Measuring the Enabling Environment of Children's Groups

A Technical Report on a Pilot Evaluation

Presented by WVI Global Centre, WV Cambodia, WV Mongolia, and AEQUA Strategies

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This report provides comprehensive documentation of the pilot evaluation intended for a readership internal to World Vision. A public global learning brief is available at wvi.org.

For questions about the pilot, including further details on methodology, findings, or replication guidance, please contact:

Tiffany Tao Joiner
Senior Advisor, Child Participation & Capabilities
Global Programmes & Resources
World Vision International, Global Centre
tiffany_tao_joiner@wvi.org

Bijan Kimiagar
Principal Consultant
AEQUA Strategies
bijan@aequastrategies.com

Working Group Members

Davaasuren Batsukh, World Vision Mongolia, davaasuren_batsukh@wvi.org
Faith Richelle Bullecer, World Vision East Asia ,faithrichelle_bullecer@wvi.org
Dechorith Chen, World Vision Cambodia, dechorith_chen@wvi.org
Marina Gutierrez, World Vision UK, marina.gutierrez@worldvision.org.uk
Chanseng Ngoun, World Vision Cambodia, chanseng_ngoun@wvi.org
Dariima Ochirbat, World Vision Mongolia, dariimaa_ochirbat@wvi.org
Julia Smith-Brake, WVI, Global Centre, Education team, julia_smith-brake@wvi.org

Executive Summary

Purpose & Scope

World Vision supports approximately 27,000 children's groups with a membership of around 1,500,000 children worldwide. These groups vary in their membership size, structure, and activities, but all are grounded in promoting children's rights and well-being, as well as the well-being of others in their communities. It is essential to evaluate what impact the groups are having on children's well-being and community development, and how the children's group setting itself provides the enabling environment for outcomes programmes aim to achieve.

From November 2024 to May 2025, World Vision teams in Cambodia and Mongolia, in partnership with WVI Global Centre staff and AEQUA Strategies, piloted child-friendly methods to measure if and how children's membership groups enhance well-being outcomes for children and others in the communities they live in.

The pilot leveraged existing measures from the *Our Impact, Our Story* (OIOS) library, while introducing complementary measures of an *enabling environment*. These include the strength of relationships among children and with a variety of adults stakeholder groups. The pilot engaged five stakeholder groups: children participating in Area Programmes (APs); children participating in membership groups; parents and caregivers; local government authorities; and World Vision staff and facilitators.

Key Findings

The multi-stakeholder approach found meaningful similarities and differences between their experiences, demonstrating the value of separating data for each group.

- **Children and adults all reported positive views of children's groups being important for their communities**, including that community members are generally supportive of groups, and that children's groups build children's skills and confidence to achieve goals that are important to them.

- **Fewer children, as well as parents and caregivers, reported local government authorities seeking and incorporating children's views into decision making compared to local government authorities themselves.** In Cambodia, children in membership groups had more positive views than children in APs generally, which may be attributed to greater interaction child group members have with local government authorities through community service projects. In Mongolia, children in APs had more positive experiences, which may be attributed to these children having more interaction with World Vision staff compared to children in membership groups who may meet less frequently.

- **Nearly all local government authorities felt confident in their ability to support children's groups, but fewer reported receipt of training.** This suggests a potential overestimation of knowledge and skills, and opportunities for training to identify both strengths and areas for growth.

- **Parents and caregivers said they were supportive of children participating in children's groups and local programming**, as well as in decisions that affect their family. Children generally reported receiving this support, but at lower rates, suggesting room for improving communication about expectations.

Strategic Implications & Recommendations

Implications	Recommendations
Minimum standards of an enabling environment for children's groups may be necessary to see benefits in children's well-being.	Further evaluation is needed to refine the minimum standards that support all children across settings.
Children in membership groups may experience benefits of World Vision's programmes differently than children in APs, making data disaggregation essential to understand if programming or components of an enabling environment drive outcomes.	Data collection for existing OIOS indicators should also disaggregate outcomes for children who do or do not participate in children's groups. This would complement data disaggregation for registered children and understanding benefits of sponsorship.
Age-appropriate evaluation tools and approaches enhanced data collection experiences for both children and adults.	World Vision should further integrate child-friendly data collection methods that yield reliable results for both children and adults.
Lower rates of positive responses from children and their parents and caregivers on how children's views are sought and integrated into local decisions suggest current practices are insufficient.	Local Government Authorities should engage more regularly in policy dialogues with children and adults in development of any policies, including local, subnational, and national.
Parents clearly see value in children's groups and programmes, but children report competing expectations for academic and household responsibilities that might curb perceived support.	World Vision should increase outreach to parents and caregivers to gather their views and understand barriers to children's consistent participation in groups or programming broadly
Infrequent meetings and lack of a trained adult facilitator may explain why some children's groups reported less positive experiences.	World Vision should expand access to trained facilitators who meet regularly and support all components of an enabling environment.
Real-time sharing of findings with stakeholders creates opportunities for immediate programme enhancement.	World Vision should strengthen local feedback loops that compare experiences for children, parents, and authorities to inform decision-making.

Background & Purpose

Why This Evaluation Matters

We conducted this pilot evaluation to better understand how World Vision's global strategy of support in children's groups working as active partners in development may enhance their well-being. World Vision supports approximately 27,000 children's groups, representing about 1,500,000 children worldwide. However, there has been no similar large-scale effort to understand how these groups may create the enabling environments that make programmes more effective and long-lasting. In this way, this evaluation responds to the need for better data disaggregation for measuring impact in the same way there is disaggregation of outcomes for registered children. Collecting this data can show differences between children who actively participate in groups versus those who benefit from APs more broadly.

Understanding these differences is also essential for making informed decisions about how to strengthen relationships and community ownership for the sustainability of community development efforts. The results of our evaluation provide practical guidance for enhancing child well-being outcomes through community-based and family-centered community development practices.

What are Children's Membership Groups?

Children's membership groups vary in their membership size, structure, and activities, but all are grounded in promoting children's rights and well-being, as well as the well-being of others in their communities. These groups may also be called *child clubs*, and the groups in Cambodia and Mongolia participating in this project also use the phrase *child development and life skills clubs*. Invariably, the children's groups World Vision supports have connections to supportive adults, including World Vision staff and local partners who may serve as facilitators. These facilitators may or may not have had training to support these groups, but are generally skilled and interested in promoting the well-being of children in their community.

Children's groups typically have an organizational structure with core members who may be more active than other children in their community who also participate in group activities. They may or may not have formalized roles and responsibilities for group members, but they all have implicit decision-making structures. Many groups may benefit from reflecting on how inclusive and equitable their organizational structure and decision-making processes are. For this reason, World Vision, in partnership with the Children's Environment Research Group and other development agencies, has supported the development of child-friendly tools groups can use to improve how they self-organize in partnership with adults. For more information, please visit the Article 15 Project resource website at crc15.org.

What We Wanted to Learn

This evaluation examines how children's group settings itself promotes the behaviour changes and outcomes that programmes aim to achieve, testing our hypothesis that children's groups create an enabling environment that enhances well-being beyond the effects of standard APs alone.

Our Overarching Evaluation Question

How does the children's group setting itself promote the behaviour changes & outcomes that programmes aim to achieve?

As part of the evaluation, we also sought to answer core questions about:
- How membership group participation differs from APparticipation in terms of child outcomes;
- Whether different stakeholders (children, parents, local authorities, and World Vision staff) observe similar patterns;
- How programme implementation variations affect these relationships; and
- How new measures of an enabling environment complement existing child well-being measures among existing *Our Impact, Our Story* indicators.

Our Hypothesis

Based on previous evaluation of how participation in children's membership groups increased school attendance and lowered child marriage rates for girls in Ethiopia,[1] We hypothesized that children participating in member groups would similarly demonstrate improved well-being outcomes compared to children not in groups. A diagram of our hypothesis is below.

We had hoped to leverage data from existing *Our Impact, Our Story* (*OIOS*) data to identify these differences, but this proved challenging because existing datasets did not disaggregate outcomes for children participating in membership groups separately from children in APs broadly. Instead, we collected new data using similar indicators that exist within the *OIOS* framework, as well as new indicators that do not yet exist in the framework but should because they offer complementary measures of the enabling environment, which is important for World Vision's approach to community development.

For illustrative purposes, had we been able to disaggregate existing *OIOS* data, we would hypothesize that for programmes that aim to increase positive outcomes, such as improving school attendance, that children would have benefited more than children in APs broadly because children's membership groups create an enabling environment that support children to get to school more often. Conversely, if programmes aimed to reduce negative outcomes, such as early marriage, we believe
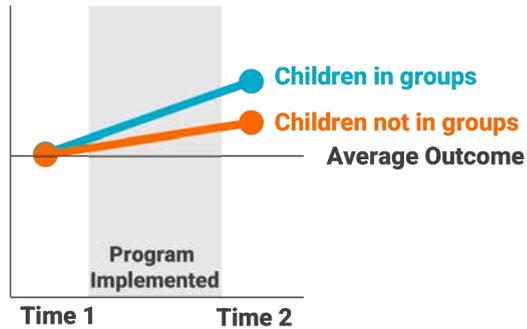
[1] Erulkar, A. S., & Muthengi, E. (2009). Evaluation of Berhane Hewan: A program to delay child marriage in rural Ethiopia. *International Perspectives on Sexual and Reproductive Health*, 6–14.

children in memberships groups would also have benefited more and had lower rates of negative outcomes.

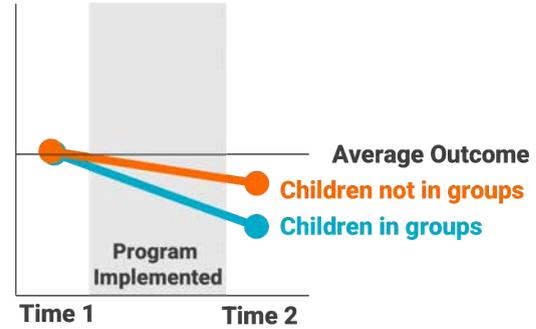## Hypothetical Examples of Hypothesized Results

Desired Outcome: INCREASED
(For example, programs to increase school attendance)

Children in groups
Children not in groups
Average Outcome

Program Implemented

Time 1   Time 2

Desired Outcome: DECREASED
(For example, programs to decrease child marriage)

Average Outcome
Children not in groups
Children in groups

Program Implemented

Time 1   Time 2

We would expect that these results might be explained by an enabling environment created by comprehensive support networks involving peers, parents, and the broader community.

Our pilot evaluation sought to understand how the children's membership group setting itself can be an enabling environment and serve as a catalyst that amplifies programme effectiveness, creating conditions where children experience more significant and sustained positive changes than would occur through programme delivery alone.

What Makes an Enabling Environment?

This diagram illustrates the essential components of an *enabling environment*—a framework that identifies the interconnected elements necessary to support children's well-being, participation, and protection.[2] The diagram below shows three overlapping and foundational elements of an enabling environment ideal in children clubs:

- **Parents & Community Members Support for the Club** provides the foundation of local ownership and family engagement. This ensures that support systems are sustainable within the community context.

- **Access to a Trained Facilitator & Space for Weekly Meetings** represents the structural and professional components needed for consistent, quality programming. This includes both human resources (skilled facilitators) and physical infrastructure (dedicated meeting spaces).

- **Role in Local Decision-Making to Advocate for Structural Changes Benefiting Self & Others** emphasizes the advocacy and systemic change component, ensuring that the environment not only provides immediate support but also works toward addressing root causes of challenges affecting children.

The intersecting areas highlight how these elements work together. **Inclusive, Trusting Relationships** emerge from combining community support with skilled facilitation. **Resource Access** is enhanced when advocacy efforts are supported by

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[2] See, for example, *Children and Young People's Participation, Strategic Direction 2015-2020*. Available at wvi.org.

regular programming. **Common Purpose** develops when all stakeholders share ownership of the initiative.

At the center, the **_Enabling Environment_** represents the optimal condition where all elements converge to create a comprehensive support system. Each component of the enabling environment is critical to children's well-being, and for participation in children's groups, or any programming, to be a safe learning environment. Each component addresses both immediate needs and systemic barriers. The framework ensures that children have consistent access to trusted adults, peer support, and advocacy for their rights, while building their own capacity to participate meaningfully in decisions that affect their lives.

Do Children's Groups Enhance Programme Outcomes?

This diagram illustrates how a **traditional programme theory** may be enhanced when **children's groups are integrated as key partners or platforms for engaging children**, building directly on the _enabling environment_ concept from the previous diagram.
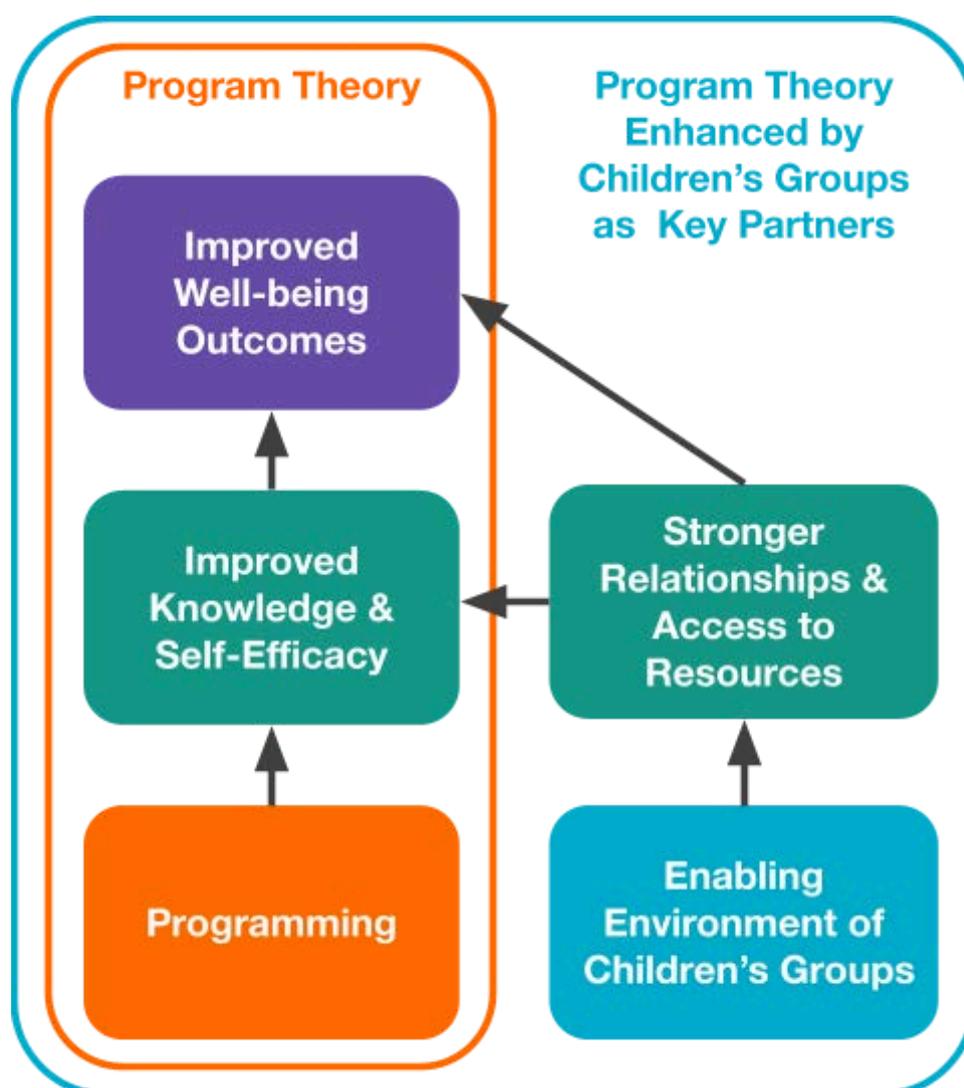
Traditional Programme Theory (left side, orange border) follows a conventional linear approach:

- **Programming** provides structured activities and interventions;

- Leading to **Improved Knowledge & Self-Efficacy** as children gain skills and confidence; and

- Ultimately resulting in **Improved Well-being Outcomes**.

Enhanced Programme Theory (right side, blue border) demonstrates how incorporating children's groups as a programming platform and active partners transforms this model:

- **Enabling Environment of Children's Groups** serves as the foundation, creating the supportive conditions identified in the previous diagram (community support, trained facilitation, advocacy capacity, and trusting relationships)

- This environment fosters **stronger relationships** between children, families, facilitators, and community members; as well as greater **access to resources**, including opportunities to have a role in local decision-making processes

- These strengthened relationships create a feedback loop that **enhances both improved knowledge & self-efficacy** and directly contribute to **improved well-being outcomes**.

The key enhancement is the addition of the relational and environmental components that create and strengthen pathways to positive outcomes. Rather than relying solely on general programming inputs, the enhanced model recognizes that children's meaningful participation in supportive group environments creates stronger, more sustainable results.

This enhanced approach is critical because it acknowledges that improving children's well-being is not achieved through general programming alone, but through the quality of relationships and environments that surround them. The children become part of the active agents of change rather than passive recipients of services, creating more resilient and community-owned solutions that can adapt and persist over time.

How These Concepts Enhance World Vision's *Our Impact, Our Story* Framework & Indicators

World Vision already measures programme successes through structured approaches that track activities, outputs, and outcomes. The current *Our Impact, Our Story* framework emphasizes child well-being, community participation, and sustainable change. The concepts of an enabling environment and enhanced programme theory expand and strengthen this framework.

Measuring components of the **Enabling Environment** offers:

- **Deeper Relationship Measurement** - The framework adds measurement of trust levels, support network quality, and advocacy capacity rather than just tracking what programmes deliver.
- **Stronger Participation Indicators** - Enhanced measures capture the quality of children's voice in decision-making, not just attendance numbers.
- **Better Predictors of Sustainability** - The framework measures underlying conditions that support long-term success rather than just immediate results.

Approaching children's groups as partners in achieving the OIOS goals offers:

- **Multiple Pathways to Impact** - The enhanced measurement framework captures how children's groups create ripple effects where stronger relationships lead to better outcomes and more opportunities for impact.
- **Measurement of Children's Agency** - This moves beyond measuring what happens to children to tracking how children influence family decisions, community changes, and peer support.
- **Focus on Relationship Quality** - The approach captures how quality relationships amplify programme effectiveness rather than noting programme participation alone.

These enhancements work within existing systems by adding new types of indicators, strengthening evidence through multiple measurement approaches, and providing tools that communities can use for ongoing improvement while supporting World Vision's core focus on child well-being and community empowerment.

Programmes can demonstrate why they work rather than just that they work, with better prediction of lasting impact, stronger evidence for investing in supportive relationships, and more meaningful community involvement in measuring progress.

