"/> (3) | <input type="checkbox"/> (4) |

END SURVEY

Thank you for your time. If you have any questions, please contact Dr. Tristi Nichols at WhatsApp +1 (914)414-8288.

NOTE THAT THIS SURVEY WILL STILL BE PRETESTED AND TRANSLATED.

12.8 LETTER OF APPROVAL OF ETHICAL CLEARANCE

Research Ethics Approval

11 June 2021

Dr. Tristi Nichols
StratMan LLC
10420 Rugged Mountain Avenue
Las Vegas, NV 89166 USA

RE: Ethics Review Board findings for: *Evaluation of the UNICEF Parenting for Child Development in Papua New Guinea (PNG)* (HML IRB Review #379PNGU21)

Dear Dr. Nichols,

Protocols for the protection of human subjects in the above study were assessed through a research ethics review by HML Institutional Review Board (IRB) on 03 May – 11 June 2021. This study's human subjects' protection protocols, as stated in the materials submitted, received **ethics review approval**.

You and your project staff remain responsible for ensuring compliance with HML IRB's determinations. Those responsibilities include, but are not limited to:

- ensuring prompt reporting to HML IRB of proposed changes in this study's design, risks, consent, or other human protection protocols and providing copies of any revised materials;
- conducting the research activity in accordance with the terms of the IRB approval until any proposed changes have been reviewed and approved by the IRB, except when necessary to mitigate hazards to subjects;
- promptly reporting any unanticipated problems involving risks to subjects or others in the course of this study;
- notifying HML IRB when your study is completed.

HML IRB is authorized by the United States Department of Health and Human Services, Office of Human Research Protections (IRB #1211, IORG #850, FWA #1102).

Sincerely,



D. Michael Anderson, Ph.D., MPH
Chair & Human Subjects Protections Director, HML IRB

cc: Ali Safarnejad, Marianna Garofalo, Josephine Mill, Cecilio Adorna, Feny de los Angeles, Leonard Nawara, Ivan Scott, Pantea Masoumi, Penelope Lantz, JD

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