

# Child Friendly Cities and Communities Handbook



Child  
Friendly  
Cities  
Initiative

unicef   
for every child

## Acknowledgments

This Handbook, issued by UNICEF, was authored by Louise Thivant and supported by Reetta Mikkola and Paulina Gruszczynski, under the guidance of Andrés Franco, David Anthony and Sally Burnheim.

The Handbook greatly benefited from the technical monitoring and evaluation expertise provided by Tinkhani Msonda, and local governance expertise provided by Marija Adrianna de Wijn. The Handbook was copy-edited by Helena Hallden and designed by Cecilia Silva Venturini.

The Handbook would not have been possible without comments and contributions provided by many UNICEF Country Office and National Committee staff members from the Child Friendly Cities Initiative Network, especially Ariane-Matthieue Nougoua, Artur Ayvazov, Essam Ali, Ira Custódio, Ivar Stokkereit, Katharina Eisen, Lucía Losoviz Adani, Marianne Oehlers, Naomi Danquah and Sebastian Sedlmayr.

UNICEF gratefully acknowledges the invaluable inputs provided by Gerison Lansdown, Vanessa Sedletzki and Ana Isabel Guerreiro, who developed the UNICEF Child Friendly Cities and Communities Initiative Toolkit for National Committees (2017).

### Photograph credit

Cover: © UNICEF/UN048396/Pirozzi, © UNICEF/UN0142921/AI-Issa, © UNICEF/UN050448/Mukwazhi, © UNICEF/UN0161379/Thuentap, © UNICEF/FUNI126248/Auf der Mauer, © UNICEF/UN061796/Brown  
Page 4: © UNICEF/UNI180553/Tingting  
Page 8: © UNICEF/UN076688/Amaya  
Page 10: © Karol Stańczak/City of Gdynia  
Page 13: © UNICEF/UNI77250/Holmes  
Page 16: © UNICEF/UN061313/Dejongh  
Page 22: © UNICEF/UNI178926/Ramos  
Page 23: © City of Regensburg  
Page 25: © UNICEF/UN074056/Pirozzi  
Page 30: © UNICEF/FUNI44295/Noorani  
Page 36: © UNICEF Belarus  
Page 38: © UNICEF Mongolia 2013 Baduan Zoya  
Page 40: © Kyiv City Administration  
Page 41: © UNICEF/UN046694/Haque  
Page 43: © UNICEF Korea  
Page 45: © UNICEF/UN043546/Kapetanovic  
Page 67: © UNICEF/UN069357/Romenzi

All rights to this publication remain with the United Nations Children's Fund (UNICEF). Any part of the report may be freely reproduced with the appropriate acknowledgement.

© United Nations Children's Fund (UNICEF) April 2018

# UNICEF Child Friendly Cities and Communities Handbook

April 2018





## Preface

The Child Friendly Cities Initiative (CFCI) was launched in 1996 to respond to the challenge of realizing the rights of children in an increasingly urbanized and decentralized world. The initiative works by bringing together local stakeholders and UNICEF to create safe, inclusive and child-responsive cities and communities.

The importance of cities and communities in policymaking that directly affects children has increased over the past two decades as the world has become an urban planet. Although national governments remain the primary duty bearers for realizing child rights under international law, recent years have witnessed a growing trend among mayors and local governments to support and speak up in favour of the most vulnerable groups living in their municipalities, including children and young people.

The CFCI has been instrumental in encouraging local governments and other stakeholders to pay greater attention to meeting the rights and needs of their youngest citizens, and ensuring the latter's participation in local decision making. The initiative operates in more than 3,000 cities and communities around the world and continues to expand every year. This growing interest has increased the demand for enhanced global direction and technical guidance from UNICEF.

With more than 20 years of experience with the CFCI in different regional and country contexts, UNICEF has consolidated many good practices that inform this Handbook, together with a set of common challenges and lessons learned. These lessons have highlighted a pressing need to enhance the CFCI through better monitoring and evaluation of each of its cities and communities; through demonstrating the results that the CFCI brings to the lives of

children; through improved data and evidence; and by reinforcing its social inclusion components to ensure that it reaches the children and young people most in need in each city and community.

This Handbook is a succinct summary of the practices, common challenges and lessons learned. It contains a step-by-step guide to establishing a CFCI, which leaves adequate room for adapting and contextualizing the initiative to local structures, priorities and needs. The Handbook also presents a revisited Framework for Action to guide implementation, monitoring and evaluation, and a set of broad global minimum criteria aimed at streamlining the CFCI globally and providing the basis for the recognition of a "Child Friendly City" by UNICEF.

As cities and communities continue to evolve, so will this Handbook. It will benefit immensely from the comments and queries of its users, and UNICEF welcomes this feedback, which can be sent to [cfcf@unicef.org](mailto:cfcf@unicef.org). UNICEF also looks forward to hearing from stakeholders on how the CFCI is working in their city or community, and how it can be improved and strengthened to make UNICEF and cities and communities more responsive to the needs of the world's children and young people, and more able to fulfil their rights.

## Abbreviations, acronyms and glossary

**CFCI:** Child Friendly Cities Initiative

**Child:** Person under the age of 18 years

**City:** An inhabited place of greater size, population or importance than a community – the definition of a city varies from country to country

**Community:** An inhabited place of smaller size, population or importance than a city

**Convention:** United Nations Convention on the Rights of the Child

**CRE:** Child rights education

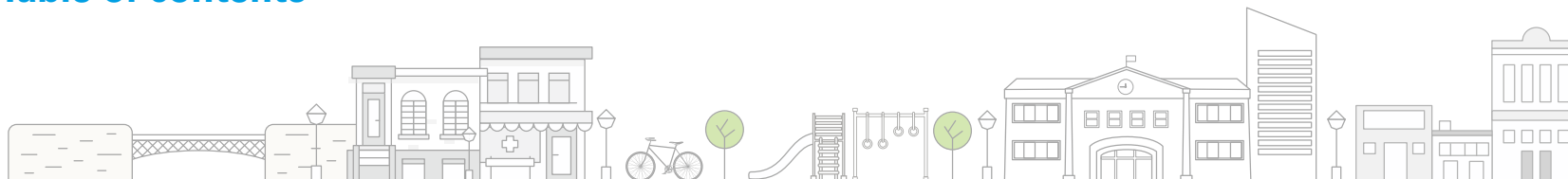
**Local government:** An administrative body for a geographic area, such as a city, town, county or state

**M&E:** Monitoring and evaluation

**SDGs:** Sustainable Development Goals

**Youth/young person:** Person between the age of 15 to 24 years

# Table of contents



## 1 Introduction 8

- 1.1 Rationale ..... 9
- 1.2 Objective ..... 9
- 1.3 Target audience ..... 9

## 2 The Child Friendly Cities initiative 10

- 2.1 Guiding principles ..... 11
- 2.2 The CFCI vision and Framework for Action ..... 12
  - 2.2.1 Minimum criteria for UNICEF recognition 13
  - 2.2.2 Links with the Sustainable Development Goals and other strategic frameworks ..... 14
- 2.3 Implementing strategies ..... 15

## 3 Establishing and managing a CFCI 16

- 3.1 Formal partnership with UNICEF ..... 17
- 3.2 Management and coordination ..... 17
  - 3.2.1 National coordinating body ..... 18
  - 3.2.2 Local steering committee ..... 18
  - 3.2.3 Local coordinating unit ..... 19
  - 3.2.4 Resourcing the CFCI ..... 19
  - 3.2.5 Inclusive partnerships ..... 20

## 4 The CFCI cycle 23

- 4.1 Child rights situation analysis ..... 24
- 4.2 Development of the CFCI Action Plan ..... 25
  - 4.2.1 Theory of change ..... 26
  - 4.2.2 Development of a logic framework with indicators..... 27
  - 4.2.3 Formulation of the Action Plan ..... 28
  - 4.2.4 Supporting budget ..... 29
- 4.3 Implementation of the CFCI ..... 30
  - 4.3.1 Child-friendly legal framework and policies ..... 30
  - 4.3.2 Awareness raising, advocacy and communication ..... 30
  - 4.3.3 Capacity building and training ..... 31
- 4.4 Monitoring and evaluation ..... 33
  - 4.4.1 Process monitoring ..... 33
  - 4.4.2 Impact monitoring ..... 34
  - 4.4.3 Evaluation ..... 34
  - 4.4.4 Methodology for evaluating the CFCI ..... 35
  - 4.4.5 Data collection ..... 37
  - 4.4.6 Analysis of findings ..... 39
  - 4.4.7 Reporting, formulation of recommended action and distribution ..... 39

## 5 UNICEF "Child Friendly City" recognition 41

- 5.1 The global minimum criteria ..... 41
- 5.2 Duration of recognition ..... 41
- 5.3 The added value of "Child Friendly City" recognition ..... 42

## 6 UNICEF support 43

- 6.1 Support from UNICEF country offices or National Committees ..... 43
- 6.2 Support from the global UNICEF CFCI team ..... 44

## Annex

- Annex I** Original CFCI Building Blocks and Core Components ..... 46
- Annex II** The CFCI Framework for Action and Links with Relevant Strategic Frameworks ..... 47
- Annex III** Memorandum of Understanding between UNICEF National Committee and a Local Government Template ..... 48
- Annex IV** Memorandum of Understanding between UNICEF Country Office and a Local Government Template ..... 52
- Annex V** Proposed CFCI Timeline ..... 56
- Annex VI** CFCI Theory of Change ..... 57
- Annex VII** Example of CFCI Action Plan ..... 58
- Annex VIII** CFCI Process Monitoring and Evaluation Framework ..... 61
- Annex IX** "Child Friendly City" Recognition Certificate Template..... 66



# 1

## Introduction

The Child Friendly Cities Initiative (CFCI) was launched by UNICEF and UN-Habitat in 1996 to act on the resolutions passed during the second UN Conference on Human Settlements (Habitat II), which declared that the well-being of children is the ultimate indicator of a healthy habitat, a democratic society and good governance.

Recent years have shown a significant growth in the CFCI. This is a positive testimony to the relevance of the initiative for municipalities and other local actors. Today, the CFCI reaches up to 30 million children in 38 countries.

In line with this growing interest, requests for support, guidance, knowledge sharing and innovative approaches to engaging with children are increasing.

As a step towards meeting these emerging requests for guidance and support, UNICEF launched the ***Child Friendly Cities and Communities Initiative Toolkit for National Committees*** in 2017. The Toolkit offers tested tools and good practices from high income countries. Building on the Toolkit, the CFCI Handbook presents streamlined guidance for the CFCI globally, including step-by-step guidance on establishing a CFCI, a Framework for Action and minimum criteria for recognition by UNICEF as “Child Friendly City”, aimed at professionalising and streamlining the CFCI, while leaving ample flexibility for contextualisation.



## 1.1 Rationale

With more than 20 years of experience with the CFCI in different regional contexts, UNICEF has developed many good practices. The guidance outlined in this Handbook is the sum of good practices drawn from Child Friendly Cities.

Despite significant differences in structure and thematic focus, the global CFCI Network has identified a set of common challenges and lessons learned across regions. These lessons have highlighted a pressing need to:

- Professionalize and mainstream the CFCI through a clear and detailed goals and results framework (referred to as the CFCI Framework for Action);
- Strengthen the capacity of local governments and other stakeholders to implement the CFCI and demonstrate results for children;
- Reinforce the social inclusion component of the CFCI to ensure that it is inclusive and reaches children most in need;
- Strengthen child participation throughout the CFCI programme cycle;
- Clarify the process of monitoring and evaluating the CFCI;
- Establish global minimum criteria that should be met before UNICEF can recognize a city or a community as child-friendly.

Together with the good practices collected, these challenges and lessons learned have been fundamental to informing the CFCI guidance outlined in this Handbook.

## 1.2 Objective

The objective of the CFCI Handbook is to guide the establishment of new Child Friendly Cities as well as to strengthen, professionalize and streamline existing initiatives. To this end, the Handbook provides:

1. The CFCI Framework for Action (Goals and Results Framework);
2. Global minimum criteria that should be met before UNICEF can recognize a city or a community as child-friendly;
3. Strategies for implementing the CFCI;
4. The CFCI cycle.

## 1.3 Target audience

The guidance in the CFCI Handbook targets UNICEF country offices and National Committees, but may also be useful to external stakeholders involved in the CFCI.

Cities and communities that work towards realizing the Convention on the Rights of the Child, but do not partner with UNICEF, can also apply the guidance in this Handbook.



# 2

## The Child Friendly Cities Initiative

A **“Child Friendly City”** is a city, town, community or any system of local governance committed to fulfilling child rights as articulated in the Convention on the Rights of the Child. It is a city or community where the voices, needs, priorities and rights of children are an integral part of public policies, programmes and decisions. Thus, a “Child Friendly City” is a city that is fit for all.