How We Did It

Our Approach

This evaluation used a mixed-methods approach designed to be accessible and meaningful to children as well as adults, and to include them in the immediate analysis of their local results so they too could directly and immediately benefit and leverage the evidence for local programming decisions. This goal was based in recognition that traditional evaluation methods, such as survey methods, can fail to capture children's authentic experiences and perspectives.

We worked with field offices in two countries, Cambodia and Mongolia, and staff at each office were involved from the beginning of designing the evaluation framework, through the development of data collection tools and data collection itself, and also the interpretation and dissemination of results. We cannot emphasize enough how valuable their efforts and guidance were in making this pilot successful.

Goals based on Review of Previous Evaluations

After reviewing reports from previous evaluation in Cambodia and Mongolia, we identified five goals for our approach: The goals include:

- **Address the nature of relationships among group members** and between the group and the larger community to understand how these connections contribute to programme effectiveness
- **Address whether and how broader AP programming relate to children's group activities** to determine optimal ways of connecting group participation with broader AP programming efforts
- **Address the role of parents and other caregivers or caring adults** in supporting and sustaining children's group outcomes
- **Address the need for data and feedback loops for reporting** about children's groups to ensure continuous improvement and accountability
- **Ensure accessibility** and develop evaluation tools written in simple language with clear purpose to make evaluation findings usable by all stakeholders, including children, families, and community members

These goals also informed the stakeholder groups we engaged during the pilot.

Who We Talked to and Why

In this pilot evaluation, we engaged five stakeholder groups:

1. **Children in Membership Groups** directly experience and help create the enabling environment, serving as both beneficiaries and agents of change.
2. **Children in Area Programmes** benefit from the improved community conditions and stronger systems created by the membership groups' advocacy and activities.
3. **Parents and Caregivers** provide essential support for children while reinforcing positive changes in family and household practices.
4. **Local Government Authorities** hold responsibility for policy implementation and resource allocation that can sustain or scale the improvements initiated by children's groups.
5. **World Vision Staff and Facilitators** create and maintain the supportive framework that enables meaningful child participation and helps translate local insights into programme improvements.

The pilot focused on findings from the first four stakeholder groups since World Vision staff and facilitators of children's groups are more readily in contact with one another and already have communication feedback loops in place.

Child-friendly Methods for Data Collection & Local Analysis

Data collection and analysis methods prioritized children and adults benefiting immediately and directly from findings in order to develop locally-relevant solutions and recommendations.

The pilot leveraged data collection methods from the Young Citizens' Score Cards approach developed by the Children's Environments Research Group to evaluate community conditions across the full range of children's rights. The approach elevates how experiences across stakeholder groups may be similar or different, and encourages each group to develop interpretations of findings and collaborate to address community needs.

Age-appropriate evaluation tools and approaches yield richer, more reliable data from child participants, and adults also benefit. Several adult participants commented on how they enjoyed the process of using these tools, speaking to the opportunity to use this approach for evaluating multiple programmes.

Children from an AP in Mongolia review and comment on their group's results.

Members of a children's group in Mongolia share their responses by moving to specific areas of the room marked by symbols for Mostly True (green), Somewhat True (orange), Unsure (?), or Not True (red).

Preparing Materials, Training Enumerators

AEQUA Strategies developed data collection guidance documents and training materials. Teams in both countries have had experience with evaluation projects and leveraged those experiences to refine the materials, as well as translate data collection materials from English into Khmer and Mongolian. Enumerators participated in training sessions in either late March or early April 2025. (Please see the Appendix for details on the data collection and training materials.)

Data Collection Overview

Teams in Cambodia and Mongolia developed data collection plans based on evaluability criteria to ensure representation of both children in membership groups and children in APs, as well as parents and caregivers, and local government authorities for each area.

In Cambodia, during early May 2025, a team of seven enumerators engaged 152 children and 121 adults across eight APs spanning diverse regions including Banteay Meanchey, Battambang, Kratie, Kampong Thom, Preah Vihea, Siem Reap, Kampong Chhnang, and Phnom Penh.

In Mongolia, during late April 2025, a team of two enumerators engaged 112 children and 49 adults participated across three APs in Baganuur, Songinokhairkhan, and Tuv.

Evaluation Topics

Our evaluation framework addresses 13 topics across five distinct stakeholder groups to assess the enabling environment created by children's groups. The indicators span from individual-level outcomes like children's confidence in reaching their goals to community-level changes such as inclusive decision-making processes. **Children in member groups** and **children in area programmes** are assessed on the broadest range of indicators, including their confidence, acceptance of one another, and participation in family decision-making. **Parents and caregivers** provide perspectives on support for children's groups and inclusive decision-making within families and communities. **Local government authorities** are evaluated on their inclusion of both children and adults in decision-making processes, while **World Vision staff and facilitators** are assessed on their confidence, training, and support for children's groups. This comprehensive measurement approach captures how the enabling environment functions across different levels - from individual children's experiences to community-wide changes in governance and social dynamics - providing a holistic view of how children's groups influence their broader context.

	Children (Member Groups)	Children (Area Programs)	Parents and Caregivers	Local Government Authorities	WV Staff & Facilitators
1. Children's Confidence in Reaching Their Goals	●	●	●	●	●
2. Parental Support for Children's Groups	●	●	●		●
3. Community Support for Children's Groups	●	●	●	●	●
4. Children Express Acceptance of One Another	●	●	●	●	●
5. Inclusive Decision-making Among Children	●	●			●
6. Local Government Decision-making Includes Children	●	●	●	●	●
7. Local Government Decision-making Inclusive of Adults			●		●
8. Family Decision-making Inclusive of Children	●	●	●	●	●
9. Children's Groups Make a Difference in the Community	●		●	●	●
10. Children's Groups are Important for the Community			●	●	
11. Children's Groups Build Confidence to Reach Goals			●	●	
12. Confidence to Support Children's Groups				●	●
13. Receipt of Training to Support Children's Groups				●	●

A comprehensive list of items designed for each stakeholder group is available in the appendix. Since we also invited participants to add statements that they thought are important, the appendix also includes these and are grouped into common themes.

What We Found

Key Findings

- **Children and adults all reported positive views of children's groups being important for their communities**, including that community members are generally supportive of groups, and that children's groups build children's skills and confidence to achieve goals that are important to them.

- **Fewer children, as well as parents and caregivers, reported local government authorities seeking and incorporating children's views into decision making compared to local government authorities themselves.** In Cambodia, children in membership groups had more positive views than children in APs generally, which may be attributed to greater interaction child group members have with local government authorities through community service projects. In Mongolia, children in APs had more positive experiences, which may be attributed to these children having more interaction with World Vision staff compared to children in membership groups who may meet less frequently.

- **Nearly all local government authorities felt confident in their ability to support children's groups, but fewer reported receipt of training.** This suggests a potential overestimation of knowledge and skills, and opportunities for training to identify both strengths and areas for growth.
- **Parents and caregivers said they were supportive of children participating in children's groups and local programming**, as well as in decisions that affect their family. Children generally reported receiving this support, but at lower rates, suggesting room for improving communication about expectations.

Answering Our Overarching Evaluation Question

Interpreting the findings and comparing responses between stakeholder groups is best done at the local level, including among stakeholders themselves. However, there are several lessons we learned from results in both Cambodia and Mongolia that inform programme development, future programme evaluation, and broader organisational-level recommendations World Vision can take action to address.

In Cambodia, there were significant differences in the distribution of responses between children in membership groups and children and APs in parental support for children to participate in programmes (Evaluation Topic 2), with children in APs more likely to response Mostly True to their parents supporting their participation in programmes compared to children participating in membership groups. Community support for children's groups (Evaluation Topic 3), inclusive decision-making among children (Evaluation Topic 5), with children in membership groups more likely to respond *Mostly True* to statements on these topics. There were relatively few children in both settings reporting *Mostly True* to local government inclusion of children in decision-making (Evaluation Topic 6), and a significantly larger share of children in AP were *Unsure*.

In Mongolia, there were significant differences in the distribution of responses between children in membership groups and children and APs for confidence in reaching their goals (Evaluation Topic 1), community support for children's groups (Evaluation Topic 3), inclusive decision-making among children (Evaluation Topic 5), and local government inclusion of children in decision-making (Evaluation Topic 6).

The pattern across both countries show consistent differences of children's groups having more inclusive decision-making among children (Evaluation Topic 5).

Share of Children in Groups & Area Programmes Responding *Mostly True*
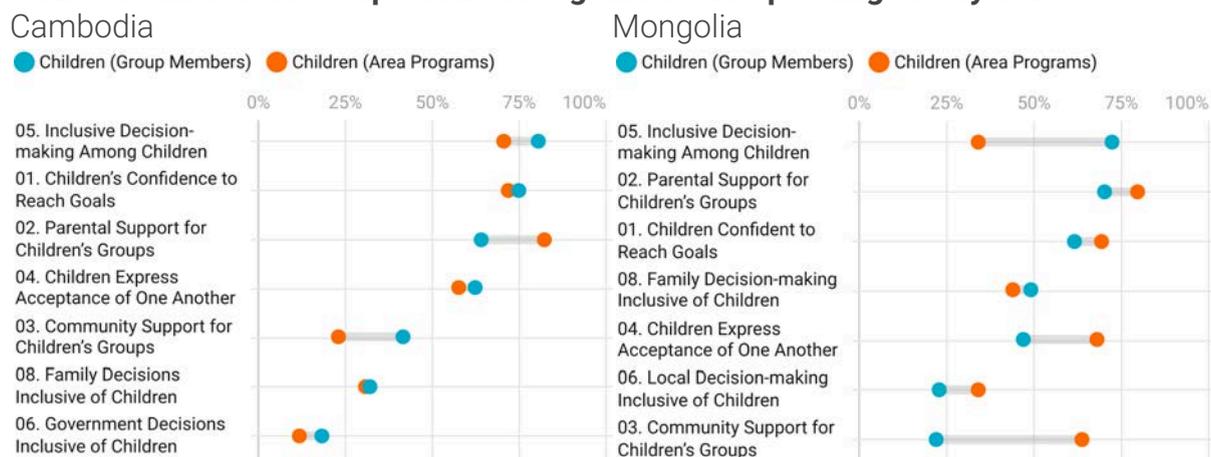
Cambodia   Mongolia


Detailed findings for Cambodia and Mongolia are available in the following sections. A summary section also addresses how these findings collectively answer our evaluation question, and how differences in implementation may explain why results differ from our hypotheses.

Cambodia

There are more than 721,000 children living in districts where there are area programmes. Among these children, more than 17,300 participate in one of 693 children's membership groups.[3]

In Cambodia, we spoke with 150 children and 121 adults across eight area programmes– Banteay Meanchey, Battambang, Kratie, Kampong Thom, Preah Vihea, Siem Reap, Kampong Chhnang, and Phnom Penh.
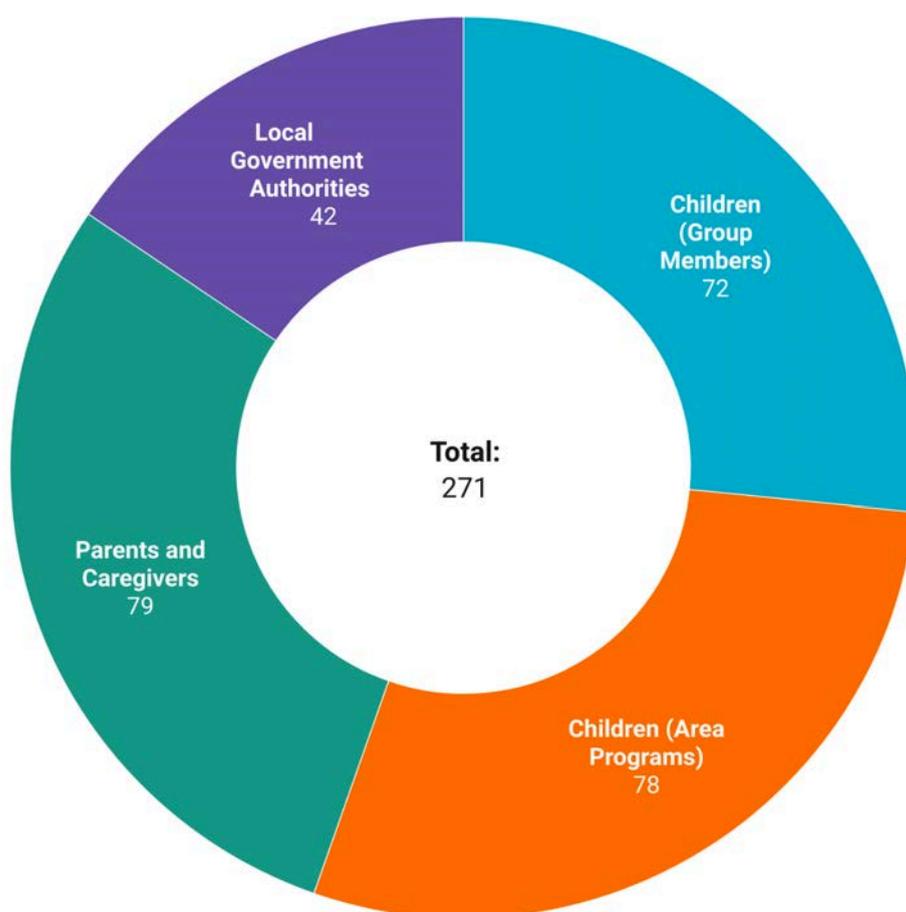
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Among the eight children's membership groups, four focused on Impact+ programming, and four on World Vision's Child Protection Minimum Requirements for adolescents (CPMR3). Each programme aims to strengthen the life skills and protective skills of adolescents, particularly sponsored children, and all young people in the community, including the most vulnerable children.

Please note, sample sizes for specific items may be smaller than the stakeholder group totals reported above if one or more individuals did not provide a response.

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[3] Data from 2024.

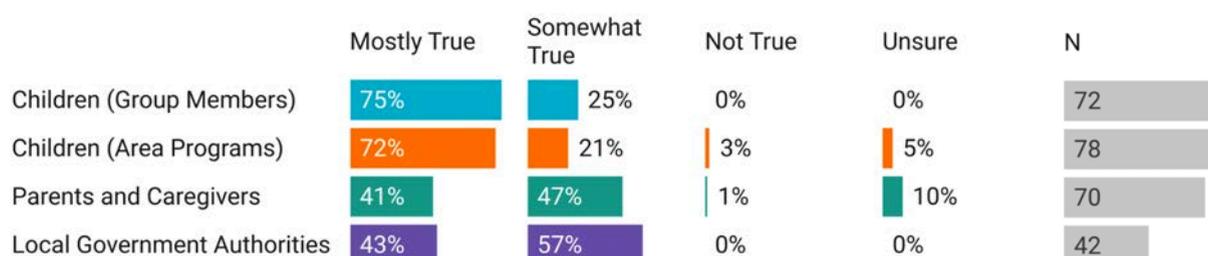# 1. Children's Confidence About Reaching Their Goals

Related OIOS Indicators
2.1.1 Proportion of female and male adolescents that report improved self-efficacy
3.4.2. Proportion of girls reporting positive self-identity (power within)

Who We Asked

Children (Group Members)	Being part of the children's group helps me feel confident in my abilities to achieve goals important to me.
Children (Area Programmes)	Being part of World Vision programmes helps me feel confident in my abilities to achieve goals important to me.
Parents and Caregivers	My child is confident in themself and their abilities to achieve goals that are important to them.
Local Government Authorities	Children in these groups are confident in themselves and their abilities.

Quantitative Results

Children in **Membership Groups** and **Area Programmes** were about equally likely to respond positively to statements about confidence reaching goals. **Parents and Caregivers**, as well as **Local Government Authorities** also had mostly positive attitudes with a greater share of each group responding *somewhat true*.

	Mostly True	Somewhat True	Not True	Unsure	N
Children (Group Members)	75%	25%	0%	0%	72
Children (Area Programs)	72%	21%	3%	5%	78
Parents and Caregivers	41%	47%	1%	10%	70
Local Government Authorities	43%	57%	0%	0%	42

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Qualitative Insights: Children's Confidence Reaching Their Goals

Children (Group Members)

"I spoke up and brought children's issues to the local council during meetings. I also presented the results of projects we did as children to the local councils and authorities."

Children (Area Programmes)

"I never joined any training or workshop from World Vision before. But I got a bicycle from the programme, which made me happier and more excited to go to school."

Parents and Caregivers

"The club provides many training sessions related to life skills for children. This has helped my children understand what is right and wrong, focus on their studies, and avoid gang involvement in our community. We recognize that it was difficult to guide our children to do the right things before. But now, our children listen to and follow the guidance of the clubs, and they are listening to and following their parents' guidance. They have reduced their involvement in problematic activities, stopped playing and going out for walks, behave well, respect their parents, help with family tasks, develop a habit of learning, and share love with family members."

Local Government Authorities

"The children in the group are brave and active in gathering other children to participate in community development. They are capable of speaking in public and facilitating awareness-raising sessions. These actions motivate and lead other children to follow them and participate in social activities. They connect with children in the community. When our local authority requests them to invite children to participate in awareness-raising activities, a high number of children participate. The children from the club become role models for other children. Before, children did not like studying and playing a lot, but now they are interested in studying in the club, participating in social events, and learning from each other."

2. Parental Support for Children to Participate in Groups or Programmes
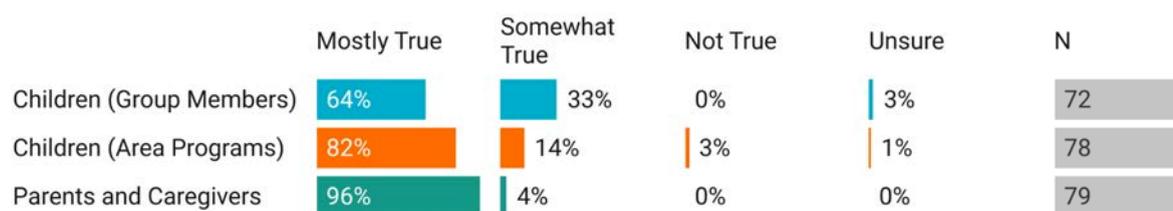
Related OIOS Indicator
3.3.3. Proportion of girl and boy members who are actively participating in children's groups

Who We Asked

Children (Group Members)	My parents support my participation in this children's group.
Children (Area Programmes)	My parents support my participation in World Vision programmes.
Parents and Caregivers	I am supportive of my child participating in the children's group or World Vision programmes.

Quantitative Results

While most children in **Membership Groups** in Cambodia said it was mostly true that parents and caregivers supported their participation in the group, this was a smaller share compared to children in **Area Programmes**. Nearly all **Parents and Caregivers**, expressed they are supportive. Qualitative insights help explain why there might be differences of perspective.

	Mostly True	Somewhat True	Not True	Unsure	N
Children (Group Members)	64%	33%	0%	3%	72
Children (Area Programs)	82%	14%	3%	1%	78
Parents and Caregivers	96%	4%	0%	0%	79

Created with Datawrapper

Qualitative Insights: Parental Support for Children to Participate in Groups or Programmes

Children (Group Members)

"My father encourages me to join children's clubs because he believes that the club can help me gain valuable experiences and contribute to my future success. My parents always support my participation in the club. They have never asked me to stop, even though we are busy with livelihood activities. They always remind me and follow up to ensure I participate in the club activities according to the schedule of club activities. The reason that they are supporting my participation in CAY club activities, because he has noticed and observed that my knowledge is improving, positive changes in my behavior, better relationships with family members, and increased ability to speak in public."

Children (Area Programmes)

"Our parents believe that World Vision will help children succeed in the future. World Vision is a large NGO that supports children to have a better life."

"They support us because they want us to learn new things, and also to help other children in the community. But, we are sometimes busy with our studies."

Parents and Caregivers

"I don't want to see my children have a difficult life like mine, and I don't want to see my children work as laborers or sell their work for money."

"I support my children by motivating, following, and encouraging them to join the club's activities and regularly attend weekly life skills sessions. Moreover, we contribute materials and budgets for the club's activities too. I support the club because I have noticed positive changes in my children's behavior, good manners, and improved knowledge. They have also reduced their time spent playing on smartphones or going for walks. WVI provides a lot of support to children, including study materials and non-materials. The children understand children's rights, self-protection from abuse, supporting each other, and sharing and learning in groups."

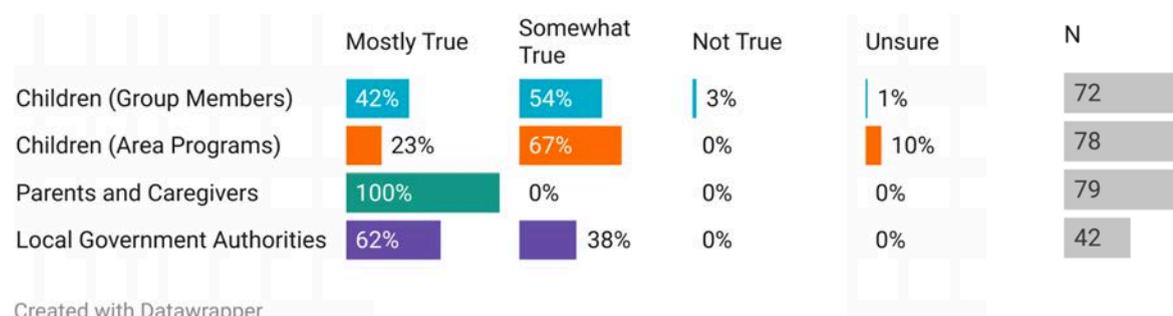# 3. Community Support for Children's Groups

Related OIOS Indicator
3.3.4. Proportion of households reporting good community cohesion

Who We Asked

Children (Group Members)	I feel accepted by the larger community.
Children (Area Programmes)	I feel accepted by the larger community.
Parents and Caregivers	The larger community supports the efforts of children's groups.
Local Government Authorities	The larger community supports the efforts of children's groups.

Quantitative Results

More than 40% children in **Membership Groups** responded mostly true for feeling accepted by the larger community, whereas 23% of children in **Area Programmes** responded the same. All **Parents and Caregivers** responded mostly true for the larger community supporting children's groups, compared to about 60% of **Local Government Authorities**.

	Mostly True	Somewhat True	Not True	Unsure	N
Children (Group Members)	42%	54%	3%	1%	72
Children (Area Programs)	23%	67%	0%	10%	78
Parents and Caregivers	100%	0%	0%	0%	79
Local Government Authorities	62%	38%	0%	0%	42

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Qualitative Insights: Community Support for Children's Groups

Children (Group Members)

"I observed that most community members accept and support me and other club members to encourage the activities of club activities. They value and appreciate my involvement with the club's activities, my ability to speak with local authorities, and my efforts in providing sessions to community members and other children. They have motivated me to continue participating in club activities and supporting communities. However, some community members do not value or support the children's group participation in CAY activities or meetings with the commune. They mentioned that our activities have no benefit and do not generate income or money for the family. Some of them discourage us from participating in CAY clubs."

Children (Area Programmes)

Two children reported, "People in the community are always welcoming. They greet me when they see me, talk to me, and especially share food with me when I am living alone at home." Eight children reported, "Some people in the community do not like me. They dislike my family, throw trash near our house, and sometimes we have conflicts with them. They don't talk to me or smile at me. However, most people in the community are kind. They share food with me and visit my home."

Parents and Caregivers

"The whole community supports children by helping to gather them to participate in the club, encouraging their children to join club activities, and supporting their participation in the club's activities. The community also provides a proper place to establish the club in the communities."

Local Government Authorities

"Previously, the community had concerns about the Children's Club and World Vision, fearing that they might influence their children to become Christians. However, now the community understands the activities of the Children's Club and World Vision well."

4. Children Express Acceptance for One Another

Related OIOS Indicator
1.2.1. Proportion of boys and girls (12-18 years) with positive and peaceful relations with their peers.

Who We Asked

Children (Group Members)	I feel accepted by members of this children's group.
Children (Area Programmes)	I feel accepted by other children.

Quantitative Results

A similar number of children in **Membership Groups** and children in **Area Programmes** responded mostly true for feeling accepted by their peers. A slightly larger share of children in APs responded this was somewhat true or not true.

	Mostly True	Somewhat True	Not True	Unsure	N
Children (Group Members)	63%	35%	0%	3%	72
Children (Area Programs)	59%	41%	0%	0%	78

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Qualitative Insights: Children Express Acceptance for One Another

Children (Group Members)

"For example, the members collect clothes and study materials for our members who are poor and motivate them. When our members have events, including family weddings and ceremonies, we go to help and support these events."

Children (Area Programmes)

"Eight children mentioned that the children in their community play with them, share love with each other, and help each other when facing problems. For example, when my bicycle broke, they helped me."

"However, five children said that they are not accepted by other children because of disrespect and discrimination between the rich and poor."

5. Inclusive Decision-making Among Children

Related OIOS Indicator
None; New Indicator

## Who We Asked

Children (Group Members)	Our children's group seeks and incorporates the views of every member into decisions our children's group makes.
Children (Area Programmes)	Our children's group seeks and incorporates the views of every member into decisions our children's group makes.

Quantitative Results

Most children in **Membership Groups** responded *mostly true* to whether their group is inclusive of all children when making decisions. About half of children in **Area Programmes** respond *mostly true,* as well; however, about half responded *somewhat true* or were *unsure*.

	Mostly True	Somewhat True	Not True	Unsure	N
Children (Group Members)	81%	13%	4%	3%	72
Children (Area Programs)	46%	37%	0%	17%	78
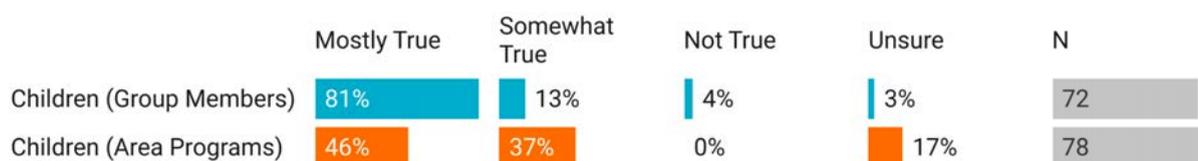
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Qualitative Insights: Inclusive Decisions Among Children

Children (Group Members)

"All children mentioned that our children's group always listens to and includes the ideas of each member in the decision-making process. For example, our club organized Khmer New Year in the communities, did community service learning projects, collected ideas before meeting with authorities."

Children (Area Programmes)

"We only do group work with children in school or with our friends, but in our communities, we never do group work with other children and never raise our concerns to adults or local authorities."

6. Local Government Decision-making Inclusive of Children
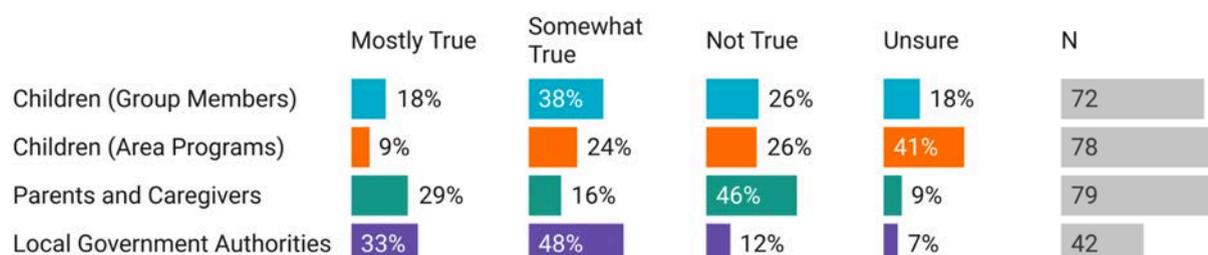
Related OIOS Indicator
3.2.1. Proportion of female and male adolescents (aged 12 to 18) who report that their views are sought and incorporated into the decision-making of local government

Who We Asked

Children (Group Members)	Local government authorities seek and incorporate the views of children into their decisions.
Children (Area Programmes)	Local government authorities seek and incorporate the views of children into their decisions.
Parents and Caregivers	Local government authorities seek and incorporate the views of children into their decisions.
Local Government Authorities	Local government authorities seek and incorporate the views of children into their decisions.

Quantitative Results

Half of children in **Membership Groups** responded *mostly true* or *somewhat true* to whether local government authorities seek and incorporate children's views, compared to a third of children in **Area Programmes**, of whom many were *unsure*. Half of **Parents and Caregivers** respond *not true*, and most **Local Government Authorities** responded either *mostly true* or *somewhat true*.

	Mostly True	Somewhat True	Not True	Unsure	N
Children (Group Members)	18%	38%	26%	18%	72
Children (Area Programs)	9%	24%	26%	41%	78
Parents and Caregivers	29%	16%	46%	9%	79
Local Government Authorities	33%	48%	12%	7%	42

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Qualitative Insights: Local Government Decision-making Inclusive of Children

Children (Group Members)

"When local authorities implement community development activities related to children's rights and child protection, they always seek ideas from children. For example, during commune meetings on child protection agendas, they ask for children's input or provide opportunities for children to share their ideas. However, when the action plans or activities are not related to children's rights and child protection issues, they do not seek ideas from children."

Children (Area Programmes)

The nine children showed that the local authorities never collect issues, concerns, or ideas from them and other children. They have never seen the authorities doing that over time. The children also have never raised concerns or ideas to the local authorities.

Parents and Caregivers

"The local authorities welcome, are friendly, and value the participation of the children. However, two parents and caregivers stated it's somewhat true for some local authorities. It's because some local authorities just listen to, but never inform the children if the ideas and voice concerns raised are incorporated into decision making and/or responded."

Local Government Authorities

"Based on our experiences, our local authority seeks children's ideas on matters that affect their lives. However, for action plans or activities not related to children, the local authority does not collect or seek ideas from children. In meetings and activities related to children's rights, child protection, health, education, and other social events, and building bridges across rivers, the local authority seeks ideas from children. However, for activities related to building infrastructure, road construction, school buildings, and health center renovations, the local authorities do not seek ideas from children."

7. Local Government Decision-making Inclusive of Parents and Caregivers

**Related OIOS Indicator**
None; New indicator

Who We Asked

Parents and Caregivers	Local government authorities seek and incorporate my views into their decisions.

Quantitative Results

Most **Parents and Caregivers** said it was mostly true that local government authorities seek and incorporate their views into decision-making.

	Mostly True	Somewhat True	Not True	Unsure	N
Parents and Caregivers	61%	35%	4%	0%	79
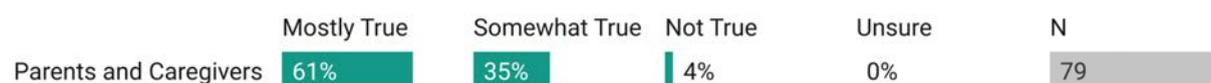
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Qualitative Insights

Parents and Caregivers

Sometimes, the local authorities ask for or collect my ideas for decision-making, including road construction on personal land and drain installation. They gather ideas on people's donations for building schools, roads, and health centers. They guide me to monitor my children's inappropriate activities that affect society. They also collect ideas and share information about elections and clean water installation. Sometimes, authorities do not engage us or collect ideas from people about the commune action plan or commune budget allocation.

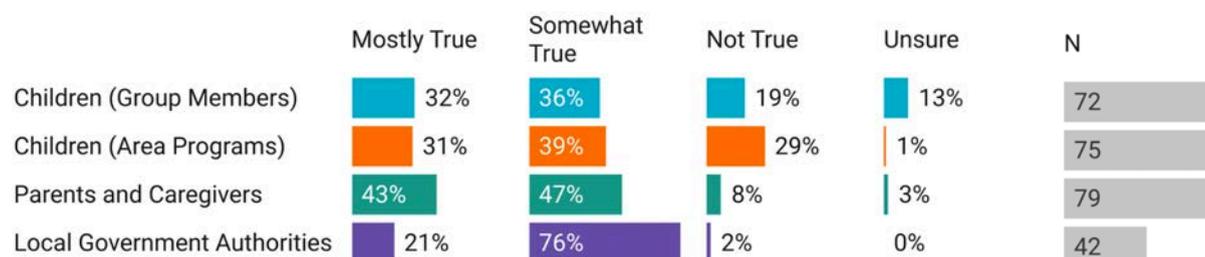# 8. Parents and Caregivers Include Children in Family Decision-making

Related OIOS Indicator
None; New indicator

Who We Asked

Children (Group Members)	My parents seek and incorporate my views into decisions that affect my family.
Children (Area Programmes)	My parents seek and incorporate my views into decisions that affect my family.
Parents and Caregivers	I seek and incorporate my child's views into decisions that affect our family
Local Government Authorities	Parents seek and incorporate the views of their children into decisions affecting their family.

Quantitative Results

Children generally had similar responses, with most about equal shares saying *mostly true* or *somewhat true*. Slightly more children in **Membership Groups** responding they were *unsure*, and more children in **Area Programmes** responding *not true*. **Parents and Caregivers** responded almost equally that it was motley true or somewhat true that they incorporated their children's views, and **Local Government Authorities** were most likely to respond *somewhat true*.

	Mostly True	Somewhat True	Not True	Unsure	N
Children (Group Members)	32%	36%	19%	13%	72
Children (Area Programs)	31%	39%	29%	1%	75
Parents and Caregivers	43%	47%	8%	3%	79
Local Government Authorities	21%	76%	2%	0%	42

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Qualitative Insights: Parents Include Children in Decision-making

Children (Group Members)

"My parents always discuss and collect ideas from me when they have family decisions to make. For example, decisions related to loans from banks, buying a bicycle, home materials, a motorbike, my future dreams, and when they decide to stop using alcohol."

"Parents sometimes asked for what the child needed. But for the main decisions in the family, only parents make the decision."

Children (Area Programmes)

"Our parents ask for our ideas about studying, buying land, business income, and construction. However, they do not consult us when they travel far from home and loan from banks.

"Our parents have never asked me for ideas on decision making affecting our family."

Parents and Caregivers

"We seek ideas and input from our children related to their education decision-making, study materials, home materials, and buying a new motorbike. I consult with them when we are going to stay overnight at a working place or farm and going far from home, exchanging assets with other families, buying land, and dealing with business income loss, etc. However, we do not share or collect their ideas about loans from banks because we don't want them to worry about it."

Local Government Authorities

"I observed that currently, people have a better understanding of the importance of children's participation in decision-making. Most parents consult and seek ideas from their children on matters that affect them."

"It depends on the child's age only. For some big matters, they do not seek children's views."

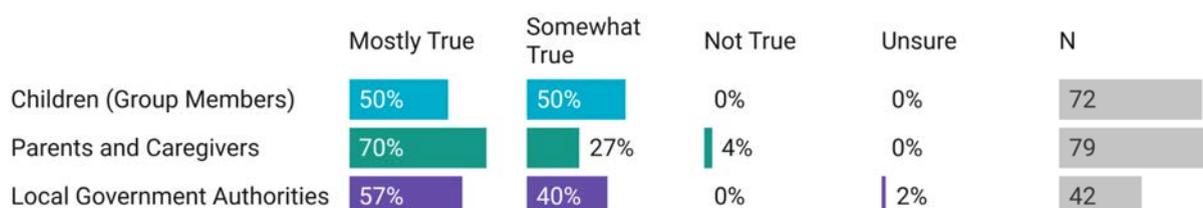# 9. Children's Groups Make a Positive Difference in the Community

Related OIOS Indicator
None; New Indicator

Who We Asked

Children (Group Members)	Our children's group makes a positive difference for our larger community.
Parents and Caregivers	Children's groups make a positive difference for our larger community.
Local Government Authorities	Children's groups make a positive difference for our larger community.

Quantitative Results

Children in **Membership Groups** were equally likely to respond *mostly true* or *somewhat true*. The clear majority of **Parents and Caregivers** responded *mostly true*, though a few responded *not true*. **Local Government Authorities**, like children, had responses about evenly split among *mostly true* and *somewhat true*.

	Mostly True	Somewhat True	Not True	Unsure	N
Children (Group Members)	50%	50%	0%	0%	72
Parents and Caregivers	70%	27%	4%	0%	79
Local Government Authorities	57%	40%	0%	2%	42

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Qualitative Insights: Children's Groups Make a Positive Difference in the Community

Children (Group Members)

"Since we established the children's club and children's club members did awareness-raising activities in the communities, there have been many positive changes in my community. Community members better understand and learn more about violence against children and positive parenting."

Parents and Caregivers

"This children's group is a model group for other children in the community. They are a group of good children which means that they have good behavior and listen to their parents. This is a good example for other children in the community."

Local Government Authorities

"The Children Club members are brave and knowledgeable. They can communicate with local authorities and raise awareness among community members about ending violence against children... They lead and motivate other children to follow them."

10. Importance of Children's Group in the Community

Related OIOS Indicator
None; New indicator

Who We Asked

Parents and Caregivers	It is important to have children's groups like these in our community.
Local Government Authorities	It is important to have children's groups like these in our community.

Quantitative Results

All **Parents and Caregivers**, as well as nearly all **Local Government Authorities**, responded mostly true when discussing the importance of having children's groups in the community.

	Mostly True	Somewhat True	Not True	Unsure	N
Parents and Caregivers	100%	0%	0%	0%	79
Local Government Authorities	98%	0%	0%	2%	42

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Qualitative Insights: Importance of Children's Group in the Community

Parents and Caregivers

"The children's group is really helpful for making differences in the lives of children, from negative to positive change in terms of learning more knowledge, life skills and resilience, more courageous and knowing the way to set and gradually achieve goals."

Local Government Authorities

"This group is very good for other children. It is a role model group. After children learn from this group, they continue to share with other children."