**A “Child Friendly City” is a city or community aiming to become a place where children:**

- Are safe and protected from exploitation, violence and abuse;
- Have a good start in life and grow up healthy and cared for;
- Have access to essential services;
- Experience quality, inclusive and participatory education and skills development;
- Express their opinions and influence decisions that affect them;
- Participate in family, cultural, city/community and social life;
- Live in a clean, unpolluted and safe environment with access to green spaces;
- Meet friends and have places to play and enjoy themselves;
- Have a fair chance at life regardless of their ethnic origin, religion, income, gender or ability.

The **Child Friendly Cities Initiative** is a UNICEF-led initiative that supports cities and communities in their efforts to become child-friendly. It is also a network that brings together government and other stakeholders such as civil society organizations, the private sector, academia, media and, most importantly, children and child-led organizations that wish to make their cities and communities more child-friendly.

The CFCI varies from one country to another, as it reflects the local child rights situation and the institutional context.



See the [Convention on the Rights of the Child](#) for the full list of child rights.



See [Chapter 4](#) for further information about establishing the CFCI.

## 2.1 Guiding principles

The implementation of the rights enshrined in the Convention should always be guided by the four overarching child rights principles:

**1. Non-discrimination (art. 2).** The rights of all children are respected, without discrimination of any kind, irrespective of the child's or the parents' or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. Applying the Convention on the Rights of the Child and implementing the CFCI is about giving each child a fair chance in life. To do this, the CFCI should identify who are the most marginalized and vulnerable children, assess how they are being reached and involved, and determine whether their rights are being respected equally with others.

**2. Best interests of the child (Art. 3.1).** The CFCI ensures that the best interests of the child are a primary consideration in all actions concerning children. Putting children first is the hallmark of the CFCI.

**3. The inherent right to life, survival and development (Art. 6).** Children have the right to life, with the government committed to ensuring to the maximum extent possible their right to survival and healthy development.

**4. Respect for the views of the child (Art. 12).** Children have the right to voice their opinions and have their opinions considered in decisions that affect them.

In addition, the CFCI should follow the key principles of good governance, including transparency, integrity, participation, openness, equity and accountability.

## 2.2 The CFCI vision and Framework for Action

The vision for the UNICEF CFCI is that **‘every child and young person enjoys their childhood and youth, and reaches their full potential through equal realization of their rights within their cities and communities.’**

To work towards the realization of this vision, local governments and their partners identify objectives (outputs) under the umbrella of the five goal areas (outcomes) identified in the CFCI Framework for Action. The Framework describes a city or community with child-friendly governance, which aims at reaching these goals:

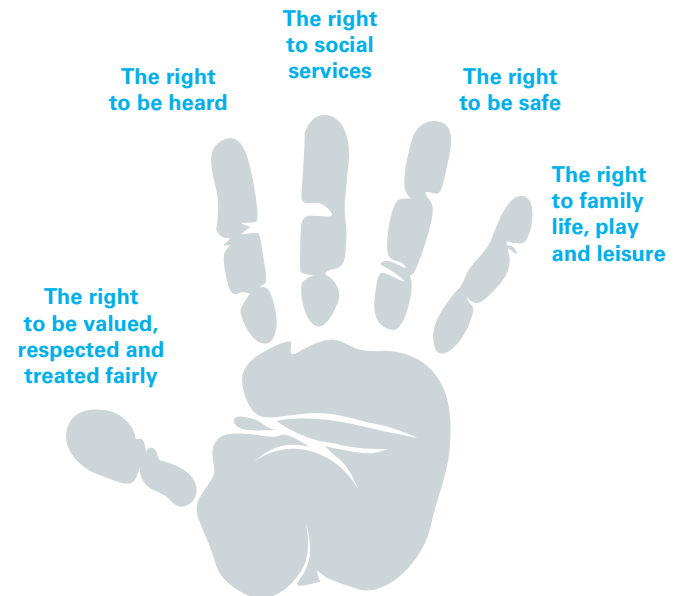
- 1** Every child and young person is valued, respected and treated fairly within their communities and by local authorities;
- 2** Every child and young person has their voice, needs and priorities heard and taken into account in public laws (if applicable), policies, budgets, programmes and decisions that affect them;
- 3** Every child and young person has access to quality essential social services<sup>1</sup>;
- 4** Every child and young person lives in a safe, secure and clean environment;<sup>2</sup>
- 5** Every child and young person has opportunities to enjoy family life, play and leisure.<sup>3</sup>

*1. Including healthcare, education, nutrition support, early childhood development and education, justice and family support*

*2. Including protection from exploitation, violence and abuse, access to clean water, sanitation and hygiene, safe and child-responsive urban design, mobility and freedom from pollution and waste*

*3. Including social and cultural activities, and safe places to meet their friends and play*

These five overall goals capture the rights enshrined in the Convention on the Rights of the Child.



The long-term objective of the CFCI is to ensure sustainable results for children and commitment to advancing child rights through capacity building of local stakeholders. As such, the CFCI is an evolving process. The objective, therefore, is not to implement all five goals in the first CFCI cycle, but to demonstrate solid and progressive results and broaden the objectives in subsequent cycles.

## 2.2.1 Minimum criteria for UNICEF recognition

While the Action Plan for each national CFCl is different as it reflects the local child rights situation and the institutional structure of the local government, UNICEF has defined three global criteria that should be respected before a UNICEF recognition can be granted.

**These global criteria serve to ensure that a “Child Friendly City” stays truthful to the CFCl’s core objectives:**

1. Demonstrated results for children within the scope of several goal areas to ensure a comprehensive child rights approach;<sup>4</sup>
2. Meaningful and inclusive child participation (e.g. through established mechanisms such as child and youth councils and all the phases of the CFCl cycle);<sup>5</sup>
3. Demonstrated dedication to eliminating discrimination against children and young people in policies and actions by the local government, including in the CFCl.

The specific commitments to fulfil the criteria will be spelled out in the CFCl Action Plan.

<sup>4</sup> This criterion serves to ensure a comprehensive approach to child rights. Establishing a playground is, by way of example, not enough to obtain recognition as a “Child Friendly City”.

<sup>5</sup> Child participation is both a means and an end.





## 2.2.2 Links with the Sustainable Development Goals and other strategic frameworks

All countries in the world, regardless of their level of human development, are now tasked with implementing the 2030 Agenda for Development.

The **Sustainable Development Goals** provide a unifying framework for the efforts of local as well as national governments and other global stakeholders. Consequently, the **New Urban Agenda** and **UNICEF's Strategic Plan 2018–2021** are closely aligned with the SDGs.

The CFCI approach indirectly supports local governments in implementing the 2030 Agenda through holistically addressing issues related to the health and well-being of children and families at the local level. The link between the CFCI and the 2030 Agenda, therefore, is not only about mirroring the SDG targets, but also about focusing on local development.



UNICEF has developed a detailed, interactive tool mapping the Global Goals and targets and connecting them to the articles of the Convention: **Mapping the Global Goals for Sustainable Development and the Convention on the Rights of the Child.**

## 2.3 Implementing strategies

To facilitate change and sustainable results for children, a “Child Friendly City” must adopt a number of strategies that include:

### **Child-friendly policies and legal frameworks:**

Local governments should ensure that all aspects of the legal framework and policies under its control promote and protect child rights.

### **Communication, awareness raising and advocacy:**

Child rights must be known and understood to be useful. Local government decision makers, public servants, experts, civil society organizations, parents, caregivers and children need to not only be aware of child rights, but also understand the concepts and be able to put them into practice in everyday situations.

### **City-wide strategic planning (the CFCI Action Plan):**

The CFCI Action Plan constitutes a cornerstone of the CFCI. The Action Plan focuses, at a minimum, on two of the goal areas defined in the CFCI Framework for Action. Concretely, the Action Plan defines objectives, activities, indicators and budget allocation for each goal area. Roles and responsibilities should be clearly defined to ensure accountabilities for implementation. It is advised to adjust the Action Plan to the local government planning cycle.

**Budget allocations for children:** No city or community can determine how well it is fulfilling its obligations without a detailed and accurate budget analysis, including a framework for examining how budget expenditures have an impact on children.

### **Cross-departmental coordination and partnerships:**

At times, children’s interests can get lost between government departments, and very few of the intractable problems can be solved by the action of one department alone. Cross-departmental coordination is therefore integral to building a “Child Friendly City”.

### **Inclusive child participatory mechanisms and processes:**

Participation is a fundamental right of all children and lies at the heart of building a “Child Friendly City”. The active engagement of children, including those that are marginalized and vulnerable, is essential if the policies, services and facilities that they use or that affect them are to reflect and address their concerns, ideas and priorities.

### **Capacity building to create sustainable results for children:**

The long-term objective of the CFCI is to strengthen the capacity of local governments and relevant actors to advance child rights. This capacity building takes place throughout the various phases of the CFCI cycle and can include guidance, technical support, trainings and study visits to other Child Friendly Cities.

### **Collection of data and evidence through monitoring:**

One of the most important, but also the most challenging, dimensions of building a “Child Friendly City” is to measure progress and impact (results) for children. It is especially important to pay attention to the disaggregation of data to identify and address possible inequalities in results within the city or community.



# 3

## Establishing and managing a CFCI

While the structure of the CFCI varies from country to country, it ideally involves the following steps:

- A memorandum of understanding between the UNICEF country office or National Committee and the local government or other local stakeholder(s);
- A child rights situation analysis to establish a baseline against which progress can be monitored;
- Development and endorsement of the CFCI Action Plan with clear articulation of intended results, indicators and clear criteria for the recognition by UNICEF as “Child Friendly City”;
- An implementation phase;
- A monitoring and evaluation framework;
- Formal recognition by UNICEF as “Child Friendly City”, granting the city or community the right to be a member of the UNICEF CFCI for an agreed period (1–5 years).

To ensure that the work for children evolves, a new Action Plan will be defined and implemented for the subsequent cycle, aiming at obtaining a renewal of the recognition following the agreed monitoring and evaluation exercise.

### 3.1 Formal partnership with UNICEF

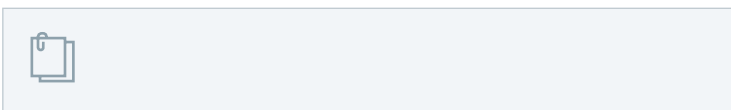
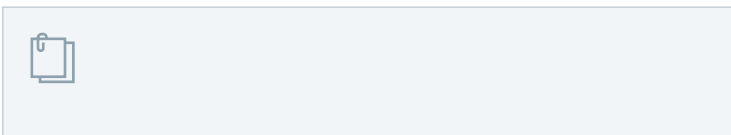
If a local government wishes to become recognized as a “Child Friendly City” by UNICEF, it should obtain a formal commitment to partner with UNICEF. To this end, a formal memorandum of understanding, which outlines the terms and criteria for the cooperation, is developed and signed.



A memorandum of understanding should stipulate, as a minimum:

- Goals and objectives to be met before UNICEF recognition can take place, and a clearly defined timeline;
- Agreement on the type of evaluation mechanism;
- Entitlements and duties upon recognition by UNICEF as a “Child Friendly City”;
- An exit clause, should UNICEF decide that rights violations have occurred or are occurring, or the collaboration has damaged or will seriously damage UNICEF’s reputation, brand or mission.

While UNICEF strongly welcomes and supports advancements on child rights in one area, such advancements do not compensate for child rights violations in another. When assessing a potential partnership, UNICEF will consider any potential risk to its reputation, brand and mission.



## 3.2 Management and coordination

Whenever possible, it is recommended to obtain a declaration of intent by the local government to continue the CFCI process after the legislative and electoral period.

Managing and coordinating the CFCI requires dedicated human resources. Whenever possible, it is good practice to build on existing structures and coordination mechanisms.

Staff appointed or recruited for this task should have solid coordination and project management skills, with a focus on experience in overseeing child rights situation analyses, baseline development and monitoring and evaluation.

- 1 **National coordinating body**
- 2 **Local steering committee**
- 3 **Coordinating unit**
- 4 **Resources**
- 5 **Partnerships**

### 3.2.1 National coordinating body

A national coordinating body should be established to guide and oversee the implementation of the CFCI whenever several cities are involved in the initiative.

#### **The national coordinating body is responsible for:**

- Coordinating the child rights situation analyses and baseline development;
- Approving the CFCI Action Plans;
- Coordinating the national CFCI Network;
- Providing overall direction and guidance to participating cities and communities;
- Defining a monitoring and evaluation framework and process for participating cities and communities.