11. Children's Groups Build Confidence and Abilities

Related OIOS Indicator
None; New indicator

Who We Asked

Parents and Caregivers	The group is helpful for building my child's confidence and abilities
Local Government Authorities	The group is helpful for building children's confidence and abilities

Quantitative Results

Most **Parents and Caregivers** responded that it is *mostly true* that children's groups help build children's confidences and abilities, though one in six parents were more cautious and responded *somewhat true*. **Local Government Authorities** were more evenly split across the two response categories of *mostly true* and *somewhat true*.
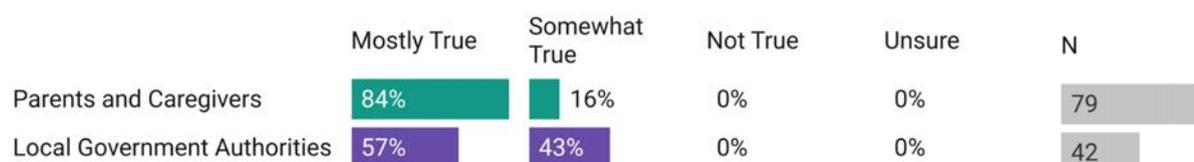
	Mostly True	Somewhat True	Not True	Unsure	N
Parents and Caregivers	84%	16%	0%	0%	79
Local Government Authorities	57%	43%	0%	0%	42

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Qualitative Insights: Children's Groups Build Confidence and Abilities

Parents and Caregivers

I have seen children engaged in club activities in other villages who are brave, smart, and confident in public speaking. The children in these groups support each other; those with good knowledge or better education teach other children who do not have access to better education or are slow learners.

Local Government Authorities

They are capable of speaking in public and facilitating awareness-raising sessions. These actions motivate and lead other children to follow them and participate in social activities. They connect with children in the community. When our local authority requests them to invite children to participate in awareness-raising activities, a high number of children participate. The children from the club become role models for other children.

12. Authorities' Confidence in Support
13. Authorities' Receipt of Training

Related OIOS Indicators
None; New indicators

Who We Asked

Local Government Authorities	I feel confident in my abilities to support children's groups.
Local Government Authorities	I have received training to support children's groups.

Quantitative Results

All **Local Government Authorities** responded mostly true in terms of the confidence they have in their abilities to support children's groups. Among this same group, most also responded it was mostly true that they had received training, with just over 10% responding somewhat true.
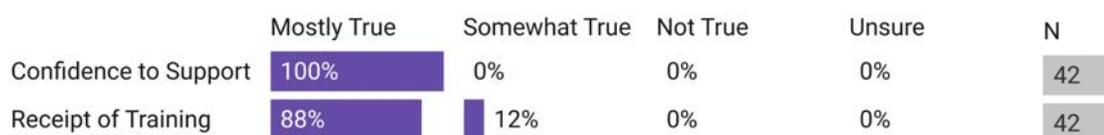
	Mostly True	Somewhat True	Not True	Unsure	N
Confidence to Support	100%	0%	0%	0%	42
Receipt of Training	88%	12%	0%	0%	42

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Qualitative Insights

Local Government Authorities

Confidence to Support
"The club's members value and respect our guidance and advice. They listen to and follow our recommendations about club coordination, session provision, and implementing social activities."

Receipt of Training
"We received training related to children's rights, child protection, child participation, education, hygiene and sanitation, reporting mechanisms, social accountability for child protection, and other facilitation skills."

Cambodia Summary Insights

The chart below shows the percentage of each stakeholder group responding *mostly true* for items across the 13 evaluation topics. For most evaluation topics, stakeholder groups had varying perspectives. For example, Topic 3—Community Support for Children's Groups—had the widest range with 23% of **Children in Area Programmes** responding mostly true compared to 100% of **Parents and Caregivers**. Stakeholder groups had more similar views for Topic 8—Family Decisions Inclusive of Children—between 20% and 40% of each group responding *mostly true*. Keep in mind that all statements describe the positive or ideal situation, so greater agreement between stakeholder groups does not necessarily mean a better outcome.

Percentage of Mostly True Responses Among Stakeholder Groups by Topic

● Children (Group Members) ● Children (Area Programs) ● Parents and Caregivers ● Local Government Authorities
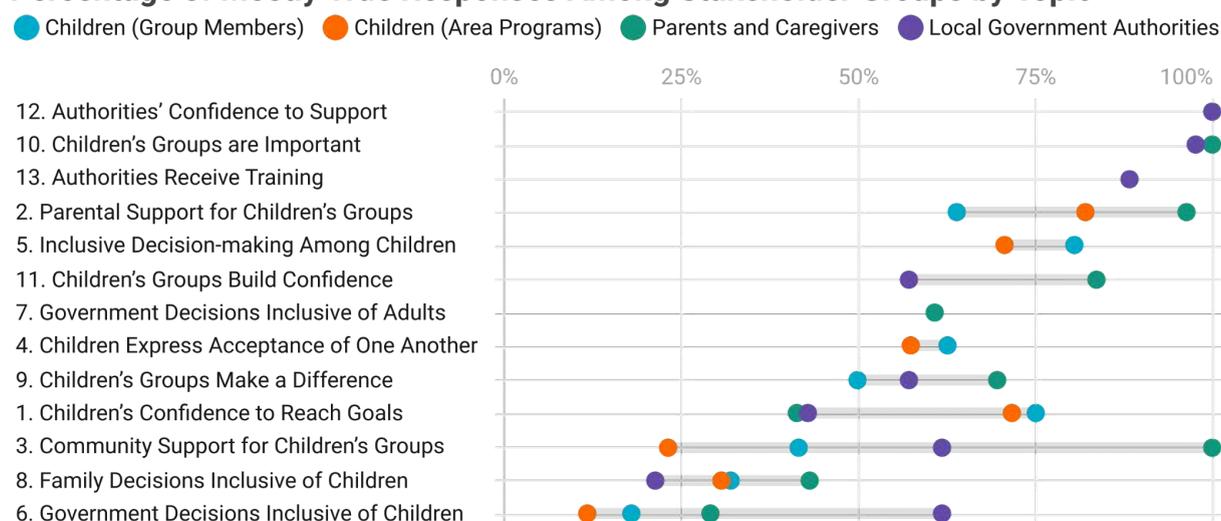
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Children's Self-Assessment

Both groups of children—those in group programmes and APs —consistently rate their experiences positively, particularly around inclusive decision-making among peers and their ability to express acceptance of one another. They demonstrate confidence in their groups' impact and their own capacity to reach goals.

The Participation Gap

While there is moderate agreement across stakeholder groups in terms of family decision-making, there's a much greater disconnect of how children's views are sought and incorporated into local government authorities' decisions. The percentage of children in APs in the Cambodia sample responding *mostly true* to government inclusion of children is quite low at 12%, and children in membership groups is not much higher at 18%. Local government authorities responded *mostly true* at a much higher rate of 62%. This suggests a fundamental misalignment between how authorities perceive their inclusivity efforts and how children actually experience them.

Varied View on Community Support

Perceptions of community support show the widest spread across all groups. Parents and caregivers are unanimous in their view that the community supports children's groups. Local Authorities and children themselves are much more cautious to say mostly true, but many did respond somewhat true.

Local Government Authorities

Local government authorities consistently rate their own performance and systems more favorably than children's lived experiences suggest, particularly around meaningful participation in government decisions. This points to a need for authorities to reassess whether their inclusion efforts are translating youth voice into influence.

Mongolia

There are approximately 141,000 children participating in programming across 12 Area Programmes. Among these children, approximately 4,200 participate in one of 194 children's membership groups.

In Mongolia, we spoke with 114 children and 50 adults across three APs– Baganuur, Songinokhairkhan, and Tuv.
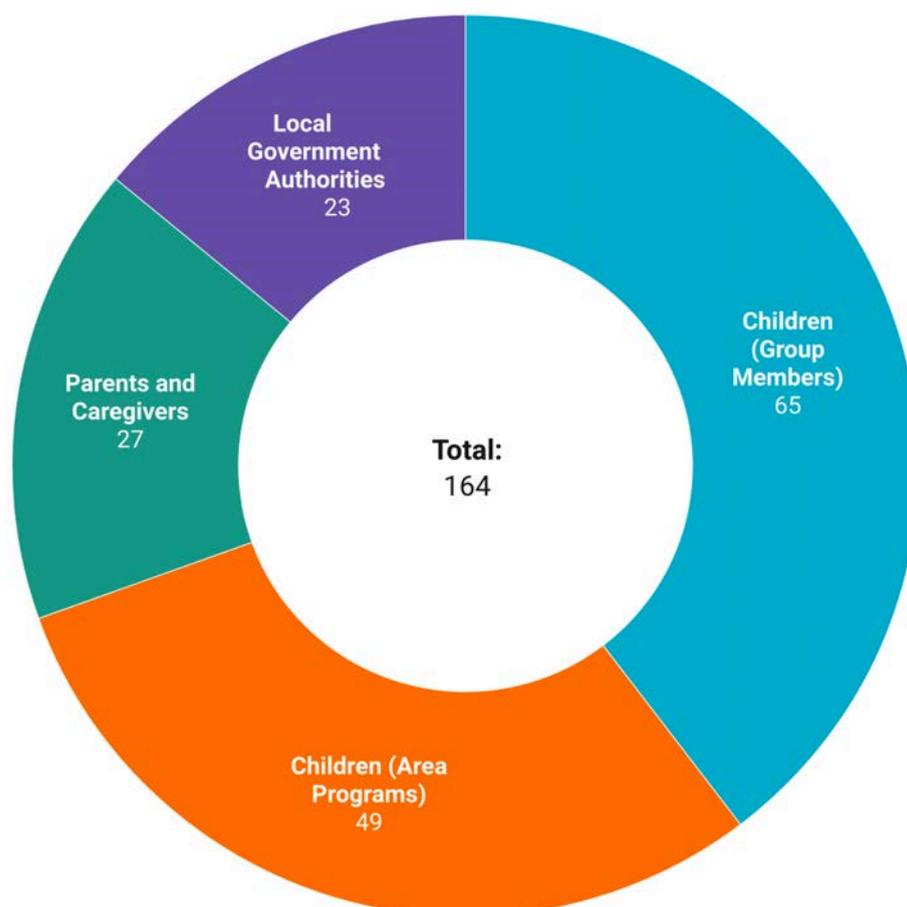
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Among four children's membership groups, one focused on Impact+ programming, two focused on Peace Roads programming, and one focused on a combination of Impact+, Peace Roads, and Child Researcher programming. Each programme aims to strengthen the life skills and protective skills of adolescents, particularly sponsored children, and all young people in the community, including the most vulnerable children.

Please note, sample sizes for specific items may be smaller than the stakeholder group totals reported above if one or more individuals did not provide a response.

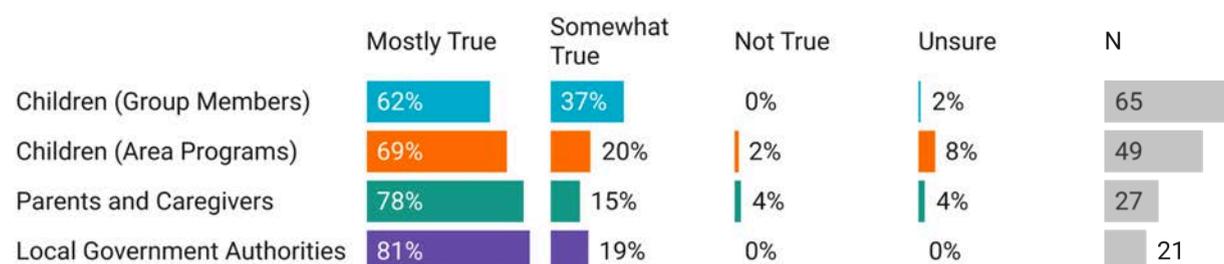# 1. Children's Confidence About Reaching Their Goals

Related OIOS Indicators
2.1.1 Proportion of female and male adolescents that report improved self-efficacy
3.4.2. Proportion of girls reporting positive self-identity (power within)

Who We Asked

Children (Group Members)	Being part of the children's group helps me feel confident in my abilities to achieve goals important to me.
Children (Area Programmes)	Being part of World Vision programmes helps me feel confident in my abilities to achieve goals important to me.
Parents and Caregivers	My child is confident in themself and their abilities to achieve goals that are important to them.
Local Government Authorities	Children in these groups are confident in themselves and their abilities.

Quantitative Results

A similar share of children in **Membership Groups** and **Area Programmes** responded *mostly true* to statements about confidence reaching their goals, but more child group members responded *somewhat true*. **Parents and Caregivers** and **Local Government Authorities** had more positive views than children.

	Mostly True	Somewhat True	Not True	Unsure	N
Children (Group Members)	62%	37%	0%	2%	65
Children (Area Programs)	69%	20%	2%	8%	49
Parents and Caregivers	78%	15%	4%	4%	27
Local Government Authorities	81%	19%	0%	0%	21

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Qualitative Insights: Children's Confidence Reaching Their Goals

Children (Group Members)

"The club activity provided me the strength to reach my goal step by step."

"I feel scared that others will not hear me when I speak in public, but now I feel more confident being part of this club."

"I was very shy and humble. After joining the club activities, I have improved a lot."

Children (Area Programmes)

"When World Vision staff have nice conversations with me and treat me without any exclusion, I feel important, which boosts my confidence."

"Since I started participating in World Vision's activities, I have stopped being afraid and shy around strangers, and I have become more open in expressing my opinions."

"At first, I was very shy and nervous when taking videos, but as I continued participating in the activities, I became confident and no longer anxious."

Parents and Caregivers

"Through participation in the Peace Road' club, my child has become more open in discussions and expresses himself fully. I am confident he will achieve their goals."

"My son struggles with self-confidence and often asks if he is capable of accomplishing tasks."

"I believe my child is confident, possesses excellent speaking and listening skills, and has the capability to achieve the goals set before him/her."

Local Government Authorities

"Children who participate in the club are active and become confident in doing things."

"It's obvious that club attendees are active in participating in any social engagement and activities."

"New and old club members are different. Children who have participated for more than two years are more confident."

2. Parental Support for Children to Participate in Groups or Programmes
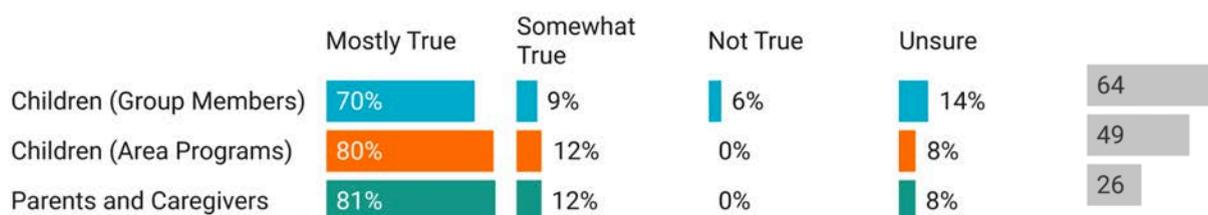
Related OIOS Indicator
3.3.3. Proportion of girl and boy members who are actively participating in children's groups

Who We Asked

Children (Group Members)	My parents support my participation in this children's group.
Children (Area Programmes)	My parents support my participation in World Vision programmes.
Parents and Caregivers	I am supportive of my child participating in the children's group or World Vision programmes.

Quantitative Results

Children in **Membership Groups** were less likely to respond mostly true compared to both children in **Area Programmes** and **Parents and Caregivers**. Children in membership groups were also more likely to be unsure about their parent or caregiver's support of their participation.

	Mostly True	Somewhat True	Not True	Unsure	
Children (Group Members)	70%	9%	6%	14%	64
Children (Area Programs)	80%	12%	0%	8%	49
Parents and Caregivers	81%	12%	0%	8%	26

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Qualitative Insights: Parental Support for Children's Participation in Groups and Area Programmes

Children (Group Members)

"My parents encourage me to attend the club because it reduces my time at home doing nothing."

"My parents encourage me to be an active participant of the club."

"My parents always check with me whether I attend my club regularly."

"I cannot say they support me, because the only word they say to me is just do your homework."

Children (Area Programmes)

"My parents think that children gain a lot from the WV programme."

"They really support my participation, because WV organizes fruitful training for children."

"They support it because they believe it will be useful for my future."

"They support me because I spend my time wisely and have developed the ability to express myself."

Parents and Caregivers

"My daughter is actively involved in the 'Peace Road' club, she is becoming more open minded."

"I encourage my child to participate in activities organized by World Vision, which helps her build harmonious relationships with her friends."

"I support my child to participate in children's groups or WV's programmes, they are becoming more self-confident and thinking skills are improving."

3. Community Support for Children's Groups
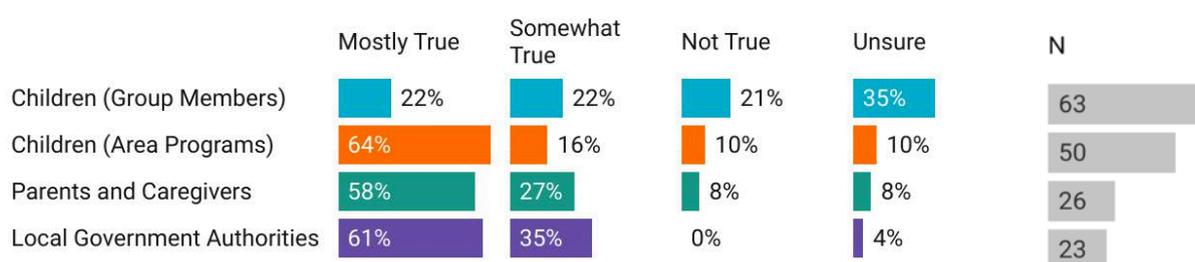
Related OIOS Indicator
3.3.4. Proportion of households reporting good community cohesion

Who We Asked

Children (Group Members)	I feel accepted by the larger community.
Children (Area Programmes)	I feel accepted by the larger community.
Parents and Caregivers	The larger community supports children's groups.
Local Government Authorities	The larger community supports children's groups.

Quantitative Results

A larger share of children in **Area Programmes** responded that it is *mostly true* that the larger community supports them, compared to children in **Membership Groups** who were equally likely to respond mostly true, as they were to respond somewhat true or not true, and most likely to be unsure. More than half of **Parents and Caregivers**, as well as **Local Government Authorities** responded that it was mostly true that the larger community supports children's groups.

	Mostly True	Somewhat True	Not True	Unsure	N
Children (Group Members)	22%	22%	21%	35%	63
Children (Area Programs)	64%	16%	10%	10%	50
Parents and Caregivers	58%	27%	8%	8%	26
Local Government Authorities	61%	35%	0%	4%	23

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Qualitative Insights: Community Support for Children's Groups

Children (Group Members)

"Adults often thank us for our activities, and that makes me feel like I belong."

"I feel accepted by some people in the community, but not everyone understands what we do."