#### **This role can be undertaken by:**

- The UNICEF country office or National Committee;<sup>6</sup>
- The UNICEF country office or National Committee with an entity in the national government;
- An external entity (potentially civil society organization) under the auspices of the UNICEF country office or National Committee.

---

*6. If UNICEF is actively involved in a national coordinating body (if that model is chosen), to avoid conflict of interest, it should not simultaneously sit on a local steering committee.*

### 3.2.2 Local steering committee

A local steering committee should be established within the city or community to provide overall guidance and direction on the implementation of the CFCI.

#### **The steering committee is responsible for:**

- Drafting the local CFCI Action Plan and budget;
- Identifying a coordinating unit within the city or community;
- Providing direction and guidance to the coordinating unit;
- Monitoring progress to identify and address potential opportunities and challenges.

#### **The steering committee can include representatives from:**

- Relevant departments in the local government;
- The coordinating unit;
- Civil society groups;
- Professional groups;
- The child/youth council;
- The private sector and media (optional);
- The UNICEF country office or National Committee.

When establishing the steering committee, a balance must be struck between ensuring the broadest possible expertise and buy-in and maintaining a size that is manageable.

### 3.2.3 Local coordinating unit

A local coordinating unit should be identified or established within the city or community to lead, facilitate and coordinate the development and implementation of the Action Plan.

#### **Under the leadership of the steering committee, the coordinating unit is responsible for:**

- Handling the day-to-day management of the local CFCI;
- Coordinating the CFCI implementing partners;
- Ensuring all local implementing partners are informed about meetings, decisions by the steering committee, agreed follow-up action and relevant events;
- Leading the work on awareness raising and advocacy;
- Identifying needs for training and capacity building, which UNICEF or other CFCI or academic partners potentially will facilitate;
- Identifying sustainable funding solutions;
- Potentially establishing a team of volunteers to ensure broader outreach and, if so, ensure they are vetted and trained to engage in child rights work in an appropriate manner;
- Monitoring progress against the objectives and indicators in the Action Plan, collecting data to identify and address potential obstacles, and preparing for the final evaluation, which ideally will be undertaken through an independent mechanism;
- Organizing meetings of the steering committee, including setting the agenda and informing the steering committee of progress, opportunities and challenges.

This role typically will be filled by the local government. Whenever possible, it is a good practice to build on existing structures and coordination mechanisms within the local government, rather than establishing new ones.

Staff appointed to coordinate the CFCI within the local government should have sound knowledge of child rights, and need to be in a strategic position in relation to the local administration.

### 3.2.4 Resourcing the CFCI

The CFCI Action Plan requires a supporting budget with clear budget allocation for each envisioned activity to ensure adequate resource commitment. Before launching and deciding on the scope of the CFCI, it is important to consider available financial and human resources. If the budget is insufficient, the steering committee will need to identify alternative resources or consider raising more funds. To ensure the sustainability of CFCI strategies and activities, the local government's budget should reflect them whenever possible.

It is also crucial to ensure staff in the coordination unit have the appropriate capacities. If this is not the case, the staff should receive training to obtain the skills. Essential skills include strong interpersonal and networking skills as well as project management and coordination skills.



**See the UNICEF Child Friendly Cities and Communities Toolkit for National Committees for more information on financial considerations.**

### 3.2.5 Inclusive partnerships

As the CFCI is a cross-sectoral initiative, partnerships are essential and ideally include local government at different levels, civil society, the media, academia and the business sector. Partnerships are important as the indirect objective of the CFCI is to build local capacity and institutions to ensure sustainable results for children.

Establishing, facilitating and coordinating a CFCI Network is integral to a solid and inclusive CFCI. A broad stakeholder network can be of significant value, as the exchange of ideas and good practices can strengthen the CFCI by generating learning and capacity building. Having a wide base of local practitioners working to advance the well-being of children helps to build the sustainability of the initiative.

#### Civil society

Partnering with civil society organizations (and the public) has the advantage that it allows concerned citizens to advocate for improvements for children with the local government, just as citizens can help implement child rights through their daily interactions with children in the city.

The involvement of civil society, especially child-focused and youth-led organizations, is crucial to avoid that the initiative becomes technocratic and loses sight of the concerns and needs of communities, families and children themselves. The balance in power is important to ensure the initiative does not become a victim of shifting political priorities in local governments, which makes building long-term change for children difficult.

#### Volunteers

The contributions of volunteers, including youth volunteers (volunteering for UNICEF or the local government), can be crucial in running a major CFCI programme in a large country, and volunteers can play an important role in campaigning, awareness raising and fundraising. Significant capacity building and clear guidelines and procedures may be required to ensure quality and to avoid reputational risk and missteps.

## Media

The media constitute important partners in promoting the CFCL and raising awareness on the initiative. The media are also important platforms for engaging children in local TV and radio programmes, newspapers and social media. The media can make significant contributions to promoting and spreading information, gathering feedback and organizing local campaigns through social media.

## Academia

Partnerships with academic institutions and individual researchers offer great potential for developing evidence-based research. Partnerships may be informal arrangements with graduate students to study specific aspects of a CFCL (as a masters or PhD) or they may extend to formal, joint applications for external funding for peer-reviewed research by professors. Much of this research is likely to involve children, and researchers should be made aware of and able to apply ethical standards on child participation and child safeguarding. Academics and experts can also be involved in steering committees, advisory processes, assessment/recognition processes, training and monitoring and evaluation.

## The business sector

The business sector affects the lives of children in many ways – positive or negative, direct or indirect. Business has enormous power to improve children’s lives through the way in which it operates facilities, develops and markets products, provides services and influences economic and social development. In some countries, many public services, such as kindergartens, health services and extra-curricular activities, are provided by private companies. Children are also affected by marketing and advertising in their local environments.

Businesses have the influence, capacity, resources and competencies to bring about change for children by ensuring that policies, investments, market shaping, innovations and solutions are taking into consideration the rights and needs of children. There is growing evidence that businesses increasingly look for more rewarding and sustainable ways of engaging, beyond their traditional roles as donors or vendors, including working locally with communities in which the companies operate.



See UNICEF, UN Global Compact and Save the Children’s Child Rights and Business Principles.



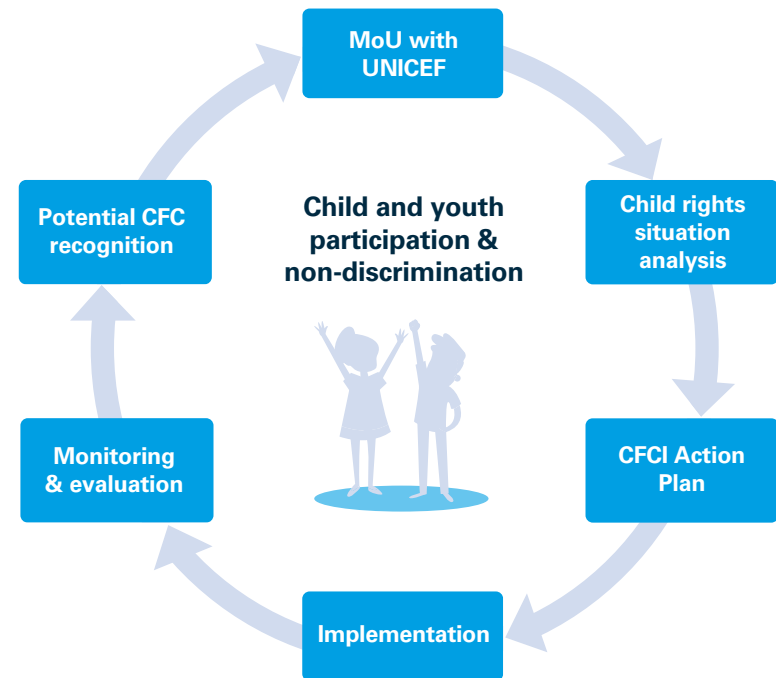


# 4

## The CFCI cycle

This chapter outlines the basic steps involved in planning, implementing and evaluating the CFCI, following a basic programme cycle.

As needs and challenges vary from one local context to another, so will the objectives and thematic focus of the CFCIs. Within the overall CFCI Framework for Action, these phases consequently allow for plenty of flexibility to adapt the CFCI to diverse local contexts.



## 4.1 Child rights situation analysis

The child rights situation analysis is an examination of statistics, local policies, laws and academic research relevant to the situation and well-being of children. In comparison to regular child rights situation analyses, it is important that the situation analysis establishes an understanding of the context and complicity of roles and decision-making processes of the local government and other important stakeholders.

The situation analysis highlights the most significant areas of concern for children, their root causes and what children want to change. Just as importantly, it informs the development of the CFCI Action Plan, establishes the baseline against which progress and impact will be monitored and evaluated, provides evidence for policymaking and identifies needs for local capacity development.

The child rights situation analysis involves the following stages:

### **1) Mapping, analysis and participation of relevant local stakeholders to ensure consensus on the findings of the situation analysis.**

The stakeholders include:

- children and young people;
- child and youth organizations;
- parents;
- relevant ministries and institutions such as national statistics offices;
- academia;
- civil society organizations operating in the field of child rights;
- business;
- media.

### **2) Analysis of available evidence on children, including:**

- A review of the Concluding Observations of the Committee on the Rights of the Child;
- A review of laws, policy documents, research and other resources related to child rights and well-being produced by civil society, oversight authorities and universities, among others;
- Consultations with local stakeholders (as identified in Step 1 above);
- Interviews, surveys and focus-group discussions to assess:
  - i. interest;
  - ii. expectations;
  - iii. views on priority areas;
  - iv. existing processes;
  - v. gap, risks and constraints to be anticipated.

### **3) Dissemination of the situation analysis when finalized:**

- Presentation and dissemination of situation analysis results are important to reach a consensus among the stakeholders on the identified issues of concern for children, and help to build a collective response, including in the CFCI Action Plan.





## 4.2 Development of the CFCI Action Plan

The results of the situation analysis inform the development of the goals, objectives and actions in the CFCI Action Plan and within the CFCI Framework for Action.

Translating the child rights situation analysis into an Action Plan involves several steps, including formulating a theory of change, developing a logic framework with indicators to monitor progress and impact, and identifying roles, responsibilities and deadlines as well as resourcing activities in the Action Plan.

It is advised to tie the planning of the CFCI to the existing local government planning cycle. Integrating the CFCI in existing planning structures helps to ensure the sustainability of the initiative.

### 4.2.1 Theory of change

The situation analysis supports local governments in identifying local child rights challenges, what consequences they have for children (Problem Tree) and envisioned changes and results (Solution Tree).

A theory of change refers to the identification of 'change pathways'. Change pathways are conditions that must be in place to make the desired change happen and obtain the envisioned results.

The change pathways can indicate why certain conditions or goals have not been met, who will promote or hinder the envisioned change, and political as well as public interest in addressing the issue.

The change pathways establish information and evidence important to selecting and prioritizing implementation strategies, such as knowledge of the context, evidence of what works, the comparative advantage of the CFCI implementing partners, and availability of human and financial resources. Based on the analysis, CFCI partners can determine where their contribution will most likely support the achievement of the outlined vision.



#### The analysis flow that informs the theory of change and the CFCI Action Plan:

This model outlines the phases involved in developing the CFCI Action Plan. For simplicity, the last two phases may be combined in one document, referred to as the CFCI Action Plan.



#### 4.2.2 Development of a logic framework with indicators

In addition to the change pathways identified in the theory of change, it is crucial to identify indicators against which progress and impact will be monitored and evaluated (the logic framework). This is also an important step in demonstrating the results of the CFCI and the impact it has on children's lives.

##### **A good indicator will have three components:**

- 1) A unit of measure, either quantitative or qualitative (e.g. a number);
- 2) A unit of analysis (e.g. children);
- 3) Context being measured (e.g. living in a community where the CFCI is implemented).

To monitor progress and impact, it is essential to establish a baseline and target value for each indicator. The baseline is the most recent, known status for an indicator (starting point) and targets are what is to be achieved by the end of the programme. The indicator value can be obtained from data collected from the situation analysis or from secondary data sources (such as official statistics). To make the exercise cost effective, additional baseline assessments should be conducted after logic frameworks are finalized (with desired chain of results and associated indicators) and after data gaps have been determined.

Three types of indicators must be developed to monitor progress and impact of CFCIs. They are:

**Output indicators.** These indicators measure activities undertaken to enable the building of a child-friendly environment.

- Example A: Establishment of local child and youth councils
- Example B: Development of a road safety strategy.

**Outcome indicators.** These indicators measure what actual achievements have been made and how far the activities have reached across the city/community.

- Example A: Number of recommendations from the child and youth council that have been endorsed and implemented.
- Example B: Number of children using pedestrian crossings near schools, homes and hospitals.

**Impact indicators.** These indicators measure the actual changes that have taken place in children's lives and in experiencing their rights.

- Example A: Children's increased well-being through participation and policy change.
- Example B: Reduced number of child accidents near schools, homes and hospitals.

Impact indicators include tangible, objective results and improvements as well as children's subjective perceptions of their daily environment.

### 4.2.3 Formulation of the Action Plan

Once goals (outcomes) and objectives (outputs) have been defined in the logic framework and supported by indicators to enable monitoring and evaluation, a set of activities must be established for each output. For the sake of transparency, accountability and coordination, it is important to identify clear deadlines and persons/entities responsible for implementing each activity.

The CFCI is not intended as a one-off investment. Rather, it emphasizes an evolving approach to strengthening child rights through long-term commitment and capacity building. As it may not be possible to address all child rights issues in the first CFCI Action Plan (cycle), it is recommended to distinguish between the most pressing issues to be included in the Action Plan and mid-term and long-term objectives to be addressed in the following CFCI cycle and Action Plan. Clear links should be made to the SDGs to avoid creating additional work.

Formulating an Action Plan is a balancing act that takes into consideration the findings in the child rights situation analysis, the global UNICEF minimum criteria and the interest and independence of the local government as a democratic institution. Rather than shaping programmes for children based on assumptions, listening to children and how they define the needs will provide stronger results.

For the sake of transparency and accountability, the Action Plan must be formulated in clear and simple language and shared with all relevant stakeholders and beneficiaries.



#### 4.2.4 Supporting budget

The CFCI Action Plan requires clear and adequate budget allocations for each of the envisioned outputs and activities. Before launching and deciding on the scope of the CFCI (and the CFCI Action Plan), therefore, it is important to consider available financial and human resources. If the budget is insufficient, the steering committee will need to identify alternative resources or consider raising more money. To ensure the sustainability of CFCI strategies and activities, the local government's planning and budget cycle should reflect them whenever possible.

Beyond financing the implementation of the CFCI Action Plan, a key purpose of the CFCI is to ensure that children are visible in public budgeting more broadly. UNICEF's framework for public finance for children sets out five principles that should guide public budgeting for children:

**1. Adequacy**

**2. Transparency and accountability**

**3. Equity**

**4. Efficiency**

**5. Effectiveness**

While the financing of education and health services may be determined at the national, regional or provincial level, local governments can advocate in the national government for increased resources for children, just as they can consider whether their distribution of resources is equitable.

The CFCI does not have to be a costly undertaking. Many great results have been achieved with limited budgets. The underlying objective of the CFCI is to change ways of perceiving and working with and for children. It takes time to strengthen cross-departmental coordination and collaboration, but once in place, working procedures can become more efficient and effective with better results for children.



See UNICEF's Global Programme Framework 'Engagements in Influencing Domestic Public Finance for Children (PF4C)'



See UNICEF's Guidance Note 'How to Engage in Budget Cycles and Processes to Leverage Government Budgets for Children' for more information on public finance for children.



See UNICEF's Guidance Note 'Child-focused Public Expenditure Measurement: A Compendium of Country Initiatives' for practical examples on public finance for children.



## 4.3 Implementation of the CFCI

Once the Action Plan is finalized and agreed upon, the next stage is for the CFCI implementing partners to accomplish the objectives identified within their area of responsibility, with a focus on meeting agreed deadlines and respecting available budgets.

### 4.3.1 Child-friendly legal framework and policies

Article 12 in the Convention lays out the obligation to respect children's views on all matters affecting them and to ensure they are heard in all administrative and judicial procedures, policies and programmes affecting them.

Local authorities should ensure that all aspects of the legal framework under their control promote and protect child rights. Without a clear, principled legal framework, rooted in the principles and provisions of the Convention, positive policies and practices for children are likely to develop in a fragmented manner.

The ability to influence policy and legislative frameworks at the local level depends on the degree of autonomy of the local government in the given policy area. A local government may have autonomy in education but not in health, or can have autonomy over preschools but not secondary schools.

Where there is limited or no autonomy to influence such frameworks, there may still be some flexibility in the way municipalities can interpret and implement them. Where there is no autonomy, the local government can identify and analyse the impact of legal and policy frameworks on child rights locally, and evidence can be collected for national-level child rights advocacy.

It is crucial that children are aware of their rights and entitlements in the legal frameworks and policies through awareness raising, training and participatory engagement.

### 4.3.2 Awareness raising, advocacy and communication

All citizens should be informed about child rights. In addition, local government decision makers, public servants, experts, members of civil society organizations, parents, caregivers and children should understand the underlying principles and be able to put them into practice continually. This can be done through sustained capacity building, child rights education and communication campaigns, and child rights implementation and awareness monitoring. Partnerships with non-governmental organizations, youth groups and the media contribute to making child rights known and understood.

Advocacy works to ensure that child rights are considered in local laws, policies, budgets and programmes. An independent child rights advocate has the important role of representing child rights and welfare independently of political structures. This is undertaken by institutions such as an ombudsman for children, but sometimes may be filled by an NGO committed to monitoring, promoting and protecting child rights.

Communication on the CFCI should include:

- Provision and distribution of child-friendly information about child rights, the child-rights approach, the CFCI and local services. It can be useful to develop and distribute a series of 'frequently asked questions' about the CFCI that pre-empt any

possible communication misunderstandings. This information should be available in relevant languages and in versions accessible to children with disabilities.

- Proactive efforts to engage local print, radio and television media. This can include inviting media representatives to cover key CFCI events, such as a signing ceremony when a city/community joins the initiative. Also, it can include inviting them to participate in training sessions and to develop ongoing partnerships with the steering committee, children's participation groups, etc. This will help to ensure regular coverage of CFCI issues throughout the year.
- Strategy for maximizing the effectiveness of social and digital media (internet and social media). This is a particularly effective way to reach children and young people. For example, existing Internet and social media platforms managed by the city/community should be mapped out, and an assessment made of which, if any, would be the most suitable for communicating on the CFCI. It should be decided who has the authority and responsibility to post and respond to information about the CFCI on the platforms, and how often distribution of information should take place.
- Child safeguarding policies and procedures. Basic safeguarding guidelines should be in place to respect children's privacy and dignity. All staff, teachers, media, etc., engaging with children must be carefully trained, and children should learn about using digital and social media safely. Children and their caregivers must give their informed consent for any photos and information about them to be used.

Personal details about children that might cause embarrassment or put them at risk of harm must never be shared.

### 4.3.3 Capacity building and training

Experience shows that to make a lasting difference in the lives of children, it is important to foster genuine understanding of child rights and the objectives of the CFCI. It is also necessary to build the capacity of all adults and children to implement them. Municipal personnel, professionals, civil society organizations, parents/caregivers and children need to be aware of child rights, and they need to put the child rights approach into practice in everyday situations. This requires significant and sustained capacity building, particularly upfront for local-level CFCI implementing partners.

The members of the steering committee, the coordinating unit and other local stakeholders who will be involved in the CFCI need to receive training on the CFCI, including on:

- The objectives of the CFCI, child rights and the child rights approach;
- The framework and principles promoted by the UNICEF country office or National Committee;
- The proposed methodology and time frame;
- Guiding principles for child rights work and child participation;
- The development, implementation and monitoring of child safeguarding policies and standards.



## 4.4 Monitoring and evaluation

The effectiveness and impact of the CFCI can only be understood if systems are in place to measure the impact on children's lives following the implementation of the CFCI, at both the individual and local (and potentially national) level. This evaluation may include an assessment of the general child rights situation to contextualize findings.

Effective monitoring and evaluation enable involved stakeholders to track, change and highlight outcomes, both positive and negative, and strengthen the capacity to understand which measures work and why. For UNICEF CFCIs, monitoring and evaluation are directly linked to the UNICEF recognition process.

The evidence of progress, impact and results for children, generated through monitoring and evaluation, can be used for advocacy and encouraging other municipalities and the national government to adopt measures to promote and strengthen child rights.

As the CFCI is founded in a broad set of partnerships with all key stakeholders, it is crucial that they are involved in the monitoring process.

### 4.4.1 Process monitoring

To ensure timely and coordinated implementation of the Action Plan, the coordinating unit can:

- Distribute the Action Plan in writing to all implementing partners, including children in the city/community;
- Convene regular meetings or conference calls to take stock of progress and identify and agree on how to deal with arising opportunities and potential challenges;
- Request implementing partners to report regularly to the steering committee (meetings) on progress and accomplished tasks;
- Celebrate when tasks have been accomplished, for example through communication in local media – it is important for people in the community to follow progress;
- Potentially invite children to conduct real-time feedback on child participatory processes to ensure the initiative is on (the right) track.

The CFCI Process Monitoring and Evaluation Framework provides process indicators for measuring and evaluating progress on the situation analysis, development of the Action Plan, consultations with children in the formulation of the CFCI, the establishment of a review committee, etc.

This requires the coordinating unit to monitor progress during the implementation phase and organize regular meetings of the steering committee to discuss potential opportunities and challenges.

While an evaluation should be scheduled for the end of a programme cycle, it is important to conduct reviews and annually take stock to learn from practices and readjust activities to meet their purpose.



#### 4.4.2 Impact monitoring

It is equally crucial to monitor the impact of the CFCI and the concrete and measurable results that it generates for children. Results tracking is essential to ascertain performance of the programme and whether the implemented strategies (activities) are effective. The process provides data for feedback loops and corrective actions for the programme. Impact monitoring entails review of the indicators spelled out in the logic framework and an overview analysis on the attainment of the desired goals. A good logic framework usually provides annual targets for each of the indicators and results.

#### 4.4.3 Evaluation

The CFCI is evaluated after each CFCI cycle and Action Plan. It is also strongly recommended that mid-term reviews take place to assess whether activities are on track and if corrective interventions are needed.

As with monitoring, the evaluation of the CFCI comprises two components: Evaluation of process (establishing coordination mechanisms, coordinating and managing the CFCI, conducting a situation analysis, implementing the agreed actions in the Action Plan, etc.) and evaluation of impact (the results achieved in comparison to the baseline indicators defined in the logic framework).

The evaluation of the CFCI should be conducted by UNICEF and/or an independent review mechanism appointed by UNICEF, as it will strengthen the legitimacy of the recognition (and possible rejection), just as it will reduce the risk of having potential conflicts of interest. A review committee can comprise members from civil society, academia, relevant professionals, and representatives of the UNICEF country office or National Committee. It can also include representatives from local authorities, provided there is balanced political representation and no conflicts of interest. Involvement of children and young people in the process would be an asset and strengthen its effectiveness and legitimacy.

It is recommended to upload the child rights situation analysis, Action Plan and evaluations to the city or community's website to ensure transparency and accountability.

The composition of the review committee varies just as much as the CFCIs themselves, as the choice of review mechanisms is closely linked to resources available and the size of the CFCI nationally.

#### 4.4.4 Methodology for evaluating the CFCI

The evaluation of the implementation of the CFCI Action Plan should be carried out at the end of the CFCI cycle to measure progress and impact. The evaluation also captures intended and unintended effects and investigates the reasons why certain aspects of the implementation have or have not been implemented as planned. The evaluation is ideally conducted by external, independent experts.

It is highly recommended that evaluations of CFCIs should follow the five evaluation criteria from the Development Assistance Committee of the Organisation for Economic Co-operation and Development:

- **Relevance.** Are we doing the right thing? How important is the relevance or significance of the intervention regarding local and national requirements and priorities?
- **Effectiveness.** Are the objectives of the development interventions being achieved?  
**Efficiency.** Are the objectives being achieved economically by the development intervention?
- **Impact.** Does the development intervention contribute to reaching higher-level development objectives? What is the impact or effect of the intervention in proportion to the overall situation of the target group or those effected?

- **Sustainability.** Are the positive effects or impacts sustainable?

Some issues to consider in developing the methodology for the evaluation include:

#### Ensuring capacity to monitor and evaluate the process and impact.

It is important to ensure there is capacity to conduct monitoring and evaluation within the CFCI, and to establish a baseline and indicators to this end. If there is no capacity available within the CFCI, training of staff should be considered or, alternatively, recruitment of external capacity.

**Child and youth participation.** Children and young people should play a significant role in monitoring and evaluating the impact of the CFCI. It is ultimately their experiences within their community that will determine the success or failure of the CFCI. Children can be involved in the monitoring and evaluation process in several ways:

- **Consultative approaches.** Children and young people's perspectives on what has changed and how they now feel about the realization of their rights within the community can be accessed through surveys and focus-group activities.
- **Collaborative approaches.** Children and young people can play an active role in designing and carrying out the evaluation. They can identify evaluation questions and contribute to the analysis of the findings, and help formulate the recommendations and messages that emerge from the process.
- **Child- and youth-led approaches.** Children and young people can take a leadership role in the evaluation process as researchers. This role extends not only to the research design, but also to the collection and analysis of data. Adults will need

to facilitate children's engagement by providing support, training and capacity building. This ensures that the impact identified reflects what they experience in their daily lives. Children can offer very different insights than those provided by adults, and serves to strengthen accountability to the implementers of the CFCI.