"I don't think the larger community knows much about our club or what we do."

Children (Area Programmes)

"I feel accepted. When I visit the WV office, they pay attention to me."

"I feel happy when people in my neighborhood smile at me and say hello."

"It makes me feel special when adults listen to what I have to say."

"Knowing that there are adults I can trust makes me feel secure."

Parents and Caregivers

"School administration, social workers, and teachers provide support. I'm not sure if local authorities support it."

"The local government supports having the children's club use the meeting hall in the community."

"In the communities, there is no space for children to gather."

Local Government Authorities

"Due to the budget and promotion system at schools for club facilitators, the sustainability of facilitators is a problem."

"Our school now has a child development room, so clubs hold their meetings according to the schedule"

"We've seen growing community interest in the children's initiatives, and we actively encourage local schools"

4. Children Express Acceptance of One Another

Related OIOS Indicator
1.2.1. Proportion of boys and girls (12-18 years) with positive and peaceful relations with their peers.

Who We Asked

Children (Group Members)	I feel accepted by members of this children's group.
Children (Area Programmes)	I feel accepted by other children.

Quantitative Results

More than two-thirds of children in **Area Programmes** responded it was mostly true that they feel accepted by other children. Just under half of children in **Membership Groups** responded *mostly true,* and more likely than children in area programmes to respond *not true* or *unsure*.
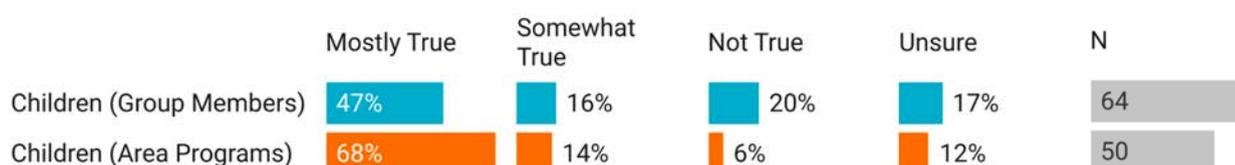
	Mostly True	Somewhat True	Not True	Unsure	N
Children (Group Members)	47%	16%	20%	17%	64
Children (Area Programs)	68%	14%	6%	12%	50

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Qualitative Insights: Children Express Acceptance of One Another

Children (Group Members)
"When I first joined the club, everyone smiled and warmly welcomed me."
"I feel like I belong here with the other members."
"I'm comfortable being myself around the other members."
"I know I can speak up in this group without being judged."

Children (Area Programmes)
"My classmates and friends respect and listen to my ideas."
"I am insecure about telling my opinion. I know that they don't support me."
"My friends incorporate my opinions into their decisions. I feel accepted."
"I can express myself very well and they listen to me."

5. Inclusive Decision-making Among Children

Related OIOS Indicator
None; New Indicator

Who We Asked

Children (Group Members)	Our children's group seeks and incorporates the views of every member into decisions our children's group makes.
Children (Area Programmes)	Our children's group seeks and incorporates the views of every member into decisions our children's group makes.

Quantitative Results

A large majority of children in **Membership Groups** responded *mostly true* regarding whether children seek and incorporate views of other children in decisions. Most children in **Area Programmes** responded that they were *unsure*, which is expected given that they do not necessarily make collective decisions in the same way as organized groups. Still about one-third respond *mostly true*.
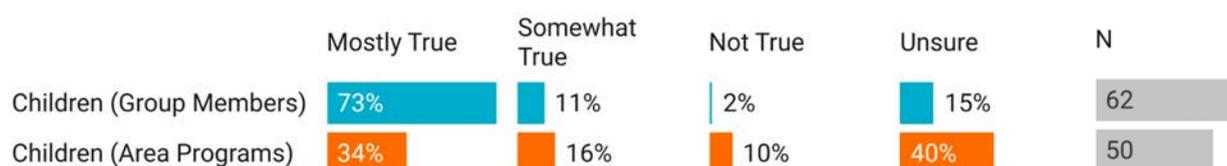
	Mostly True	Somewhat True	Not True	Unsure	N
Children (Group Members)	73%	11%	2%	15%	62
Children (Area Programs)	34%	16%	10%	40%	50

Created with Datawrapper

Qualitative Insights: Inclusive Decision-making Among Children

Children (Group Members)

"I feel that my opinions matter because the group always asks us what we think before making decisions."

"We often vote on decisions after sharing our thoughts. I think the group tries to include everyone's views."

"Sometimes only a few kids talk, and the rest just have to follow. I don't feel like my opinion counts"

Children (Area Programmes)

"When we select our class leaders, we vote."

"Children around me always discuss when they make a decision."

"In my opinion, 70-80% of it is listened to and implemented."

"I can't answer and don't know about it."

6. Local Government Decision-making Inclusive of Children
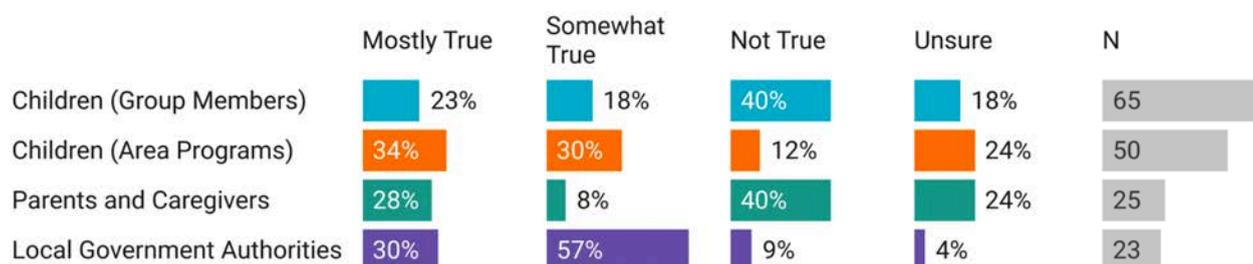
Related OIOS Indicator
3.2.1. Proportion of female and male adolescents (aged 12 to 18) who report that their views are sought and incorporated into the decision-making of local government

Who We Asked

Children (Group Members)	Local government authorities seek and incorporate the views of children into their decisions.
Children (Area Programmes)	Local government authorities seek and incorporate the views of children into their decisions.
Parents and Caregivers	Local government authorities seek and incorporate the views of children into their decisions.
Local Government Authorities	Local government authorities seek and incorporate the views of children into their decisions.

Quantitative Results

Children in Area Programmes were most likely out of any group to respond *mostly true* to whether local government authorities seek and incorporate children's views into local decision making. **Children in Membership Groups** were most likely to respond *not true*, similar to **Parents and Caregivers**. The majority of **Local Government Authorities** responded *somewhat true*.

	Mostly True	Somewhat True	Not True	Unsure	N
Children (Group Members)	23%	18%	40%	18%	65
Children (Area Programs)	34%	30%	12%	24%	50
Parents and Caregivers	28%	8%	40%	24%	25
Local Government Authorities	30%	57%	9%	4%	23

Created with Datawrapper

Qualitative Insights: Local Decision-making Inclusive of Children

Children (Group Members)

"We have no idea about it, possibly because our club isn't very active."

"Other children at school say there is some children's forum. I don't think the authorities listen to children's opinions. I've never participated in a time when our dormitory kids were invited to share their ideas."

"Even though we learn about speaking up in the club, the local authorities don't really listen or use what we say."

Children (Area Programmes)

"We were invited to a meeting hall, and we shared concerns about the lack of clean drinking water at our school. The officials listened, and two weeks later, they installed a new water filter. It felt like they really heard us."

"I wish they would ask us more often. We have ideas, especially about our schools and neighborhoods, but adults usually decide everything without us."

"World Vision listens to children's voices and partners with us to implement some ideas in the community."

Parents and Caregivers

"It is rare for local authorities and school administrators to listen to and implement children's suggestions, as it depends on many factors."

"No leaders listened to children, but World Vision serves as a bridge."

"Local authorities did not listen to children's voices especially for young ones."

Local Government Authorities

"As local authorities, it is rare to listen to and incorporate children's opinions into practical actions."

"Although the local government intentionally organizes the children's forum, it cannot implement all of their ideas. Because some of them are not possible to come true."
"The local government implemented some ideas of children, but did not respond back to the same participants."

7. Local Government Decision-making Inclusive of Parents and Caregivers
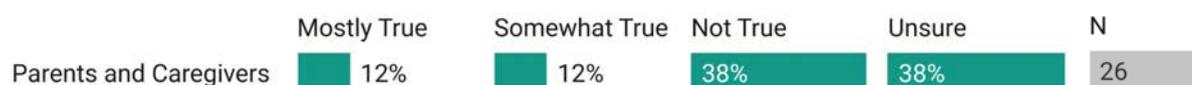
Related OIOS Indicator
None; New indicator

Who We Asked

Parents and Caregivers	Local government authorities seek and incorporate my views into their decisions.

Quantitative Results

Parents and caregivers were equally *unsure* or believed it is *not true* that local government authorities seek and incorporate their views into decisions.

	Mostly True	Somewhat True	Not True	Unsure	N
Parents and Caregivers	12%	12%	38%	38%	26

Created with Datawrapper

Qualitative Insights

Parents and Caregivers

The local authorities organize meetings and listen to the citizens, but they forget about it and are not included in the planning or implementation.

Community people identified there is no street lighting around the school and brought this issue to local authorities. They partnered with WV and had a street light around the school.

I don't know about it because I never reached for local authorities on it.

8. Parents & Caregivers Include Children in Family Decision-making
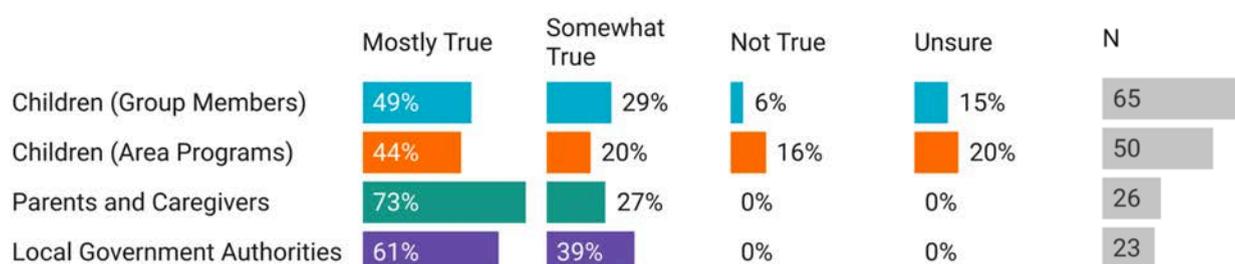
Related OIOS Indicator
1.2.3. Proportion of adolescents who report a strong connection with their parent or caregiver

Who We Asked

Children (Group Members)	My parents seek and incorporate my views into decisions that affect my family.
Children (Area Programmes)	My parents seek and incorporate my views into decisions that affect my family.
Parents and Caregivers	I seek and incorporate my child's views into decisions that affect our family
Local Government Authorities	Parents seek and incorporate the views of their children into decisions affecting their family.

Quantitative Results

Children in **Membership Groups** and **Area Programmes** both showed the most skepticism, with under half of each stakeholder group responding mostly true, and 15% and 16% responding not true, respectively. **Parents and Caregivers** showed the strongest agreement, with all responding either mostly true or somewhat true. **Local Government Authorities** also showed complete agreement, though with a smaller greater share responding mostly true compared to parents and caregivers.

	Mostly True	Somewhat True	Not True	Unsure	N
Children (Group Members)	49%	29%	6%	15%	65
Children (Area Programs)	44%	20%	16%	20%	50
Parents and Caregivers	73%	27%	0%	0%	26
Local Government Authorities	61%	39%	0%	0%	23

Created with Datawrapper

Qualitative Insights: Parents & Caregivers Include Children in Family Decision-making

Children (Group Members)

"I've many siblings, so my parents decided to do it on their own, because it's not possible to take away everyone's ideas."

"They only pay attention to me about small things that concern me."

"When my parents make a decision that is related to me, always ask my opinion."

"They ask me about school or friends, but not about bigger family decisions."

Children (Area Programmes)

"My father is a police officer, so we often have to move from one place to another. He always asks for my opinion on whether I want to move or not."

"My parents said you decide your future. Do your own way."

"They talk with me openly and ask for my ideas."

"I can't say that my parents always seek and incorporate my views into decisions."

Parents and Caregivers

"Parents discuss decisions thoroughly with their children. If they disagree on some aspects, parents impose their views."

"We discuss openly and sometimes we say there is no possibility to incorporate the children's ideas due to family finance or other concerns."

"Our family needed to move to another place, and we discussed it, and our children didn't want to change the school so we decided not to move."

Local Government Authorities

"Sometimes decisions are made without asking the child. The child has no choice but to follow the decisions made."

"Parents do occasionally ask their children's opinions, particularly in matters like schooling or health, but children are rarely part of major decision-making processes."

"There is growing awareness about the importance of listening to children, but it happens only in some families and not as a routine practice."

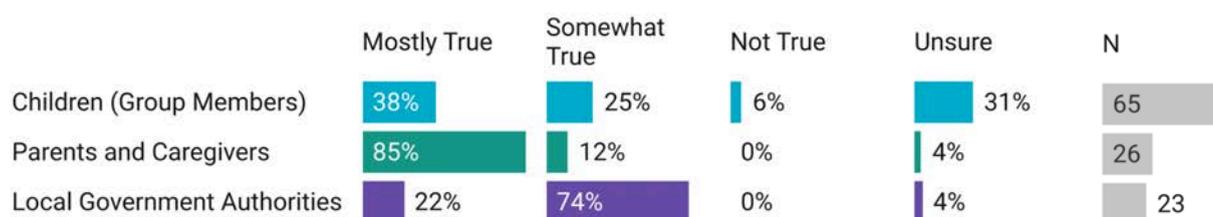# 9. Children's Groups Make a Difference in the Community

Related OIOS Indicator
None; New indicator

Who We Asked

Children (Group Members)	Our children's group makes a positive difference for our larger community.
Parents and Caregivers	Children's groups have made a positive difference for other children in our larger community.
Local Government Authorities	Children's groups have made a positive difference for other children in our larger community.

Quantitative Results

Children in Membership Groups were mostly likely to respond *mostly true*, but a quarter said their group making a positive difference was *somewhat true*, and almost a third were *unsure*. **Parents and caregivers** were much more optimistic, the majority responded *mostly true*. The majority of **Local Government Authorities** responded *somewhat true*.

	Mostly True	Somewhat True	Not True	Unsure	N
Children (Group Members)	38%	25%	6%	31%	65
Parents and Caregivers	85%	12%	0%	4%	26
Local Government Authorities	22%	74%	0%	4%	23

Created with Datawrapper

Qualitative Insights: Children's Groups Make a Difference in the Community

Children (Group Members)

"I'd say yes, because our club conducts a session about how to love the environment."

"I think it depends on how active the club is. I'm not sure how to measure that."

"Our children's group was established based on the dormitory. There are very few participants in our club. We rarely meet and don't organize the activity, so we can't say it makes a positive difference."

"I am not sure because our children's group is running its activity for a short time."

Parents and Caregivers

"I can't answer because my children did not go to the children's club."

"My child used to be lonely, but now they communicate openly with the family after going to the children's club."

"Children's groups have a positive influence for other children such as being friendly, respecting each other, and listening well."

"They conducted training on safety and prevention of social abuse."

Local Government Authorities

"When numerous children participate in the club, their development opportunities expand, enabling them to positively impact their peers."

"Other children often take inspiration from the children in the journalist club."

"The children in our club encourage their families and friends to throw trash in the trash bin and conserve water."

"It is evident that the club brings about positive changes. Children are becoming advocates at local and international level, and they are also influencing their fathers to abstain from alcohol."

10. Children's Groups are Important for the Community

Related OIOS Indicator
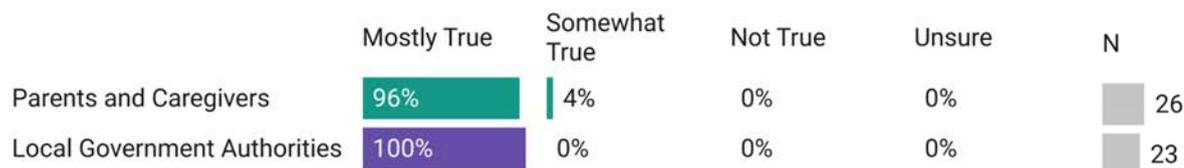None; New

Who We Asked

Parents and Caregivers	It is important to have children's groups like these in our community.
Local Government Authorities	It is important to have children's groups like these in our community.

Quantitative Results

Parents and caregivers, as well as **Local Government Authorities**, overwhelmingly responded mostly true when asked if it is important to have children's groups in the community.

	Mostly True	Somewhat True	Not True	Unsure	N
Parents and Caregivers	96%	4%	0%	0%	26
Local Government Authorities	100%	0%	0%	0%	23

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Qualitative Insights: Children's Groups are Important for the Community

Parents and Caregivers

"Having a children's participation club in the local area, even though it's close to a big city, is important."

"Children in the local area learn to overcome shyness and express themselves openly."

"It helps children who struggle with socialization to become more sociable and have dreams and hope for the future."

"It is important to have a children's group in the community. Children spend their free time effectively and learn together."

"Sometimes, they don't tell when they are having club activities, so it confuses children and parents."

Local Government Authorities

"Through extracurricular activities, children gain knowledge and skills that they cannot acquire in regular classes."

"Each child has different interests and ways of developing. Therefore, offering a variety of clubs would be highly effective."

"Such initiatives foster inclusion and ensure that even the youngest members of society have a platform to express their views."

"When children are involved in community life, it nurtures respect, empathy, and social cohesion across generations."

"We see positive behavioral and educational outcomes when children are given meaningful roles and recognition in their communities."

11. Children's Groups Build Confidence and Abilities

Related OIOS Indicator
None; New indicator

Who We Asked

Parents and Caregivers	The group is helpful for building my child's confidence and abilities
Local Government Authorities	The group is helpful for building children's confidence and abilities

Quantitative Results

Most **Parents and Caregivers**, as well as **Local Government Authorities**, responded that it is *mostly true* that children's groups help build children's confidences and abilities. A much smaller share of each group were more cautious and responded *somewhat true*, or were *unsure*.

	Mostly True	Somewhat True	Not True	Unsure	N
Parents and Caregivers	88%	8%	0%	4%	26
Local Government Authorities	83%	13%	0%	4%	23
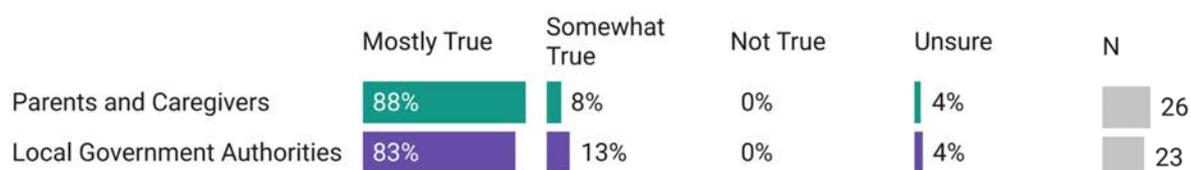
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Qualitative Insights: Children' Groups Build Confidence

Parents and Caregivers

"Many age-appropriate training sessions are provided for children. This helps them communicate openly with others and increases their self-confidence."