For the safety and well-being of children, it is crucial that all child participation is:

1. Transparent and informative;
2. Voluntary;
3. Respectful;
4. Relevant;
5. Facilitated with child-friendly environments and working methods;
6. Inclusive;
7. Supported by training;
8. Safe and sensitive to risk;
9. Accountable.



#### 4.4.5 Data collection

The city or community will need to agree on who is responsible for collecting data, how the data will be organized and the time frame for the process. This work ideally should be integrated into existing local processes for data collection to avoid adding to an already cumbersome process.

While existing national and local-level data, such as Multiple Indicator Cluster Surveys and population censuses, are valuable tools for gathering information from a large number of people, it is important to combine the data with qualitative materials. They can provide the illustrative examples and stories of what has changed, why it has changed and what impact it has had on the rights, and lives, of children. Localized consultations to seek the views of children, young people and adults are valuable and help the municipal leadership to better understand people's daily experiences.

A variety of types of data can be collected to provide different forms of information for the monitoring and evaluation process. For example, quantitative data from surveys will provide overall evidence on patterns of experience. Qualitative data from interviews or focus groups will enrich understanding with personal experiences and stories to help understand the overall trends. Qualitative success stories are also useful as part of CFCI communication and advocacy strategies.

**Documentary evidence.** Output indicators will usually be evidenced in the form of documentation such as minutes of a council decision, policy or strategy papers, a law or regulation, or details of the municipal budget rendering children visible. All these documents can provide evidence that action has been taken at the municipal level to put systems in place to promote child rights locally.

**Data from the local government.** The local government may collect data that is relevant to a CFCI. Such data could include:

- Details on school enrolment;
- Numbers of asylum seekers and refugees, and their levels of access to health services or schools;
- Take-up of social security provisions, such as help with housing costs.

**Local surveys.** The local government may undertake periodic surveys to assess progress in relation to specific or broader outcome indicators. They may follow the same approach as the baseline assessment to capture changes that have taken place.

**Research.** NGOs or academic institutions may undertake research at the local level to track progress in implementing the CFCI. In addition, support can be provided for children to be trained as researchers or research advisers to find out information for themselves.

**Interviews.** Individuals with specific expertise could provide valuable insights that could only be elicited through interviews. Such experts might include heads of social services, judges or child-focused NGOs.

**Child- and youth-led audits.** Where some of the indicators relate to specific institutions or services used directly by children – such as schools, child and youth councils, hospitals, youth clubs and play facilities – children and young people can be involved in the auditing process. They can draw up questions and interview key staff members and other children, as well as looking at evidence on, for example, the number of children using the services.

**Stories of significant change.** Stories can be gathered from children that describe their day-to-day lives and how things have changed. They can be a powerful means of conveying how a community is transforming to become more respectful of child rights.

**Focus-group findings.** Group discussions can be held with children, young people and parents, professionals working with children, NGOs and other local stakeholders. The sessions can provide a rich source of evidence to contribute to the data-collection process. Consideration might be given to setting up focus groups with children in very different circumstances to gain insight into their unique experiences. For example, such groups might be drawn from children in the juvenile justice system, children with disabilities, and children who are refugees or asylum seekers.



**Disaggregation of data.** Children and young people are not a homogeneous group, just as cities and communities can be very different. Both the child rights situation analysis and the evaluation of process and impact should differentiate the needs and experiences of different groups of children. Consideration needs to be given to discriminators such as age, sex, sexual orientation and gender identity, ethnicity<sup>7</sup>, religion, disability, legal status, social and economic status and language.

<sup>7</sup> Data on ethnicity may be forbidden in some countries.

#### 4.4.6 Analysis of findings

At the end of the CFCI cycle, all the data collected should be analysed to evaluate the progress made towards the agreed objectives and indicators in the Action Plan, as well the global minimum criteria for the recognition process.

It is important that this process is as transparent as possible and that the findings are shared with a cross-sectoral group of stakeholders, including children (see Section 4.4.7 below). Different perspectives are invaluable in helping to interpret the findings – they can often highlight the gap between the formal measures introduced, such as a policy or regulation, and their actual implementation. This is where it is important to look closely at the output, outcome and impact indicators that were defined in the logic framework.

By aggregating the evaluation findings from different CFCIs, it will be possible to obtain a picture of how the initiatives are beginning to transform children's lives (impact) across the country. The evidence can be used in feedback to governments, where relevant, on the impact of their policies and priorities.

#### 4.4.7 Reporting, formulation of recommended action and distribution

Once the final evaluation is concluded, the review committee prepares a report on what has been accomplished and highlighting what still needs to be achieved. The report should be widely distributed and made available in child-friendly and accessible versions. The city/community might decide to hold public meetings to share the findings and gain public support to continue the initiative.

At this stage, the city or community may also want to review the indicators. It may find that some are no longer relevant, or that they do not provide useful evidence. Additional issues might have arisen that need to be included. For example, in a city or community with many recently arrived refugees, it may be considered necessary to add objectives and indicators to address their specific concerns. Or, there may be new government legislation that directly affects the lives of children at the local level, and it would be helpful to monitor the effects of it.







# 5

## UNICEF “Child Friendly City” recognition

A city or community is recognized as a “Child Friendly City” by UNICEF upon a positive evaluation of the implementation of the CFCI Action Plan. As part of this recognition, the city or community obtains the right to use the CFCI logo and receives a certificate, acknowledging its commitment to and active engagement in advancing child rights.

### 5.1 The global minimum criteria

**The global minimum criteria for obtaining recognition by UNICEF are threefold:**

1. Demonstrated results for children within the scope of several goal areas to ensure a comprehensive child rights approach;
2. Meaningful and inclusive child and youth participation;
3. Demonstrated dedication to eliminating discrimination against children in policies and actions by the local government, including in the CFCI.

### 5.2 Duration of recognition

The recognition by UNICEF as “Child Friendly City” is granted for a defined period, corresponding to length of the subsequent CFCI cycle. Pending a positive evaluation of the second CFCI cycle, the recognition will again be extended for the following cycle. The UNICEF recognition will as such be granted for a maximum of five years.

Regardless of the length of the CFCI cycle, the national governing body should review the CFCI annually, including after each election, to ensure the city or community is upholding its commitments under the Action Plan.

The memorandum of understanding should include an exit clause in case of rights violations or other events or actions that put UNICEF’s reputation, brand or mission at risk after the partnership agreement has entered into force.



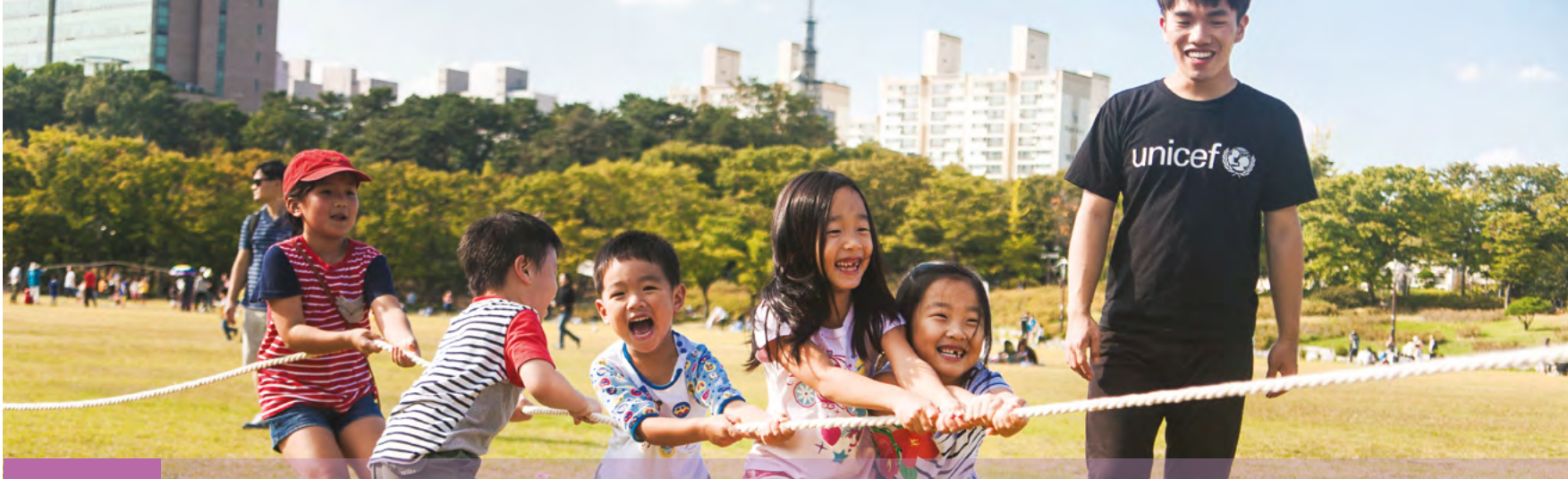
### 5.3 The added value of “Child Friendly City” recognition

UNICEF recognition brings about certain entitlements and duties. The nature of them may vary from country to country. UNICEF and a participating city or community need to agree on the parties’ entitlements and duties, and on the implications of UNICEF’s formal recognition. Importantly, the memorandum of understanding signed between the UNICEF country office or National Committee and the city or community representatives should include provisions on the use of the UNICEF and CFCI names and logos.

The rights, entitlements and duties attached to being formally recognized by UNICEF could include:

- Use of the CFCI logo within the agreed time frame;
- Membership in a CFCI network;
- Access to guidance and tools;
- Trainings and technical advice and support;
- The possibility to visit and learn from another UNICEF “Child Friendly City”;
- The option to establish a twinning partnership with another UNICEF “Child Friendly City”;
- The duty to continue advancing child rights within the CFCI Framework for Action.





# 6

## UNICEF support

### 6.1 Support from UNICEF country offices or National Committees

The support provided by the UNICEF country office or National Committee varies from country to country and will be defined in the memorandum of understanding between UNICEF and the local government.

Some UNICEF country offices or National Committees may opt for a participatory role in their relationships with cities or communities, while others will have a more 'standard-setting' role, establishing and maintaining the quality of the recognition processes. In some cases, the UNICEF country office or National Committee performs a dual role as both a capacity-building partner and an evaluator.

#### **The role of the UNICEF country office or National Committee may involve:**

- Training and technical support to CFCI stakeholders;
- Leading or overseeing the functions of the national coordinating body;
- Recognizing cities and communities as child-friendly when agreed criteria and objectives in the CFCI Action Plan have been met.

Cities and communities that do not wish or cannot partner with UNICEF can still use this UNICEF CFCI Handbook as a framework for advancing child rights, but they will not be able to obtain UNICEF recognition.

## 6.2 Support from the global UNICEF CFCI team

UNICEF headquarters provide advice and support to the UNICEF country offices and National Committees on CFCI-related matters, including:

- Guidance, strategic advice and technical support, including development of guidance, tools and templates, and context-tailored support;
- Partnership development and management of the CFCI Network and Reference Group, which consists of CFCI focal points in UNICEF country offices and National Committees and their official implementing partners;
- Knowledge management and communication through the CFCI online Community of Practice (internal) and the CFCI website (external);
- Training and capacity building, including development of tailored training packages.
- Organization of twinning initiatives, study visits and knowledge exchanges between CFCI initiatives.

### Contact the CFCI Team:



**Louise THIVANT**, CFCI Adviser (lthivant@unicef.org)

**Paulina GRUSZCZYNSKI**, Urban Knowledge Exchange  
(pgruszczyński@unicef.org)

**Reetta MIKKOLA**, Advocacy Officer (rmikkola@unicef.org)



## Annex I: Original CFCI Building Blocks and Core Components

|          |  <b>Building blocks<sup>8</sup></b>  |  <b>Core components<sup>9</sup></b>                    |
|----------|---|---|
| <b>1</b> | <b>Children’s participation: Promoting children’s active involvement in issues that affect them; listening to their views and taking them into consideration in decision-making processes</b>                               | Child rights policy and legal frameworks at municipal level   |
| <b>2</b> | <b>A child-friendly legal framework: Ensuring legislation, regulatory frameworks and procedures that consistently promote and protect the rights of all children</b>  | Making child rights known and understood by adults and children   |
| <b>3</b> | <b>A city-wide child rights strategy: Developing a detailed, comprehensive strategy or agenda for building a Child Friendly City, based on the Convention</b>   | City-wide strategy or action plan for child rights with supporting budget   |
| <b>4</b> | <b>A child rights unit or coordinating mechanism: Developing permanent structures in local government to ensure priority consideration of children’s perspectives</b>   | Children’s participation – mechanisms, opportunities and culture of respect   |
| <b>5</b> | <b>Child impact assessment and evaluation: Ensuring there is a systematic process to assess the impact of law, policy and practice on children – in advance of, during and after implementation</b>                         | Equity, inclusiveness and non-discrimination – mechanisms, opportunities and culture of respect   |
| <b>6</b> | <b>A children’s budget: Ensuring adequate resource commitment and budget analysis for children</b>  | Leadership, coordinating mechanisms and partnerships  |
| <b>7</b> | <b>A regular State of the City’s Children Report: Ensuring sufficient monitoring and data collection on the state of children and their rights</b>  | Communication and public relations strategy   |
| <b>8</b> | <b>Making child rights known: Ensuring awareness of child rights among adults and children</b>  | Monitoring and evaluation – including state of the city or community’s child rights reports   |
| <b>9</b> | <b>Independent advocacy for children: Supporting non-governmental organizations and developing independent human rights institutions – children’s ombudspersons or commissioners for children – to promote child rights</b> | Independent accountability mechanisms for child rights, for example NGOs or ombudsman-like institutions representing children’s interests |

8. *Building Child Friendly Cities: A framework for action* (<[www.unicef-irc.org/publications/416-building-child-friendly-cities-a-framework-for-action.html](http://www.unicef-irc.org/publications/416-building-child-friendly-cities-a-framework-for-action.html)>)

9. *Child Friendly Cities Initiative Toolkit for National Committees* (<<http://childfriendlycities.org/building-a-cfc/tools/toolkit-national-committees-new>>)

## Annex II: The CFCI Framework for Action and Links with Relevant Strategic Frameworks

|   | Convention on the Rights of the Child   | UNICEF's Strategic Plan 2018-2021   | Sustainable Development Goals  | UNICEF's Urban Framework  |
|---|---|---|--|---|
| <p><b>GOAL 1</b></p> <p><b>Every child and young person is valued, respected and treated fairly within their communities and by local authorities</b></p>   | <p><b>Art. 2:</b> The right to non-discrimination</p> <p><b>Art. 23:</b> The rights of children with disabilities</p> <p><b>Art. 30:</b> The right to belong to ethnic, religious or linguistic minority groups</p> | <p><b>Goal 5:</b> Every child has an equitable chance in life.</p>  | <p><b>Goal 5:</b> Achieve gender equality and empower all women and girls</p> <p><b>Goal 10:</b> Reduce inequality within and among countries</p> <p><b>Goal 11:</b> Make cities inclusive, safe, resilient and sustainable</p>    | <p><b>Priority 1:</b> Reducing equity gaps in urban areas through technical support and partnerships to extend quality services to marginalised children living in urban settings and protect all children from violence.</p> |
| <p><b>GOAL 2</b></p> <p><b>Every child and young person has their voice, needs and priorities heard and taken into account in public laws (if applicable), policies, budgets, programmes and decisions that affect them</b></p> | <p><b>Art. 6:</b> The right to be heard</p> <p><b>Art. 13,18 &amp; 42:</b> The right to information</p> <p><b>Art. 12-14:</b> The right to be heard, freedom of expression and association.</p>                     | <p><b>Goal 5:</b> Every child has an equitable chance in life</p>   | <p><b>Goal 16:</b> Promote just, peaceful and inclusive societies</p>  | <p><b>Priority 4:</b> Enhancing the voice and participation of poor children living in urban settings, and strengthening the partnerships with urban communities and organisations</p>  |
| <p><b>GOAL 3</b></p> <p><b>Every child and young person has access to quality essential social services</b></p>   | <p><b>Art. 24-25:</b> The right to health care services</p> <p><b>Art. 27:</b> The right to a standard of living adequate for the child's development</p> <p><b>Art 28:</b> The right to education</p>              | <p><b>Goal 1:</b> Every child survives and thrives</p> <p><b>Goal 2:</b> Every child learns</p>   | <p><b>Goal 1:</b> End poverty in all its forms</p> <p><b>Goal 2:</b> End hunger</p> <p><b>Goal 3:</b> Ensure healthy lives and promote well-being for all</p> <p><b>Goal 4:</b> Ensure inclusive and quality education for all</p> | <p><b>Priority 1:</b> Reducing equity gaps in urban areas through technical support and partnerships to extend quality services to marginalised children living in urban settings and protect all children from violence.</p> |
| <p><b>GOAL 4</b></p> <p><b>Every child and young person lives in a safe, secure and clean environment</b></p>   | <p><b>Art. 19,34 &amp; 35:</b> Protection against maltreatment, abuse and sexual violations</p>   | <p><b>Goal 3:</b> Every child is protected from violence and exploitation</p> <p><b>Goal 4:</b> Every child lives in a safe and clean environment</p> | <p><b>Goal 6:</b> Ensure availability of water and sanitation</p> <p><b>Goal 11:</b> Make cities inclusive, safe, resilient and sustainable</p> <p><b>Goal 16:</b> Promote just, peaceful and inclusive societies</p>              | <p><b>Priority 2:</b> Promoting a safe and sustainable urban environment for children</p>   |
| <p><b>GOAL 5</b></p> <p><b>Every child and young person has opportunities to enjoy family life, play and leisure</b></p>  | <p><b>Art. 31:</b> The right to rest and leisure and to engage in play and recreational activities</p> <p><b>Art. 8-9:</b> The right to family life</p>   | <p>N/A</p>  | <p>N/A</p>   | <p>N/A</p>  |

## Annex III: Memorandum of Understanding between UNICEF National Committee and a Local Government Template

### MEMORANDUM OF UNDERSTANDING BETWEEN [NAME OF LOCAL GOVERNMENT] AND [NAME OF NATIONAL COMMITTEE FOR UNICEF] Regarding the City of \_\_\_\_'s Participation in UNICEF's Child Friendly Cities Initiative

#### I. Introduction

1. This Memorandum of Understanding (this "MOU") is between [insert name of local government] (the "City of \_\_\_\_") and [Name of National Committee for UNICEF] (the "NatCom"). It sets out the way in which the City of \_\_\_\_ will become part of UNICEF's Child Friendly Cities Initiative ("CFCI").

2. Since 1996, UNICEF's CFCI has helped cities in all parts of the world fulfil the rights of people who are under the age of twenty-four, using the UN Convention on the Rights of the Child as its foundation. The network of Child Friendly Cities around the world connects stakeholders who are committed to making their cities and communities child-friendly. It enables these stakeholders to build safer, cleaner, and more resilient cities and communities.

3. The City of \_\_\_\_ wishes to participate in the UNICEF CFCI.

4. Therefore, the City of \_\_\_\_ and the NatCom, in a spirit of friendly cooperation, are signing this MOU to set out the ways in which the City of \_\_\_\_ will participate in the UNICEF CFCI, and the ways in which the NatCom will support the City of \_\_\_\_ to become a "Child Friendly City".

#### II. Collaboration activities

##### 1. The City of \_\_\_\_ will: [list to be adapted as necessary]

- Work with the NatCom and stakeholders to conduct a child rights situation analysis in [insert name of city/community].
- Work with the NatCom and other local stakeholders to develop and agree on an Action Plan to become a "Child Friendly City". This Action Plan will include clear objectives, impact indicators, benchmarks, a supporting budget, a clear timeline, and criteria for recognition by the NatCom as a "Child Friendly City".
- Implement the Action Plan within the agreed timeline, and do that working closely with stakeholders and partners.
- Monitor progress against the objectives and indicators in the Action Plan and ensure collection of relevant data, with the objective of identifying and addressing potential obstacles in the implementation of the Action Plan.
- Every six months at least, tell the public (including the NatCom, stakeholders and partners) all about progress, opportunities and challenges in the implementation of the Action Plan.
- Widely distribute and make available the final report evaluating the progress that has been made towards the agreed objectives and indicators in the Action Plan as well the criteria for the recognition process.
- Continue implementation of the Action Plan even after the next administration and leadership of the City of \_\_\_\_ takes office.



## 2. The NatCom will: [list to be adapted as necessary]

- Share useful research, guidance and tools relating to the CFCI that may benefit the collaboration and implementation of the Action Plan.
- Provide training and technical support to CFCI stakeholders and partners.
- Help put in place an effective monitoring and evaluation process.
- Promote the collaboration on its website and support media coverage of the collaboration when appropriate.
- Help evaluate the progress and impact of the CFCI.
- Support relationships through local and international networks where possible.
- Provide recognition as “Child Friendly City” if the agreed criteria and objectives in the Action Plan have been met.

3. In addition to the actions list above, each of us might agree to do additional things as part of this collaboration. In that case, we will confirm those additional actions in writing.

4. [Include name and contact details] will be the coordinator of the City of \_\_, and [include name and contact details] will be the NatCom coordinator. They will be the principal focal points for this collaboration. If either of us changes coordinator, it will let the other know, in writing, as soon as possible.

## III. Communication materials; use of names and logos

1. Any communication and advocacy materials as part of this collaboration will comply with the NatCom’s policies and standards. Subject to our respective internal approval requirements, we will include our respective names, logo, and emblems or trademarks, on such materials.

2. During this collaboration, we might wish to use the other’s name, logo, and emblem or trademarks. In that case, we agree that we will seek permission from the other, through our collaboration coordinators, before using the other’s name, logo, or emblem or trademarks; the request will include the specific proposed use. Neither of us will be obliged to give the requested permission for use. Any use will be strictly in accordance with the terms set out in the permission notification and will comply with the relevant brand guidelines or rules (which each of us will share with the other).

3. The City of \_\_\_\_\_ acknowledges that the UNICEF name, logo, and emblem, the Child Friendly Cities Initiative name and logo and other intellectual property owned by UNICEF (together the “UNICEF Properties”) are the exclusive property of UNICEF and are protected under international law and other applicable laws. Likewise, the City of \_\_\_\_\_ acknowledges that the NatCom name, logo, and emblem and other intellectual property owned by the NatCom (together the “NatCom Properties”) are the exclusive property of the NatCom and are protected under applicable laws. The NatCom confirms that it has received the necessary approvals to sublicense the UNICEF and the Child Friendly Cities Initiative names, logos, and emblems, in connection with this MoU.

4. The City of \_\_\_\_\_ will not abuse, infringe, or otherwise violate UNICEF’s rights in the UNICEF Properties and the NatCom’s rights in the NatCom Properties. The City of \_\_\_\_\_ acknowledges that it is familiar with UNICEF’s ideals and objectives and recognizes that the UNICEF Properties and the NatCom Properties may not be associated with any political or sectarian cause or otherwise used in a manner inconsistent with the status, reputation, and neutrality of UNICEF. We are clear that a breach of this Article III is a breach of an essential term of this MoU. This Article III will survive the expiry or termination of this MoU.

## VI. Information sharing; no confidential information

1. During this collaboration, we may share with the other non-public data, research or other proprietary information. When sharing such information, the one disclosing such information may impose additional reasonable conditions on its use, including conditions on further disclosure. The one receiving such information will comply with any such conditions notified to it.

2. Except as set out in the preceding paragraph or agreed otherwise in writing, none of the documents or information (in any format) shared between us, and no information or material developed as a result of this collaboration will be deemed “confidential”.

## V. Costs and responsibilities as part of this collaboration

Each of us will meet our own costs of this collaboration, unless we agree otherwise in a particular case and set that out in a separate written agreement. Each of us will be fully responsible for what it does as part of this collaboration; this includes being responsible for the actions of our respective staff, contractors, suppliers and consultants.

## VI. Commitment to ethical conduct

1. We are clear that it is essential to take all necessary precautions to avoid fraud, corruption (public sector as well as non-public sector), and conflicts of interest. To this end, in implementing this collaboration, we will maintain the highest standards of conduct by our respective staff, contractors, consultants and suppliers as set forth in relevant regulations, rules, policies and procedures.

2. We will inform the other as soon as one of us becomes aware of any incident or report that is inconsistent with the undertakings and confirmations provided in the preceding paragraph and we will cooperate with each other on appropriate actions as a result.

## VII. Resolving disagreements

If we have disagreements about this collaboration, we will solve them through amicable discussions.

## VIII. Collaboration period; bringing this collaboration to an end

1. This collaboration is established for a period of [insert number of years] years ending on [insert date]. Before this collaboration ends, we will meet to review and discuss renewing our collaboration. If we agree to renew this collaboration, we will set the terms of the renewal out either in an amendment to this MoU or in a new agreement signed by both of us as appropriate.