"He/She has become more open in communication. When he/she comes home, he/she teaches what he/she has learned to his/her younger siblings."

"My daughter has been attending the club for 2 years. She, along with her friends, has started initiating and doing things that benefit the community."

"I have 2 boys, one is going to a children's group for 2 years, his skills have improved, and the younger boy has just started going to a children's club, so he is still learning."

Local Government Authorities

"It has been observed that children attending the 'Peace Road' club are discovering themselves, socializing, and becoming more confident."

"Those who go to a children's club develop and grow well compared with children who are not attending the club."

"The group provides a safe and supportive environment where children feel heard and respected."

"It's clear that the group's activities are not just fun, but also meaningful for their personal development."

"We see this group as a model for encouraging civic engagement and participation from an early age."

12. Authorities' Confidence in Support
13. Authorities' Receipt of Training

Related OIOS Indicators
None; New indicators

Who We Asked
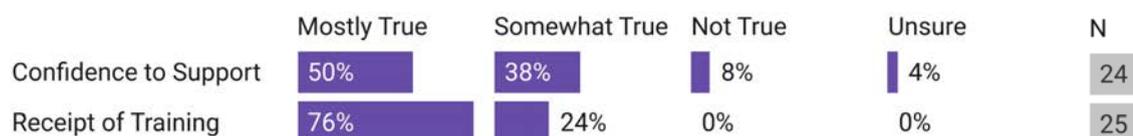
Local Government Authorities	I feel confident in my abilities to support children's groups.
Local Government Authorities	I have received training to support children's groups.

Quantitative Results

Half of the **Local Government Authorities** in Mongolia participating responded *mostly true* in terms of the confidence they have in their abilities to support children's groups, and over a third responded *somewhat true*. Three felt this was *not true* or were *unsure*. Among these same respondents, three in four said it was *mostly true* that they had received training to support children's groups, and a quarter responded *somewhat true*.

	Mostly True	Somewhat True	Not True	Unsure	N
Confidence to Support	50%	38%	8%	4%	24
Receipt of Training	76%	24%	0%	0%	25

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Qualitative Insights: Authorities Confidence to Support Children's Groups and Receipt of Training

Local Government Authorities

Confidence to Support

"I support and collaborate with children's development clubs, and I chose yellow because continuous learning and personal growth are essential."

"As an authority of school, school social worker, educational department staff, we are confident in our ability to effectively support children's groups and ensure their initiatives are heard and valued in our community."

"As school social workers, we have necessary skills and experience to guide, mentor, and collaborate with children's groups in meaningful and respectful ways."

"We feel well-prepared to assist and advocate for children's groups about their rights and priorities."

Receipt of Training

"I am a social worker and also lead all children's groups at my school and am trained."

"I am not trained in child leading, but I can support the children's club by providing meeting rooms and the training hall."

"I'm trained on Impact +, Peace Road and confident in supporting the children's group."

"Through capacity-building programmes, I have learned how to facilitate safe and inclusive environments for children's participation, especially learned from WV."

"I was trained as a children's group facilitator, and this training now informs how I support and empower children to actively participate in discussions that affect their lives within the community."

Mongolia Summary Insights

There is meaningful alignment among stakeholders on the importance and effectiveness of children's groups, but also key areas where perceptions diverge. The data suggests that while there's strong foundational support for children's groups, there may be room for better alignment between stakeholders on the extent of meaningful youth participation in decision-making processes.

Percentage of Mostly True Responses Among Stakeholder Groups by Topic

● Children (Group Members) ● Children (Area Programs) ● Parents and Caregivers ● Local Government Authorities
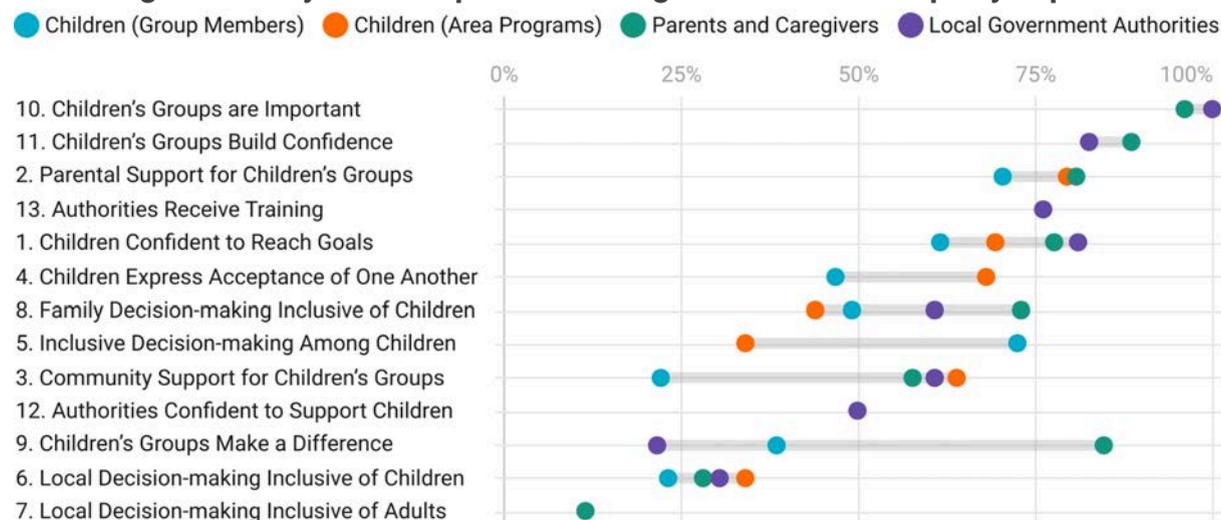
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Strong Consensus Areas
All four stakeholder groups—children in membership groups, children in APs parents/caregivers, and local government authorities—show remarkably high agreement (80-100%) that children's groups are important and build confidence. There's also broad consensus that parental support for these groups is strong.

Children's Confidence in Their Impact
Children themselves, whether in membership groups or APs , consistently rate their experiences and capabilities highly. They feel confident about reaching their goals, express acceptance of one another, and believe their groups make a meaningful difference in their communities.

Gaps in Inclusive Decision-Making
The most notable disparities appear around inclusive decision-making. While children rate their involvement in both family and local decision-making processes more positively, adults (parents and authorities) tend to be more cautious in their assessments. This suggests a potential disconnect between how empowered children feel and how much decision authority adults perceive they actually have.

Local Government Authorities

Local government authorities show the most varied responses across categories, sometimes aligning closely with other groups and other times offering more conservative assessments, particularly around their own confidence to support children.

Findings, Implications, and Recommendations

Enabling Environments Are Important in All Settings, But Children's Groups More Likely Create This Environment

The results from Cambodia and Mongolia reveal that relationships with supportive adults can contribute to an enabling environment for children's well-being. In Cambodia, where children's groups have regular interaction with local government authorities through community service projects, children in these groups had more positive experiences with local authorities seeking and incorporating children's views into decision-making. Conversely, in Mongolia, where children in Area Programmes (APs) have greater frequency of interaction with World Vision staff than children in membership groups, children in APs had more positive views of having their views sought and incorporated into decisions. This demonstrates that the quality and frequency of supportive adult relationships, and not the specific programme structure alone, plays a role in creating positive outcomes for children.

Implications: Minimum Standards May Be Necessary for Children's Well-Being Benefits

These results raise the central question of how children's membership group settings create enabling environments that improve child well-being. The findings suggest that the components of an enabling environment are more important than the precise structure or name of how children come together regularly in supportive relationships with peers and adults. However, there appears to be greater opportunity for children's group settings to create enabling environments compared to APs, provided that children in membership groups meet frequently enough to create stronger relationships with peers and adults and have meaningful roles in advocating for themselves and others in their communities. This indicates that minimum standards of an enabling environment for children's groups may be necessary to see benefits in children's well-being, as partial or inadequate implementation may yield limited positive outcomes.

Recommended Actions: Establish and Refine Minimum Standards

Further evaluation is needed to refine the minimum standards that support all children across settings. What was learned from this evaluation should fundamentally change how World Vision designs programmes for children around the world, including creating minimum standards for supporting children's membership groups. These standards would provide a stronger measurement system to understand whether programmes are working as designed, ensuring that programming is based on evidence of what actually helps children. The development of these standards should be systematic and evidence-based, accounting for diverse contexts while identifying

universal elements that consistently contribute to positive outcomes for children's well-being and development.

Differences in Outcomes Between Children in Membership Groups and Area Programmes Are Meaningful

The evaluation revealed some significant and contrasting patterns between outcomes for children in membership groups versus those in Area Programmes. In Cambodia, results generally aligned with the hypothesis that children in membership groups would demonstrate enhanced well-being outcomes compared to children in APs alone, with statistically significant differences in their feelings of being accepted by members of the larger community and whether their views are incorporated into decisions made with other children, in their families, or by local government authorities. However, the reverse pattern emerged in Mongolia, where children in APs had more positive responses than those in membership groups, with children in APs more likely to feel accepted by the larger community and have their views incorporated into various decision-making processes. Upon closer examination, these seemingly contradictory findings actually align with the framework for enabling environments, as the children's groups in Mongolia were all school-based, with two in remote areas having less interaction with World Vision staff compared to children in Area Programmes, and children consistently reported that their membership groups did not meet often enough.

Implications: Data Disaggregation Is Essential for Understanding Programme Effectiveness

Children in membership groups may experience benefits of World Vision's programmes differently than children in APs, making data disaggregation essential to understand if programming or specific components of an enabling environment drive outcomes. The evaluation attempted to connect OIOS indicators to demonstrate whether children who participate in groups have better outcomes in areas like safety, education, or emotional well-being, but found that current data collection does not separate information based on group participation. This limitation prevents understanding of whether or not participation in membership groups makes a meaningful difference in children's lives, which may be a contributing factor for how different programmes and approaches achieve their impacts. The variation in outcomes between settings and programme types suggests that aggregate data may mask important differences in programme effectiveness and fail to identify which approaches work best for different children in different circumstances. We did not test the difference in outcomes between children in membership groups using different programmes, such as CPMR3 or Impact+, but this presents another opportunity for future evaluation to address when more data are available to adequately address this question.

Recommended Actions: Implement Comprehensive Data Disaggregation

Data collection for existing OIOS indicators should disaggregate outcomes for children who do or do not participate in children's membership groups,

complementing existing data disaggregation practices. This involves creating new ways to disaggregate data based on group participation, similar to how data is currently separated by age, gender, or other characteristics, such as whether children are registered to understand the benefits of sponsorship. The process would involve tracking which children participate in membership groups and then comparing their outcomes to children who do not participate. This type of data disaggregation would help determine whether group participation alone is effective for improving children's well-being and could inform how future programmes are designed. However, there is still a need to continue collecting information on the quality of children's membership groups to fully understand if groups are implementing all aspects of an enabling environment. These data disaggregation improvements should be implemented immediately alongside adding new indicators that measure the enabling environments, which we have shared here. This would enhance understanding of what works for different children in different situations and help make better decisions about how to adapt programmes for maximum benefit to children's well-being and the well-being of others in their community..

Age-Appropriate Evaluation Tools Enhanced Data Collection Experiences

This evaluation used a mixed-methods approach designed to be accessible and meaningful to children as well as adults, incorporating them in the immediate analysis of their local results so they could directly and immediately benefit from the evidence for local programming decisions. The approach elevates how experiences across stakeholder groups may be similar or different, and encourages each group to develop interpretations of findings and collaborate to address community needs. Several adult participants commented on how they enjoyed the process of using these tools, demonstrating that age-appropriate evaluation tools yield richer, more reliable data from child participants while adults also benefit from the enhanced methodology.

Implications: Methodological Adaptation Is Critical for Authentic Child Participation

Age-appropriate evaluation tools and approaches enhanced data collection experiences for both children and adults, demonstrating the critical importance of methodological adaptation when working with children. Traditional evaluation approaches designed for adults often fail to capture children's authentic perspectives and experiences, leading to incomplete or inaccurate assessments of programme impact. When evaluation methods are tailored to children's developmental stages, communication styles, and comfort levels, both the quality of data and the experience of participation improve significantly, creating a positive feedback loop where children feel valued and heard while organizations receive more reliable and actionable information.

Recommended Actions: Integrate Child-Friendly Data Collection Methods

World Vision should further integrate child-friendly data collection methods that yield reliable results for both children and adults. This integration requires investment in training staff to design and use evaluation tools that can capture children's perspectives authentically while maintaining the rigor and reliability needed for programme accountability and improvement. The organization should build staff capacity to implement these methods effectively. Not only does this ensure evaluators use appropriate methods, but it also promotes understanding of child development principles and can create safe, engaging environments for children broadly. These child-friendly approaches may also be used for other existing or future evaluation efforts to benefit from eliciting honest, comprehensive feedback from children about their programme experiences.

Real-Time Feedback Creates Opportunities for Programme Enhancement

The evaluation's approach of having participants analyze their group's responses directly after data collection and provide their own interpretations created immediate opportunities for program enhancement, even before complete analysis of quantitative and qualitative data was finalized. Staff involved in the data collection process commented on how the experience itself was informative and added to their understanding in real-time, demonstrating the value of immediate feedback loops. While specific program changes were not formally documented during the evaluation period, the process revealed clear opportunities for immediate action. Feedback about the critical importance of consistency in meeting with children, that there is a large gap in how well local government authorities seek and incorporate the view of children in decisions, and the discovery that many adults had not been trained to support children's groups presented three concrete areas where findings could be immediately translated into actions to address these needs.

Implications: Locale Analyses Enable Continuous Improvement

Real-time analysis of results with stakeholders creates opportunities for immediate programme enhancement, representing a significant shift from traditional evaluation models where data must be aggregated and analyzed before sharing results. Rather than waiting for formal evaluation cycles that may occur months or years after implementation begins, real-time feedback systems allow for continuous course correction and programme refinement based on ongoing experiences, emerging needs, and changing circumstances. This approach acknowledges that effective programming operates in dynamic environments where conditions, needs, and opportunities evolve rapidly, requiring programme management systems that can identify and respond to changes quickly. The ability to make immediate enhancements based on stakeholder feedback can prevent small problems from becoming major issues and demonstrate to communities that their input is valued and acted upon promptly.

Recommended Actions: Strengthen Local Feedback Loops

World Vision should strengthen local feedback loops that compare experiences for children, parents, and authorities to inform decision-making. These feedback mechanisms must be designed to capture input from all relevant stakeholders regularly and efficiently, using approaches that make it easy for busy community members to provide honest, constructive feedback about their experiences with programmes. The system should specifically look for discrepancies between how different stakeholder groups experience and perceive programmes, as these differences documented in this evaluation revealed important insights about programme effectiveness or opportunities for improvement. The feedback loops should be connected to clear decision-making processes that ensure input is analyzed promptly and translated into concrete programme adjustments where appropriate, requiring training for programme staff in the child-friendly methods used in this pilot.

Children's Views Are Insufficiently Sought and Integrated into Local Decisions

The pilot evaluation revealed significant disparities in how different stakeholder groups perceive local government authorities' efforts to seek and incorporate children's views into decision-making processes. Children in Area Programmes were most likely out of any group to respond *Mostly True* to whether local government authorities seek and incorporate children's views into local decision making, while children in Membership Groups were most likely to respond *Not true*, similar to Parents and Caregivers. The majority of Local Government Authorities responded "somewhat true." In Mongolia, the pattern was similar, with a third of children in Area Programmes responding *Mostly true* to whether local government authorities seek and incorporate children's views, compared to a less than a quarter of children in Membership Groups. Half of Parents and Caregivers responded *Not true,* while most Local Government Authorities responded either *Mostly true* or *Somewhat true*.

Qualitative insights revealed the complexity behind these quantitative findings. Children in Membership Groups in Mongolia expressed frustration, with one explaining "Even though we learn about speaking up in the club, the local authorities don't really listen or use what we say." Conversely, children in Area Programmes provided examples of successful engagement, such as advocating for clean drinking water that resulted in new water filters being installed within two weeks. In Cambodia, children in Membership Groups acknowledged that local authorities seek children's input on matters specifically related to children's rights and child protection but noted that "when the action plans or activities are not related to children's rights and child protection issues, they do not seek ideas from children." Parents and caregivers consistently reported that Local Government Authorities rarely listen to children, with some noting that "World Vision serves as a bridge" for children's voices. Local government authorities themselves acknowledged limitations, with one stating "As local authorities, it is rare to listen to and incorporate children's opinions into practical actions" and another noting that while they organize children's forums, they "cannot implement all of their ideas" and often fail to "respond back to the same participants."

Implications: Current Participation Practices Fall Short of Meaningful Engagement

Lower rates of positive responses from children and their parents and caregivers regarding how children's views are sought and integrated into local decisions suggest that current practices are insufficient for meaningful child participation. This finding indicates that while children's groups and programmes may exist in communities, the fundamental principle of meaningful child participation in decision-making processes that affect their lives remains inadequately implemented. Children and their families can distinguish between tokenistic consultation and genuine participation, suggesting that current approaches may involve asking children for their opinions without actually incorporating those perspectives into final decisions. This disconnect undermines children's sense of agency and value within their communities, which is a goal of an enabling environment and a desired outcome for children's well-being..

Recommended Actions: Strengthen Government Engagement with Children at All Levels–Local, Subnational, National

Local Government Authorities should engage more regularly in policy dialogues with children and adults in the development of any policies, including local, subnational, and national levels. This systematic engagement requires moving beyond occasional consultations to establish ongoing mechanisms for child and community participation in governance processes. Local authorities need support to develop their capacity for facilitating meaningful dialogue with children, understanding how to adapt consultation processes to be age-appropriate while still generating actionable input for policy development. This work should include developing and implementing practical tools, like the ones we have used in this pilot evaluation, that support Local Government Authorities to implement regular, meaningful consultation processes that genuinely influence policy decisions and demonstrate to children and families that their input is valued and acted upon.

Parents Value Children's Groups But Children Face Competing Expectations

In both Cambodia and Mongolia, parents and caregivers are unanimous in their view that children's groups are important. However, about a third of children in Membership Groups in Cambodia showed some reservation about the support they receive from parents, though this seemed to be less prevalent among children in Mongolia. This disparity reveals a complex dynamic where parental support exists in principle but may be complicated by practical considerations and competing demands on children's time and energy.