2. Either of us can terminate this collaboration before it ends, should it so wish, by giving the other thirty (30) days’ prior notice in writing.

3. As soon as one of us receives such a notice of termination, we will work together to complete, in an orderly manner, any activities that we are jointly pursuing as part of this collaboration. The collaboration will end after that thirty-day period expires. At the time of expiry or termination of this collaboration all rights and permissions each of us has given to the other as a result of this collaboration will terminate; this includes rights and permissions relating to intellectual property.

4. If the City of \_\_\_\_\_ informs the NatCom of any incident or report that is inconsistent with its ethical commitments outlined above, or if either of us concludes in good faith that the continued collaboration between us has or will seriously compromise our respective mission or values or damage the reputation or the goodwill associated with either of our name, logo or emblem or intellectual property (as the case may be), then we will together discuss actions that may be taken to address the situation. In extreme cases, the NatCom may, if it decides it is necessary, terminate this collaboration immediately. In such cases, the City of \_\_\_\_\_ will have no further right to use the UNICEF Properties and the NatCom Properties and will discontinue all promotional and public relations activities in connection with this collaboration.

## IX. General

1. We are not creating a joint venture or other joint enterprise and this collaboration is not to be understood as such. We are completely independent of each other and are collaborating in limited defined ways to help create urban environments that promote the achievement of children's rights.

2. If either of us wishes to modify the terms of this collaboration, we will consult with each other and, if we both agree on the modification, it will be put in writing, signed by both of us, and become effective on the date we have both signed it.

SIGNED on behalf of the  
City of \_\_\_\_\_  
Name:  
Title:  
Date:

SIGNED on behalf of *[Name of  
UNICEF National Committee]:*  
\_\_\_\_\_  
Name:  
Title:

## Annex IV: Memorandum of Understanding between UNICEF Country Office and a Local Government Template

### MEMORANDUM OF UNDERSTANDING BETWEEN [NAME OF LOCAL GOVERNMENT] AND THE UNITED NATIONS CHILDREN'S FUND Regarding the City of \_\_\_\_'s Participation in UNICEF's Child Friendly Cities Initiative

#### X. Introduction

1. This Memorandum of Understanding (this "MOU") is between [insert name of local government] (the "City of \_\_\_\_") and the United Nations Children's Fund in [insert place of UNICEF Country Office] ("UNICEF"). It sets out the way in which the City of \_\_\_\_ will become part of UNICEF's Child Friendly Cities Initiative ("CFCI").
2. UNICEF's CFCI is part of UNICEF's programme of cooperation with the Government of [insert name of country] and is implemented on the basis of the Basic Cooperation Agreement signed between UNICEF and the Government of [insert name of country] dated [insert date].
3. Since 1996, UNICEF's CFCI has helped cities in all parts of the world fulfil the rights of children, using the UN Convention on the Rights of the Child as its foundation. The network of Child Friendly Cities around the world connects stakeholders who are committed to making their cities and communities child-friendly. It enables these stakeholders to build safer, cleaner, more resilient cities and communities.
4. The City of \_\_\_\_ wishes to participate in the UNICEF CFCI.
5. Therefore, the City of \_\_\_\_ and UNICEF, in a spirit of friendly cooperation, are signing this MOU to set out the ways in which the City of \_\_\_\_ will participate in the UNICEF CFCI, and the ways in which UNICEF will support the City of \_\_\_\_ to become a "Child Friendly City".

#### XI. I. Collaboration activities

##### 1. The City of \_\_\_\_ will: [list to be adapted as necessary]

- Work with UNICEF and stakeholders to conduct a child rights situation analysis in [insert name of city/community].
- Work with UNICEF and other local stakeholders to develop and agree on an Action Plan to become a "Child Friendly City". This Action Plan will include clear objectives, impact indicators, benchmarks, a supporting budget, a clear timeline, and criteria for recognition by UNICEF as a "Child Friendly City".
- Implement the Action Plan within the agreed timeline, and do that working closely with stakeholders and partners.
- Monitor progress against the objectives and indicators in the Action Plan and ensure collection of relevant data, with the objective of identifying and addressing potential obstacles in the implementation of the Action Plan.
- Every six months at least, tell the public (including UNICEF, stakeholders and partners) all about progress, opportunities and challenges in the implementation of the Action Plan.
- Widely distribute and make available the final report evaluating the progress that has been made towards the agreed objectives and indicators in the Action Plan as well the criteria for the recognition process.
- Continue implementation of the Action Plan even after the next administration and leadership of the City of \_\_\_\_ takes office.

## 2. UNICEF will: [list to be adapted as necessary]

- Share useful research, guidance and tools relating to the CFCI that may benefit the collaboration and implementation of the Action Plan.
- Provide training and technical support to CFCI stakeholders and partners.
- Help put in place an effective monitoring and evaluation process.
- Promote the collaboration on UNICEF's CFCI website and support media coverage of the collaboration when appropriate.
- Help evaluate the progress and impact of the CFCI.
- Support relationships through local and international networks where possible.
- Provide recognition as "Child Friendly City" if the agreed criteria and objectives in the Action Plan have been met.

3. In addition to the actions list above, each of us might agree to do additional things as part of this collaboration. In that case, we will confirm those additional actions in writing.

4. [Include name and contact details] will be the coordinator of the City of \_\_\_\_, and [include name and contact details] will be the UNICEF coordinator. They will be the principal focal points for this collaboration. If either of us changes coordinator, it will let the other know, in writing, as soon as possible.

## XII. Communication materials; use of names and logos

1. Any communication and advocacy materials as part of this collaboration will comply with UNICEF's policies and standards. Subject to our respective internal approval requirements, we will include our respective names, logo, and emblems or trademarks, on such materials.

2. During this collaboration, we might wish to use the other's name, logo, and emblem or trademarks. In that case, we agree that we will seek permission from the other, through our collaboration coordinators, before using the other's name, logo, or emblem or trademarks; the request will include the specific proposed use. Neither of us will be obliged to give the requested permission for use. Any use will be strictly in accordance with the terms set out in the permission notification and will comply with the relevant brand guidelines or rules (which each of us will share with the other).

3. The City of \_\_\_\_\_ acknowledges that the UNICEF name, logo, and emblem, the UNICEF Child Friendly Cities Initiative name and logo, and such other UNICEF marks or other intellectual property that UNICEF may agree in writing to be used by the City of \_\_\_\_\_ (together the "UNICEF Properties") are the exclusive property of UNICEF and are protected under international law and other applicable laws. The City of \_\_\_\_\_ will not abuse, infringe, or otherwise violate UNICEF's rights in the UNICEF Properties. The City of \_\_\_\_\_ acknowledges that it is familiar with UNICEF's ideals and objectives and recognizes that the UNICEF Properties may not be associated with any political or sectarian cause or otherwise used in a manner inconsistent with the status, reputation, and neutrality of UNICEF. We are clear that a breach of this paragraph is a breach of an essential term of this MoU. This Article III will survive the expiry or termination of this MoU.

### **XIII. Information sharing; no confidential information**

1. During this collaboration, we may share with the other non-public data, research or other proprietary information. When sharing such information, the one disclosing such information may impose additional reasonable conditions on its use, including conditions on further disclosure. The one receiving such information will comply with any such conditions notified to it.

2. Except as set out in the preceding paragraph or agreed otherwise in writing, none of the documents or information (in any format) shared between us, and no information or material developed as a result of this collaboration will be deemed “confidential.”

### **XIV. Costs and responsibilities as part of this collaboration**

Each of us will meet our own costs of this collaboration, unless we agree otherwise in a particular case and set that out in a separate written agreement. Each of us will be fully responsible for what it does as part of this collaboration; this includes being responsible for the actions of our respective staff, contractors, suppliers and consultants.

### **XV. Commitment to ethical conduct**

1. We are clear that it is essential to take all necessary precautions to avoid fraud, corruption (public sector as well as non-public sector), and conflicts of interest. To this end, in implementing this collaboration, we will maintain the highest standards of conduct by our respective staff, contractors, consultants and suppliers as set forth in relevant regulations, rules, policies and procedures.

2. The City of \_\_\_\_\_ confirms that no official of UNICEF or of a United Nations System organization has received or will be offered by, or receive from, the City of \_\_\_\_\_ any direct or indirect benefit arising from this collaboration (including such things as gifts, favours or free hospitality).

3. We will inform the other as soon as one of us becomes aware of any incident or report that is inconsistent with the undertakings and confirmations provided in the preceding paragraphs and we will cooperate with each other on appropriate actions as a result.

### **XVI. Resolving disagreements**

If we have disagreements about this collaboration, we will solve them through amicable discussions.

### **XVII. Privileges and immunities**

Nothing in this MoU shall be deemed a waiver, express or implied, of any of the privileges and immunities of the United Nations and its subsidiary organs including UNICEF, whether under the Convention of the Privileges and Immunities of the United Nations, or otherwise, and no provision of this MoU shall be interpreted or applied in a manner, or to an extent, inconsistent with such privileges and immunities.

### **XVIII. Collaboration period; bringing this collaboration to an end**

1. This collaboration is established for a period of [insert number of years] years ending on [insert date]. Before this collaboration ends, we will meet to review and discuss renewing our collaboration. If we agree to renew this collaboration, we will set the terms of the renewal out either in an amendment to this MoU or in a new agreement signed by both of us as appropriate.

2. Either of us can terminate this collaboration before it ends, should it so wish, by giving the other thirty (30) days' prior notice in writing.

3. As soon as one of us receives such a notice of termination, we will work together to complete, in an orderly manner, any activities that we are

jointly pursuing as part of this collaboration. The collaboration will end after that thirty-day period expires. At the time of expiry or termination of this collaboration, all rights and permissions each of us has given to the other as a result of this collaboration will terminate; this includes rights and permissions relating to intellectual property.

4. If the City of \_\_\_\_\_ informs UNICEF of any incident or report that is inconsistent with its ethical commitments outlined above, or if either of us concludes in good faith that the continued collaboration between us has or will seriously compromise our respective mission or values or damage the reputation or the goodwill associated with either of our name, logo or emblem or intellectual property (as the case may be), then we will together discuss actions that may be taken to address the situation. In extreme cases, UNICEF may, if it decides it is necessary, terminate this collaboration immediately. In such cases, the City of \_\_\_\_\_ will have no further right to use the UNICEF Properties and will discontinue all promotional and public relations activities in connection with this collaboration.

## XIX. General

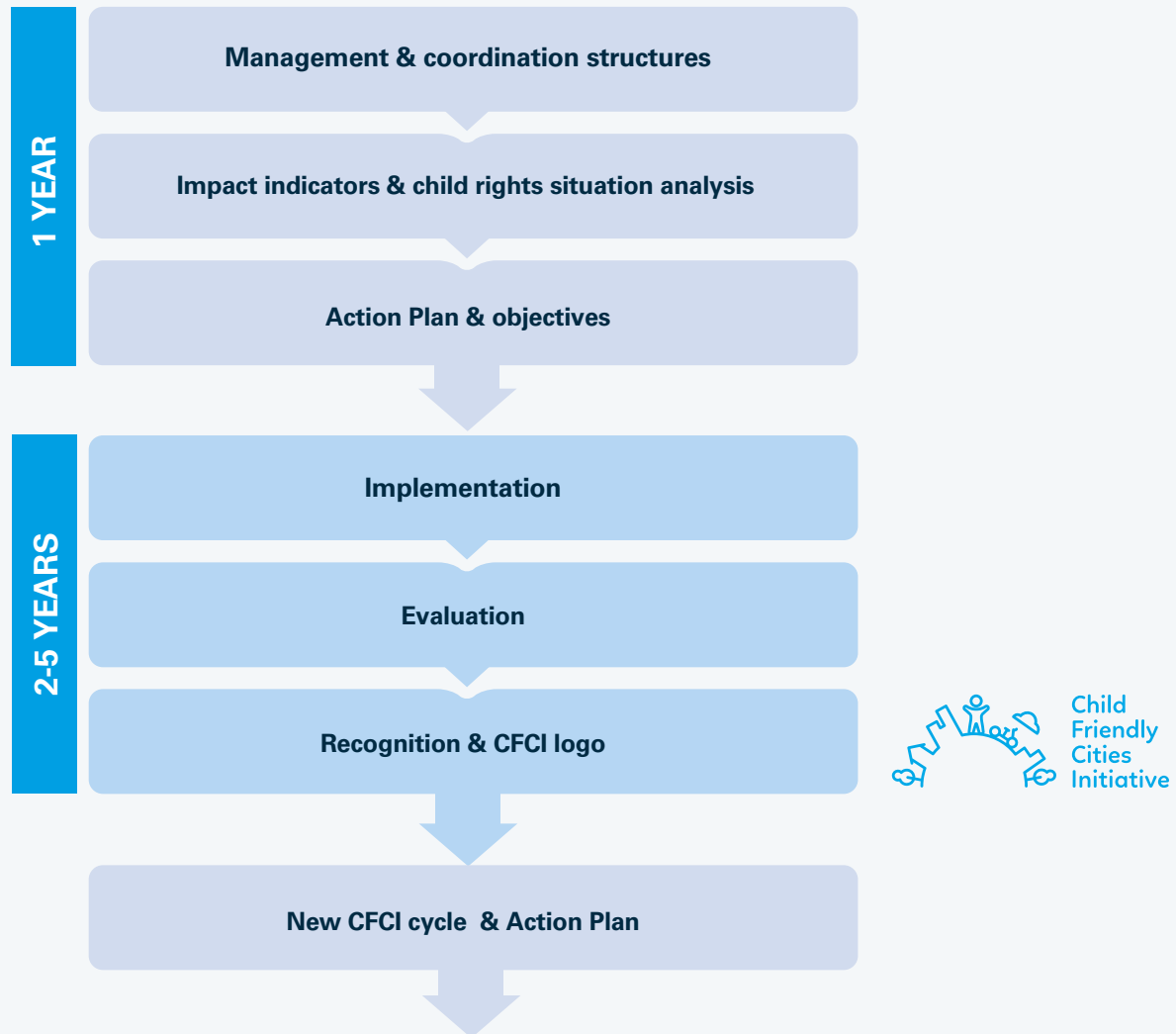
1. We are not creating a joint venture or other joint enterprise and this collaboration is not to be understood as such. We are completely independent of each other and are collaborating in limited defined ways to help create urban environments that promote the achievement of children's rights.