Implications: Mixed Messages May Undermine Programme Participation

Parents clearly see value in children's groups and programmes, but children report competing expectations for academic and household responsibilities that might curb

perceived support. While parents and caregivers express support for their children's participation in either children's membership groups or area programmes, they may simultaneously convey competing expectations for academic success and household responsibilities that effectively diminish their enthusiasm for these programmes from children's perspective. These mixed messages might in turn reduce children's attendance in programming, creating a situation where well-intentioned parental guidance inadvertently undermines programme participation and effectiveness. The tension reflects broader socioeconomic pressures that families face and the difficult choices they must make about how children spend their limited time.

Recommended Actions: Increase Parental Outreach and Understanding

World Vision should increase outreach to parents and caregivers to gather their views and understand barriers to children's consistent participation in groups or programming broadly. This outreach must go beyond general awareness-raising to conduct in-depth consultation about the practical challenges families face in balancing competing demands on children's time and energy. The organization should work with parents to identify creative solutions that acknowledge economic realities while still supporting children's holistic development and meaningful community participation. The approach should recognize parents as partners in supporting children's development.

Infrequent Meetings Impact Group Experiences

The pilot evaluation revealed that meeting frequency influenced children's experiences in membership groups, particularly evident in the Mongolia findings. Among the children's groups that participated in the evaluation in Mongolia, all were school-based, and two were in remote areas where there was less interaction with World Vision staff compared to children in area programmes who had greater interaction with World Vision staff and programmes. Across multiple evaluation items, children explained how their group does not meet often enough, providing a clear explanation for why they might have responded *Not true* or *Unsure* to multiple evaluation items about their group experiences and the benefits they received from participation.

This pattern emerged consistently in qualitative feedback from children in membership groups who expressed frustration with inactive clubs and irregular meeting schedules. As one child noted, "We have no idea about it, possibly because our club isn't very active," while another explained that despite learning about speaking up in the club, meaningful engagement was limited. The reverse pattern observed in Mongolia, where children in Area Programmes had more positive responses than those in Membership Groups, actually aligns with the framework for an enabling environment when considering that area programme children had more frequent and consistent interaction with trained World Vision staff. This pilot evaluation has not yet systematically documented how often children come together in their groups, but this emerged as a key question that future evaluations must address to understand the relationship between meeting frequency, facilitator training, and positive outcomes for children.

Implications: Programme Infrastructure Quality Determines Outcomes

Infrequent meetings and lack of a trained adult facilitator may explain why some children's groups reported less positive experiences. Regular meetings create the rhythm and continuity necessary for relationships to develop, skills to be practiced and reinforced, and group dynamics to mature into supportive peer networks. Without this consistency, children's membership groups–and children in area programmes for that matter–may struggle to build the trust and engagement necessary to achieve their potential for positive impact. Additionally, trained adult facilitators bring essential competencies in group management, conflict resolution, child development, and programme implementation that well-meaning but untrained volunteers may lack despite their good intentions. The absence of skilled facilitation, or even inconsistency in children's access to a trained facilitator, may result in groups that fail to engage children meaningfully or create negative experiences that discourage participation.

Recommended Actions: Expand Access to Trained Facilitators

World Vision should expand access to trained facilitators who meet regularly and support all components of an enabling environment. This expansion must include comprehensive training programmes that equip facilitators with both technical skills and understanding of child development principles, as well as ongoing supervision and support systems that help them maintain quality over time. The organization should develop sustainable models for ensuring regular meeting schedules that work within local contexts and constraints, potentially including creative approaches to scheduling, venue arrangement, or transportation support. Additionally, World Vision should establish clear standards for facilitators to work toward, with regular feedback mechanisms, similar to the tools used in this pilot.

Conclusion

The evaluation has shown significant potential for improving World Vision's measurement capabilities while maintaining the flexibility needed for diverse operational contexts. The recommendations provide a clear pathway for strengthening the OIOS framework through immediate improvements and strategic long-term development. Success will depend on thoughtful implementation that balances consistency with local adaptation, ensuring that improved measurement capabilities translate into better outcomes for children and communities worldwide.

As a pilot evaluation, there is still much to be done in terms of testing how the tools support similarly fruitful conversations in other countries within different stakeholder groups. There is also the opportunity to bring these findings to an interface meeting where multiple stakeholder groups can reflect on the findings and develop action plans for how to address issues they see as priorities. In the end, supporting children and their well-being requires consistent monitoring and evaluation, with analysis taking place at the local level, in addition to a more global view of outcomes to understand the benefits of an enabling environment, whether in a children's membership group or beyond.

Support Available

In addition to the training materials and capacity building resources available in the appendix of this report, there is opportunity for consultation before, during, or after implementing similar efforts locally. For more information, please contact:

Tiffany Tao Joiner
Senior Advisor, Child Participation & Capabilities
Global Programmes & Resources
World Vision International, Global Centre
Email: tiffany_tao_joiner@wvi.org

Bijan Kimiagar
Principal Consultant & Report Author
AEQUA Strategies
Email: bijan@aequastrategies.com

Appendices

Appendix A: Evaluation Framework and Criteria

Appendix B: Summary of Evaluation Item Statements

Appendix C: Data Collection Guide and Tools

Appendix D: Replication Guidance

Appendix E: Stakeholder Suggested Evaluation Items

Appendix A: Evaluation Framework and Criteria

This slide deck details the evaluation framework, informed by previous evaluations in the region and feedback from members of the working group. Below are evaluability criteria developed for this pilot evaluation.

CRITERIA	RATIONALE
A. KNOWLEDGE & EXPERIENCE	
1. LENGTH OF TIME OPERATING Ideal: 24+ months Minimum: 6 to 23 months	Groups operating less than two years may lack examples of leadership and membership transitions valuable for understanding and practicing how groups manage power and knowledge transfers.
2. DOCUMENTATION Ideal: There are detailed records of group membership, roles, and participation in one or more projects with related documentation Minimum: Basic demographic records (group size, age range, etc.)	Since there is a lack of primary data on children's groups and how they organize themselves, these secondary data sources are essential for building an initial evaluation framework and later generate primary data that directly address our evaluation questions. Documentation from using the Article 15 Resource Kit tools is preferred, but not required.
B. CAPACITY & SKILLS	
1. CAPACITY TO COLLECT DATA Ideal: Meets minimum criterion, and group is part of an existing evaluation/ data collection process and familiar with why and how data about their group is collected and used Minimum: An adult representative has adequate time availability and access to the internet and a computer to participate in trainings	Participating in one or more program evaluation broadens the opportunities to link the framework we are developing through this project to other existing frameworks and data collection processes, but this is not essential. Our process will be clear about why data are being collected and how they are used, and be inclusive and allow for multiple data collections methods, digital and paper-based, so no group is excluded because of lack of access to specific tools or technologies.
2. CAPACITY TO TRAIN OTHERS Ideal: Group members have experience training other groups Minimum: Group members are motivated to learn how to train others	We recognize and support young people's rights and responsibilities in shaping decisions about their lives, and commit to creating evaluation processes that meaningfully engage them and support them taking on decision-making roles if desired.
C. RESOURCES & SUPPORTS*	
1. MEETS REGULARLY Ideal: Weekly Minimum: Monthly	With the tentative goal of completing these piloting efforts by April 2025, existing opportunities to connect with group members supports timely completion of project goals.
2. HAS A TRAINED FACILITATOR Ideal: Meets minimum criterion, and has additional training in participatory practices with children and youth Minimum: An adult representative is available to serve as a project liaison and ensure child safeguarding	Adult facilitators have an important role serving as liaisons to the global working group and ensuring the ideas and needs of children's group members are integrated into working group decisions.

Appendix B: Summary of Evaluation Item Statements

Children's Group Members	Children in Area Program	Parents & Caregivers	Local Authorities	Children's Group Facilitators/ WV Staff
Being part of the children's group helps me feel confident in my abilities to achieve goals important to me	Being part World Vision programs helps me feel confident in my abilities to achieve goals important to me	My child is confident in themself and their abilities to achieve goals that are important to them	Children in these groups are confident in themselves and their abilities	Members of this children's group are confident in themselves and their abilities
My parents support my participation in this children's group	My parents support my participation in World Vision programs	I am supportive of my child participating in the children's group	Parents support their children to participate in these children's groups	Parents of the children in this group support their children's participation in this children's group
I feel accepted by members of this children's group	I feel accepted by other children			Members of this children's group are accepting of one another
I feel accepted by member of our larger community	I feel accepted by members of our larger community	The larger community supports the efforts of this children's group	The larger community supports the efforts of the children's groups	The larger community supports the efforts of this children's group
Our children's group seeks and incorporates the views of every member into decisions our children's group makes.	Our children's group seeks and incorporates the views of every member into decisions our children's group makes.			Members of the children's group seeks and incorporate the views of every member into decisions the children's group makes.
Local government authorities seek and incorporate the views of children in into their decisions.	Local government authorities seek and incorporate the views of children in into their decisions.	Local government authorities seek and incorporate the views of children in into their decisions.	Local government authorities seek and incorporate the views of children in into their decisions.	Local government authorities seek and incorporate the views of children in into their decisions.
Our children's group makes a positive difference for our larger community.		The children's group has made a positive difference in our larger community.	Children's groups have made a positive change in our larger community.	Children's groups have made a positive change in our larger community.
My parents seek and incorporate my views into decisions that affect my family.	My parents seek and incorporate my views into decisions that affect my family.	I seek and incorporate my child's views into decisions that affect our family		Parents seek and incorporate the views of their children into decisions that affect their family.

Children's Group Members	Children in Area Program	Parents & Caregivers	Local Authorities	Children's Group Facilitators/ WV Staff
		The children's group is helpful for building my child's confidence and abilities to achieve goals important to my child	The group is helpful for building children's confidence and abilities	
		It is important to have children's groups like these in our community	It is important to have children's groups like these in our community	
		Local government authorities seek and incorporates my views into their decisions.		Local government authorities seek and incorporates my views into their decisions.
			I feel confident in my abilities to support children's groups	I feel confident in my abilities to support children's groups
			I have received training to be effective in my role supporting children's groups.	I have received training to be effective in my role supporting children's groups.

Appendix C: Data Collection Guide and Tools

FY25 Children's Groups Case Study Evaluation
Data Collection Tools

Prepared for
World Vision International
World Vision Cambodia
World Vision Mongolia

Prepared by
Bijan Kimiagar, PhD
Founder & Principal
bijan@aequastrategies.com

AEQUA STRATEGIES

We help mission-driven organizations design & implement community-based & family-centered research, assessment, & evaluation strategies to build a more equitable world.

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Case Study Evaluation Overview

Project Objective
Our goal is to develop one case study evaluation summarizing the impact of children's groups and how the children's groups setting itself affects programme and behaviour outcomes. To achieve this goal, AEQUA Strategies is collaborating with members of a global working group to develop an evaluation framework and pilot data collection tools to complement World Vision's established monitoring, evaluation and learning processes.

Evaluation Framework
Members of the global working groups have shared existing evaluation reports and contributed feedback that have informed an evaluation framework. Figure 1 summarizes the framework, and more detailed information is also available from working group meetings.[1]

Figure 1. Summary of Evaluation Framework
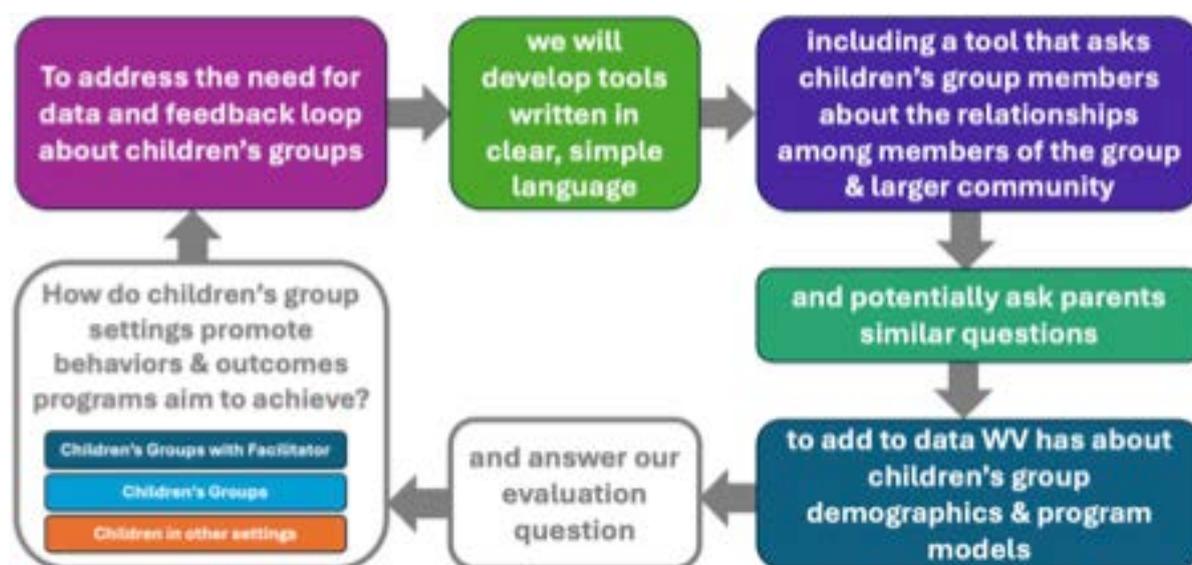
Below are draft data collection instructions and tools for members of the working group to review and comment on prior to implementing these tools with children's groups in Cambodia and Mongolia. These data collection tools are designed to complement data World Vision already has about children's groups they support.

Existing Data & New Data We Will Collect

Data collection for this case study evaluation will come from multiple sources:

- Outcome data World Vision already collects as part of established monitoring, evaluation, and learning practices;[2] and
- New data collected by World Vision Cambodia and World Vision Mongolia, including:
  - Data from children's group facilitators using a new facilitator tool
  - Data from children's group members using a new children's group tool

It is also possible that country office staff will collect data from additional stakeholder groups, including:

- Parents and caregivers of children's group members; and
- Local government authorities who interact with children's groups.

Additionally, some children's groups in Cambodia and Mongolia may have previously gathered data about themselves using tools from *The Article 15 Resource Kit*, guidance material for children or adult facilitators on alternative ways to establish, govern, manage and sustain children's own organizations.[3] Members of World Vision International and several country offices helped develop and implement these resources.

The current case study evaluation will use new data collection tools to complement data from World Visions existing outcome indicator catalog, and data groups may have from using the Article 15 Resource Kit. Specifically, we will use leverage data collection methods developed as part of a previous participatory, community-based evaluation of children's rights—*Young Citizens' Score Cards*, developed by the Children's Environments Research group in collaboration with international child-centered community development organizations.[4] While the full score cards approach can be useful, we will use a discrete set of data collection and analysis steps from Module 4 to transform issues into outcome indicators, score outcome indicators, tally and log the results, and discuss the meaning of the results as a group.

The process will ask children's group members to score a discrete set of outcomes, as well as identify and score additional outcome indicators group members believe are important for them to collect. In this way, the data collection process will in itself identify the outcome indicators members of children's groups believe are relevant to monitor and will be able to immediately analyze and interpret the results to inform their own next steps and actions.

In summary, we will use tried-and-true participatory data collection methods to gather new data that helps us answer our evaluation question on how the children's groups setting itself affects programme and behaviour outcomes.

Data Collection Instructions

The instructions below are an adapted version of detailed steps found in Section 4.2 and 4.3 of the Young Citizens' Score Cards modules. Being familiar with the detailed steps is helpful but not necessary to successfully complete the instructions below.

Guidelines for Inviting Participants

These activities are designed to work best with groups of 10 to 20 people but can be adapted to accommodate 40 or more people if there is ample time, as well as space to move around the meeting area safely.

Each children's group should have their own session. If children's groups are larger than 20 members, it might be necessary to divide groups into two or more smaller groups. These smaller groups can be random or meaningful, such as having sessions for children who are younger (6 to 11 years of age) separately from older children (12 to 18 years of age).

Adult stakeholder groups should have separate sessions as well. Parents and caregivers should have their own session separate from World Vision staff and local government authorities.

Prepare the data collection tools

Draw a table with at least 11 rows (about 10 centimeters tall) and 5 columns on a large chalkboard or whiteboard. If large chalkboards or whiteboards are not available, draw the table on a large sheet of paper hung on a wall. Write the statement on the whiteboard or chalkboard or print the statements on cards and tape them to the board or wall. Leave empty two to four rows for participants to add their own statements.

Tips for Supporting Participants with Varying Literacy

Be sure to write the sentences large enough to be seen from a distance. Include an image that represents that text to support participants who may not yet have literacy to read the statement on their own. Another way to support these participants is read each of the statements aloud before beginning the scoring process.

Figure 2. Example of Image Cards on Whiteboard

Write a practice question that is easy for children to respond so they understand how the activity will proceed. For example, "Chocolate is the best flavor of ice cream" or another statement that is appropriate for the members of the group. Add indicators from the shared list.[5]

Figure 3. EXAMPLE Children's Group Member Tool

	Statement	MOSTLY True	SOMETIMES True	NOT AT ALL True	Unsure/ Do not know ?	Comments
	Chocolate is the best flavor of ice cream					
	Being part of this children's group helps me feel confident in my abilities to achieve goals important to me					
	My parents support my participation in this children's group					
	I feel accepted by members of this children's group					
	I feel accepted by members of our larger community					
	Our children's group seeks and incorporates the views of every member into decisions our children's group makes.					
	Local government authorities seek and incorporate the views of children into their decisions.					
	Our children's group makes a positive difference for our larger community.					
	My parents seek and incorporate my views into decisions that affect my family.					
	Being part of this children's group helps me feel confident in my abilities to achieve goals important to me					

Choose data collection method the most appropriate for your setting

The tools are intentionally designed to accommodate a range of resources that may be available on site. For example, it is possible to print individualized questionnaires to collect data from members of children's groups. However, if a printer is unavailable or the printing is cost prohibitive, the data collection tools and methods can be adapted by using chalkboards, whiteboards, or large sheets of paper to gather and analyze results. The benefit of collecting responses individually is providing greater confidentiality, which may reduce the risk of social expectations influencing how members of the group respond. The benefit of using a shared data collection approach, such as a chalkboard, is reducing costs and providing greater flexibility to adapt materials.

Figure 4. Example of Individualized Questionnai

	Statement	MOSTLY True	SOMETIMES True	NOT AT ALL True	Unsure/ Do Not Know
	Being part of this children's group helps me feel confident in my abilities to achieve goals important to me				
	My parents support my participation in this children's group				
	I feel accepted by members of this children's group				
	I feel accepted by members of our larger community				
	Our children's group seeks and incorporates the views of every member into decisions our children's group makes.				
	Local government authorities seek and incorporate the views of children into their decisions.				
	Our children's group makes a positive difference for our larger community.				
	My parents seek and incorporate m views into decisions that affect my family.				
	Being part of this children's group helps me feel confident in my abilities to achieve goals important to me				
	[Leave Blank]				
	[Leave Blank]				
	[Leave Blank]				

Individualized questionnaire files are available for each tool in the appendix.

Step 1: Explain the purpose of this activity

When meeting with members of the children group, use and adapt the language below to explain the purpose of the activity and how the information created will be used.

> *We are speaking with members of your group to gather your views about the group and the community. We are gathering this information to understand how to better support your group, and we are also speaking with members of other children's groups for the same reason. This way, we can understand how your group's views are similar and different from other groups throughout the country. Your group will have the information we collect to use as you like. We also would like to share this information with a small team at World Vision who are supporting children's groups in other countries, too. Right now, this team is only working with children's group in Cambodia and Mongolia. But we hope to continue these conversations with children's groups in other countries, too. We are here to help you and, if you like, we can also help you contact members of the larger World Vision team.*
>
> *We have six sentences here that describe situations in your group [Point to questions on table], and we would like to know if these situations are: "Mostly true", "Sometimes true", or "Never true". After we share our views on these situations, we will list up to four more situations that we think would be useful for our group to discuss. Afterwards, we will count our responses and discuss the results as a group so we can better understand why members of the group might feel the way they do about each situation.*
>
> *The benefit of sharing this information is World Vision can better understand your group's needs, as well as the needs of other groups, to better support them. You will also benefit from learning about how your group views itself and its role in our community, and you can use this information to guide our future activities. We don't think there are any questions that will come up that will be uncomfortable for you to share your views on, but if you do not want to participate for any reason, this is absolutely fine. [NAME OF CHILD PROTECTION FOCAL POINT] is here and you can speak with them at any point today if you prefer to participate in a different activity.*

The information above supports children to decide for themselves if they would like to participate or not. Please follow any additional child protection protocols necessary.

Step 2: Practice responding

Practice responding using the practice statement. Read aloud the practice statement and invite each participant to respond using one of several techniques most appropriate for the group(See section 4.2 of Young Citizens Score Cards).

Step 3: Score the statements

If it seems all participants understand how the tool works, continue and read aloud the first statement to allow group members to respond. Tally using one of the tallying techniques (See section 4.2 of Young Citizens Score Cards). Continue until completing the sixth statement.

Tallying Responses

You may choose to have members of the group respond individually. To maintain anonymity, facilitators will randomly redistribute the scoring sheets so that every participant should, in theory, have someone else's individual assessment. Three corners of the room will be designated for the three response options in the assessment: mostly true, somewhat true, not at all true. Facilitators will then read aloud the assessment items again, and each person will move to a section of the room corresponding to the response on the sheet they are holding, NOT their personal response.

Figure 5. Example of Scale Images Hung on Wall of Meeting Room

A meeting room with a conference table and chairs. A whiteboard, and three signs—green, yellow, and orange, are hung on the walls

Step 4: Invite the group to add statements

Now that the group understands the process and type of questions being asked of them, invite them to add other statements they would like to use to gather views from the group. This process can be highly structured or informal. The goal is to gather what members of the group believe are important concepts related to the statements shared earlier so that future tools can incorporate these concepts, and the group assumes ownership over their data because they helped shape the tool.

Some questions you might ask to start the conversation include:
- What other aspects of our group do you want to evaluate today?
- What more information would be helpful to improve our group?

> Take time for this process.
> Every group will have its own speed at completing this activity. If you find that the group is taking time to come up with new statements to add to the list, support them in creating one or two and scoring them, rather than rushing to complete all three. If needed, take a break before starting the scoring process, since it may take up to 45 minutes to complete all steps up to this point.

Step 5: Summarize the responses

The number of people in each category will be tallied on a summary score sheet and circle the number with the most responses. When two or all three of the categories have equal numbers of responses, each will be circled.

Step 6: Discuss the results

As a large group, participants will provide interpretations of the results for each item. These details are important to put the results in context and better understand why the group members' responses might have been unanimous or disparate.

Some examples of questions you might ask to start this conversation include:
- Why do you think the group rated this statement in this way?
- Does anyone feel comfortable sharing with the group how they voted and why? If not, you do not have to."

Figure 7. Table with Scores and Comments

	MOSTLY True ◕	SOMETIMES True ◑	NOT AT ALL True ○	Unsure/ Do Not Know ?	Comments
Chocolate is the best flavor of ice cream	5	⑦	4	0	Many don't like ice cream and prefer cake. There is no difference between the number of boys and girls who prefer ice cream over cake, but boys who like ice cream say they like chocolate the most.
Being part of this children's group helps me feel confident in my abilities to achieve goals important to me	4	⑥	⑥	0	Our group has both older children and younger children, but more younger children. Older children more often feel confident in themselves than younger children. Our group should do more to build confidence in younger children by paring them with an older group member when they go to a regional event.

Step 7: Explain next steps

Explain that members can use these insights to shape future goals or activities for their group, and that they can use this technique of gathering information for other purposes, including future surveys of their group members or larger community surveys. Explain again how the information will be shared with others, including members of the global working group.

Data Collection Tools

Items for Children's Group Members (CGM) Tool

Statement	MOSTLY true	SOMEWHAT true	NOT AT ALL true	Unsure/ Do Not Know
[Practice question]				
1.Being part of this children's group helps me feel confident in my abilities to achieve goals important to me				
2.My parents support my participation in this children's group				
3.I feel accepted by members of this children's group				
4.I feel accepted by members of our larger community				
5.Our children's group seeks and incorporates the views of every member into decisions our children's group makes.				
6.Local government authorities seek and incorporation the views of children in into their decisions.				
7.Our children's group makes a positive difference for our larger community.				
8.My parents seek and incorporate my views into decisions that affect my family.				
[Leave blank for group to add their own statement]				
[Leave blank for group to add their own statement]				

Items for Children in Area Programmes (CAP) Tool

Statement	MOSTLY true	SOMEWHAT true	NOT AT ALL true	Unsure/ Do Not Know
[Practice question]				
1.Being part World Vision programmes helps me feel confident in my abilities to achieve goals important to me				
2.My parents support my participation in World Vision programmes				
3.I feel accepted by other children in my community				
4.I feel accepted by members of our larger community				
5.Local government authorities seek and incorporate the views of children into their decisions that affect children.				
6.My parents seek and incorporate my views into decisions that affect our family.				
[Leave blank for group to add their own statement]				
[Leave blank for group to add their own statement]				

Items for Parents & Caregivers (PAC) Tool

Statement	MOSTLY true	SOMEWHAT true	NOT AT ALL true	Unsure/ Do Not Know
[Practice question]				
1.My child is confident in themself and their abilities to achieve goals that are important to them				
2.I am supportive of my child participating in the children' group or World Vision Programmes				
3.The children's group is helpful for building my child's confidence and abilities to achieve goals important to my child				
4.It is important to have children's groups like these in our community				
5.I seek and incorporate my child's views into decisions that affect our family				
6.Local government authorities seek and incorporate the views of children into their decisions.				
7.Local government authorities seek and incorporate my views into their decisions.				
8.The children's group has made a positive change for other children in our larger community				
9.The larger community supports this children's group				
[Leave blank for group to add their own statement]				
[Leave blank for group to add their own statement]				

Items for World Vision Staff/Children's Group Facilitators (WVS) Tool

Statement	MOSTLY true	SOMEWHAT true	NOT AT ALL true	Unsure/ Do Not Know
[Practice question]				
1.Members of this children's group are confident in their abilities to achieve goals important to them				
2.Parents of the children in this group support their children's participation in this children's group				
3.Members of this children's group are accepting of one another				
4.The larger community supports the efforts of this children's group				
5.Members of the children's group seek and incorporate the views of every member into decisions the children's group makes.				
6.Local government authorities seek and incorporate the views of children into their decisions.				
7.The children's group has made a positive difference in our larger community				
8.Local government authorities seek and incorporate my views into their decisions.				
9.Parents seek and incorporate the views of their children into decisions that affect their family.				
10.I have received training to be effective in my role supporting children's groups.				
11.I feel confident in my abilities to support children's groups				
[Leave blank to add their own statement]				
[Leave blank to add their own statement]				

Items for Local Government Authorities (LGA) Tool

Statement	MOSTLY true	SOMEWHAT true	NOT AT ALL true	Unsure/ Do Not Know
[Practice question]				
1.Children in this children's group are confident in their abilities to achieve goals important to them				
2.Children's groups are helpful for building children's confidence and abilities				
3.It is important to have children's groups like these in our community				
4.Parents support their children to participate in these children's groups				
5.The larger community supports the efforts of the children's groups				
6.Local government authorities seek and incorporate the views of children into their decisions.				
7.Children's groups have made a positive change in our larger community				
8.I have received training to be effective in my role supporting children's groups.				
9.I feel confident in my abilities to support children's groups				
[Leave blank for group to add their own statement]				
[Leave blank for group to add their own statement]				

Crosswalk of Tools and Relationship to Data World Vision Collects (Revised)

Children's Group Members	Children in Area Programme	Parents/Caregivers	Children's Group Facilitators/WV Staff	Local Authorities	Related OIOS Indicator
Being part of the children's group helps me feel confident in my abilities to achieve goals important to me	Being part World Vision programmes helps me feel confident in my abilities to achieve goals important to me	My child is confident in themself and their abilities to achieve goals that are important to them	Members of this children's group are confident in themselves and their abilities	Children in these groups are confident in themselves and their abilities	2.1.1 Proportion of female and male adolescents that report improved self-efficacy; 3.4.2. Proportion of girls reporting positive self-identity (power within)
My parents support my participation in this children's group	My parents support my participation in World Vision programmes	I am supportive of my child participating in the children's group or World Vision programmes	Parents of the children in this group support their children's participation in this children's group	Parents support their children to participate in these children's groups	3.3.3. Proportion of girl and boy members who are actively participating in children's groups
I feel accepted by members of this children's group	I feel accepted by other children		Members of this children's group are accepting of one another		1.2.1. Proportion of boys and girls (12-18 years) with positive and peaceful relations with their peers.
I feel accepted by members of our larger community	I feel accepted by members of our larger community	The larger community supports the efforts of this children's group	The larger community supports the efforts of this children's group	The larger community supports the efforts of the children's groups	3.3.4. Proportion of households reporting good community cohesion
Our children's group seeks and incorporates the views of every member into decisions our children's group makes.			Members of the children's group seek and incorporate the views of every member into decisions the children's group makes.		None
Local government authorities seek and incorporate the views of children into their decisions.	Local government authorities seek and incorporate the views of children into their decisions.	Local government authorities seek and incorporate the views of children into their decisions.	Local government authorities seek and incorporate the views of children into their decisions.	Local government authorities seek and incorporate the views of children into their decisions.	3.2.1. Proportion of female and male adolescents (aged 12 to 18) who report that their views are sought and incorporated into the decision-making of local government
Our children's group makes a positive difference for our larger community.		The children's group has made a positive difference in our larger community.	Children's groups have made a positive change in our larger community.	Children's groups have made a positive change in our larger community.	
My parents seek and incorporate my views into decisions that affect my family.	My parents seek and incorporate my views into decisions that affect my family.	I seek and incorporate my child's views into decisions that affect our family	Parents seek and incorporate the views of their children into decisions that affect their family.		1.2.3. Proportion of adolescents who have a strong connection with their parent or caregiver
		The children's group is helpful for building my child's confidence and abilities to achieve goals important to my child		The group is helpful for building children's confidence and abilities	None
		It is important to have children's groups like these in our community		It is important to have children's groups like these in our community	None
		Local government authorities seek and incorporate my views into their decisions.	Local government authorities seek and incorporate my views into their decisions.		None
			I feel confident in my abilities to support children's groups	I feel confident in my abilities to support children's groups	2.1.1. Proportion of female and male adolescents that report improved self-efficacy
			I have received training to be effective in my role supporting children's groups.	I have received training to be effective in my role supporting children's groups.	None

Timeline

March 25th to April 2nd: Training
       · World Vision Cambodia Training, March 25th
       · World Vision Mongolia Training, April 2nd

March 27th to April 18th: Data Collection
       · Group facilitators pilot data collection with at least one children's group; WV staff share data from sessions and their personal feedback using a Google Form by April 18th.
       · Bijan is available for virtual sessions as needed to support group facilitators with data collection.

April 21st to 24th: Follow-up Session with Facilitators
       · Host virtual follow up session with WV staff and group facilitators to incorporate insights from their experiences to adjust data collection tools and methods for future use.

April 25th to May 30th: Additional Data, Collection, Analyses & Report Writing
       · Report writing and sharing with WG members for feedback.

Revisions Based on Feedback From Working Group

Added Guidance

- Added a new section to provide guidance on the recommended number of participants for each stakeholder group participating in activity
- Added an example of an individualized questionnaire to address a question about how this might look different than collecting responses as a group

Revised statements

- Revised all statements, where appropriate, to ensure statements focused on the context of children's groups, to address feedback that children's confidence can vary according to context. For example:

Previous Statement	*Revised Statement*
I feel confident in myself and my abilities	Being part of the children's group helps me feel confident in my abilities to achieve goals important to me

- Revised statements across tools using the term "influence" to address feedback that "influence" can be difficult to assess across contexts, and to align items to related OIOS indicators. For example:

Previous Statement	*Revised Statement*
The are opportunities for every child in this group to influence decisions the group makes	Our children's group seeks and incorporates the views of every member into decisions our children's group makes.
I influence decisions my family makes	My parents seek and incorporate my views into decisions that affect our family.
The are opportunities for our group to influence decisions in our larger community	Local government authorities seek and incorporate the views of children into their decisions.

Added Tool

- Added a data collection tool tailored for Children in Area Program, not in Children's Group
- There was also feedback for a data collection tool for World Vision Staff. At this time, it seems the children's group facilitator tool may be sufficient, but it is possible to further tailor this tool for WV Staff. Additional conversation on this topic is needed,

Added Statements

- Added additional statements to all tools to address feedback for an item assessing positive differences in a larger community.

Children's Group Tool	Our children's group makes a positive difference for our larger community
Child in AP Tool	N/A
Parent/Caregiver Tool	The children's group has made a positive change in our larger community
Group Facilitator Tool	
World Vision Staff Tool	
Local Authorities Tool	

- Added statements on to Children's Group Facilitator Tool, World Vision Staff Tool, and Local Government Authorities Tool to assess receipt of training and confidence in abilities to support children's groups.

Group Facilitator Tool World Vision Staff Tool Local Authorities Tool	I have received training to be effective in my role supporting children's groups.
	I feel confident in my abilities to support children's groups

Revised All tools

- Added an "Unsure/Do not know" option to all tools to address possibility that some participants may not be able to respond to specific items
- To reduce burden and time to complete the activities, ensured tools to be used with children, parents/caregivers, and Local Government authorities had fewer items compared to tools for children's groups facilitators and World Vision staff

Additional Considerations

The new tools detailed in this document are intended to complement and not repeat data collection World Vision already conducts. However, there is one item that is repeated, "Local government authorities seek and incorporate the views of children into their decisions." World Vision Cambodia and World Vision Mongolia have available data on "Proportion of female and male adolescents (aged 12 to 18) who report that their views are sought and incorporated into the decision-making of local government" (OIOS 3.2.1).

Endnotes

1. Detailed information about the evaluation framework is available at: https://drive.google.com/open?id=17dWkq3RwCohZ7kTjVtcN5xcGmZboh9L9&usp=drive_fs
2. See OIOS L1 Indicator Catalog (August 2024)
3. See Article 15 Project, https://crc15.org
4. See *Young Citizens' Score Cards*, https://cergnyc.commons.gc.cuny.edu/scorecards/
5. See *Crosswalk of New Item for Data Collection* in this document

Appendix D: Replication Guidance

Essential Elements

For other country programmes to successfully copy this evaluation approach, certain core parts must stay the same no matter where it's used. These include the following basic need to identify children who do or do not participate in children's membership groups, and including measures of the enabling environment that focus on the quality of relationships among children and with adults.

Essential elements also include the child-friendly method for doing the evaluation, specifically the data collection activities rely on visual data collection tools, movement or use of symbols for responding to questions, and ensuring children's own interpretations of the results are included as part of data collection.

Flexible Elements

While keeping the essential elements, the evaluation approach includes many elements that can and should be changed to fit local situations. These flexible parts include specific ways of collecting information, identifying additional stakeholder groups who would be beneficial to engage and refining the wording of evaluation items so they are relevant to the perspectives they can add.

Implementation Timeline

Based on our evaluation experience, realistic timelines for country programmes should account for how complex it is to add new measurement approaches to existing operations. Initial setup and training is minimal, and data collection will depend on the scope and scale of participants involved, and can be significant. However, scaffolding these evaluation tools onto other evaluation efforts, as discussed above, can reduce time and financial costs.

Pilot New Evaluation Topics & Items

While the measurement tools show promise, we recommend further testing. These test programmes should focus on checking if the measurement tools give reliable information, what resources they need, and whether they make sense in different languages and cultural contexts. The testing phase should also look at what training staff need and what kind of help headquarters should provide.

Appendix E: Stakeholder Suggested Evaluation Items

Relationships, Group Dynamics & Safety

Children (Group Members)

There is someone in our group who bully others

I enjoy making new friends in the group who share my interests

Members of this group respect each other, even when we disagree

Do you respect others as well?

Children (Area Programmes)

If someone is treated unfairly in our group, we know how to respond

Participating in World Vision activities has strengthened my relationships with others in my community

Being part of World Vision connects me with children from different backgrounds, and we learn from each other

Local government authorities in Mongolia recommended a similar item

Personal Development & Self-Efficacy

Children (Group Members)

Participating in the group has taught me about my rights and responsibilities

I've learned how to work as a team and solve problems together

Being in the group teaches me about helping others and being responsible

Being part of this group helps me discover new things

This group helps me feel more responsible and independent

Sometimes, adults in the community ask for our group's help or advice

Children (Area Programmes)

What makes you confident

I have opportunities to speak up about issues that matter to me and my peers

I have opportunities to lead activities or projects in World Vision programmes

Community Impact & Change

Children (Group Members)

Does the club-initiated activities deeply touch the behavior change of other peers

Children (Area Programmes)

I have seen changes happen in my community because children shared their ideas

Programme Structure & Operations

Children (Group Members)

Our club meeting frequency is enough (Once a week)

What makes your club unique?

What are some challenges when your club initiates the activities?

Child Protection & Inclusion

Local Government Authorities

There are clear procedures to protect children and respond to their concerns within the group

Children from different backgrounds (e.g., gender, disability, ethnicity) feel included and valued in the group

Adult-Child Partnership & Consultation

Parents and Caregivers

Children groups necessarily need adults to teach them

Local Government Authorities

Children groups necessarily need adults to teach them

I regularly consult with children to improve the programmes or services I work on

I share what I learn from children's groups with my colleagues or team to improve our work

Giving the opportunity for children to express an idea or concern is the best way to improve their ability

END OF TECHNICAL REPORT