2. If either of us wishes to modify the terms of this collaboration, we will consult with each other and, if we both agree on the modification, it will be put in writing, signed by both of us, and become effective on the date we have both signed it.

SIGNED on behalf of the  
City of \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

SIGNED on behalf of UNICEF  
\_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

## Annex V: Proposed CFCI Timeline





## Annex VI: CFCI Theory of Change

|                             |  |  |   |  |   |
|-----------------------------|--|--|---|--|---|
| <b>IMPACT</b>               | <b>Vision: Every child and young person enjoys their childhood and youth and reaches their full potential through equal realisation of their rights within their cities and communities.</b>           |  |   |  |   |
| <b>GOALS (outcomes)</b>     | Every child and young person is valued, respected and treated fairly within their communities and by local authorities   | Every child and young person has their voice, needs and priorities heard and taken into account in public laws (if applicable), policies, budgets, programmes and decisions that affect them | Every child and young person has access to quality essential social services  | Every child and young person lives in a safe, secure and clean environment | Every child and young person has opportunities to enjoy family life, play and leisure                                     |
| <b>OBJECTIVES (outputs)</b> | Local government commitments to children   | Improved systems for meaningful participation  | Reduced inequalities in access to services  | Improved children's independent mobility                                   | Access to leisure facilities  |
|                             | Improved accountabilities for children   | A cultural change in the perception of childhood   | Child-responsive service delivery and tendering   | Child-responsive urban planning and housing                                | Improved work-life balance for parents  |
|                             | Non-discriminatory policies and planning   | Children's awareness and capacity to act as citizens   | Improved systems for policy, budgets and monitoring   | Reduced crime and safer, cohesive communities                              | Accessible and child-friendly culture activities  |
|                             | Inclusive and resilient communities  | Governance structures that support participation   | Better cross-sectoral coordination across services  | Child-friendly climate action at the local level                           | Improved access to hobbies  |
| <b>STRATEGIES</b>           | <ul style="list-style-type: none"> <li>Child-friendly legal frameworks and policies</li> <li>Communication, awareness-raising and advocacy</li> <li>City-wide strategic planning and budget</li> </ul> |  | <ul style="list-style-type: none"> <li>Cross-sectoral coordination and partnerships</li> <li>Inclusive, child participatory mechanisms and processes</li> </ul> |  | <ul style="list-style-type: none"> <li>Training and capacity building</li> <li>Collection of data and evidence</li> </ul> |
| <b>MINIMUM CRITERIA</b>     | Equity and non-discrimination  |  | Comprehensive approach  |  | Child participation   |
| <b>STRUCTURE</b>            | National Governing Body (incl. UNICEF)   | Local Steering Committee   | Coordinating Unit   | Partners   |   |



If every child is valued, respected and treated fairly within a community, if every child's voice, needs and priorities are heard and taken into account, if every child has access to quality essential services, if every child lives in a safe, secure and clean environment, and if every child has opportunities to enjoy family life, play and leisure, then all children will enjoy their childhood and reach their full potential through equal realization of their rights within their cities and communities.

## Annex VII: Example of CFCI Action Plan

| Outcomes/Outputs   | Indicators   | Baseline | Target    | Data Source   | Reporting frequency                         |
|--|--|----------|-----------|---|---|
| <b>Outcome 1:</b> Every child is valued, respected and treated fairly within their communities.  | % of children with disabilities reporting an increased feeling of wellbeing<br>Number of reported cases of bullying of disabled children in schools  |          |           | <ul style="list-style-type: none"> <li>• Documentation of baseline assessment and subsequent analysis of policies</li> <li>• Education data on class attendance</li> <li>• Education data on school enrolment</li> <li>• Survey of head teachers on patterns of parental involvement</li> <li>• Survey of parents and children with disabilities on levels of bullying experiences</li> </ul> | Annual                                      |
| <b>Output 1:</b> Children have equal access to public services regardless of ethnic origin, religion, income, gender or ability.   | % of laws and policies identified in the analysis that are being revised<br>Numbers of public spaces being assessed and renovated in regards to accessibility  |          |           |   |   |
| Activities   |  |          | Resources | Target audience   | Focal Point                                 |
| <b>Activity 1:</b> Baseline assessment of barriers to equal access to services for children with disabilities  |  |          |           | Children, youth and their families  | Local government review committee, academia |
| <b>Activity 2:</b> Analysis of potential indirect discrimination in policies and laws  |  |          |           | Children, youth and their families  | Local government review committee, academia |
| <b>Activity 3:</b> Awareness-raising campaign in schools to reduce bullying  |  |          |           | Children, youth and their families, teachers  | Local government                            |
| Outcomes/Outputs   | Indicators   | Baseline | Target    | Data Source   | Reporting frequency                         |
| <b>Outcome 2:</b> The voices, needs and priorities of every child are heard and taken into account in public laws (if applicable), policies, budgets and decisions that affect them. | % of children/youth participating in the council expressing satisfaction with their participation in municipal decisions<br>% of budget allocations for sports and recreation in response to recommendations from the children's council |          |           | <ul style="list-style-type: none"> <li>• Documentation/minutes of the children's council</li> <li>• Documentation/minutes of children/s meetings with the municipal council</li> <li>• Documentation of municipal decisions</li> <li>• Documentation of local budget</li> <li>• Survey of children/s view on their participation at the municipal level</li> </ul>                            | Annual                                      |
| <b>Output 2:</b> Children have opportunities to influence decisions withing the municipal council  | Number of children/youth that have participated in the children's council<br>Number of proposals from the council that have been endorsed and implemented  |          |           |   |   |
| Activities   |  |          | Resources | Target audience   | Focal Point                                 |
| <b>Activity 1:</b> Policy decision to establish child/youth councils in schools  |  |          |           | Children and youth  | Local government                            |
| <b>Activity 2:</b> Establish child/youth councils in schools to inform and advise the municipality   |  |          |           | Children and youth  | School boards, teachers, children and youth |
| <b>Activity 3:</b> The child/youth council develops its own constitution and programme   |  |          |           | Children and youth  | Children and youth                          |

| Outcomes/Outputs   | Indicators  | Baseline | Target | Data Source  | Reporting frequency |
|--|---|----------|--------|--|---------------------|
| <b>Outcome 3:</b> Every child has access to quality essential services | % of children enrolled in high school   |          |        | <ul style="list-style-type: none"> <li>• Curricula</li> <li>• Data on school achievement and graduation rates</li> <li>• Documentation on trainings</li> </ul> | Annual              |
| <b>Output 3:</b> Every child has access to quality education           | Number of teachers trained in child rights and rights-based approaches<br>Number of children participating in study support clubs |          |        |  |                     |

| Activities  | Resources | Target audience                      | Focal Point                                    |
|---|-----------|--------------------------------------|--|
| <b>Activity 1:</b> Training of teachers in child rights and rights-based approaches |           | Teachers                             | Head teachers, Coordinating Unit               |
| <b>Activity 2:</b> Establishment of study support clubs                             |           | Teachers, students, parents          | Teachers, Coordinating Unit                    |
| <b>Activity 3:</b> Assessment of potential barriers to access to education          |           | Children and youth, local government | Local government , Coordinating Unit, academia |

| Outcomes/Outputs   | Indicators   | Baseline | Target | Data Source   | Reporting frequency |
|--|--|----------|--------|---|---------------------|
| <b>Outcome 4:</b> Every child lives in safe, secure and clean environments | % of accidents involving children near schools, hospitals and homes        |          |        | <ul style="list-style-type: none"> <li>• Data on traffic accidents at the municipal level</li> <li>• Survey on children's mobility</li> </ul> | Annual              |
| <b>Output 4:</b> Every child is protected from traffic accidents           | % of children using pedestrian crossings near schools, hospitals and homes |          |        |   |                     |

| Activities   | Resources | Target audience    | Focal Point                                   |
|--|-----------|--------------------|---|
| <b>Activity 1:</b> Identify safety hazards in consultation with children (e.g. safety walks) |           | Children           | Coordinating Unit, teachers                   |
| <b>Activity 2:</b> Develop and implement a road safety strategy                              |           | Local government   | Department of Urban Planning and Construction |
| <b>Activity 3:</b> Road safety education for school children                                 |           | Children and youth | Coordinating Unit, teachers                   |

| Outcomes/Outputs  | Indicators   | Baseline | Target    | Data Source   | Reporting frequency  |
|---|--|----------|-----------|---|--|
| <b>Outcome 5:</b> Every child has opportunities to enjoy family life, play and leisure                            | % of children and youth expressing their satisfaction with local leisure facilities<br>% of children practicing sports regularly |          |           | <ul style="list-style-type: none"> <li>• Data on the use of local sports facilities</li> <li>• Documentation of the park planning process</li> <li>• Survey of children's satisfaction with local leisure facilities</li> <li>• Data on children's physical activity</li> </ul> | Annual   |
| <b>Output 5:</b> Physical space is established for children and youth to play, meet friends and relax with family | Number of children participating in the park design process<br>Number of children using local sports facilities                  |          |           |   |  |
| Activities  |  |          | Resources | Target audience   | Focal Point  |
| <b>Activity 1:</b> Local sports facilities are made free for children and youth X days per month                  |  |          |           | Children, youth and their families  | Department of Sports and Culture   |
| <b>Activity 2:</b> Participatory campaign with local schools to design a new park                                 |  |          |           | Children, youth and their families, urban planners  | Coordinating Unit, Department of Urban Planning and Construction, teachers |
| <b>Activity 3:</b> Create play streets 1 day per week by closing designated areas for traffic                     |  |          |           | Children and their families   | Local government (Department of Urban Planning and Construction)           |

## Annex VIII: CFCI Process Monitoring and Evaluation Framework

| Process indicator  | Full attainment = 3  | Substantial progress = 2  | Some progress = 1   | No progress = 0   | Suggested data sources             |
|--|--|---|---|---|------------------------------------|
| <b>Establishing and managing a CFCI</b>                            |  |   |   |   |                                    |
| <b>Formal partnership agreement</b>                                |  |   |   |   |                                    |
| A commitment to develop a CFCI has been made.                      | UNICEF and the local government have made a formal, public commitment to develop a CFCI and have signed a memorandum of understanding. A process for awarding or recognizing the CFCI has been agreed.                                   | A formal commitment to develop a CFCI has been undertaken and a draft memorandum of understanding is being developed.   | UNICEF and the local government have made a declaration of intent. No formal commitment to promote a CFCI has been undertaken.  | No declaration of intent or formal commitment has been undertaken.  | Memorandum of understanding.       |
| <b>Management and coordination</b>                                 |  |   |   |   |                                    |
| A national governing body has been established.                    | UNICEF and/or relevant national authorities have established a national governing body, which oversees and coordinates the CFCI nationally.  | The national governing body has been established with supporting terms of reference, but is not yet operational.  | Terms of reference have been developed for the national governing body.   | No national governing body has been established. Terms of reference for the national governing body have not been agreed. | Terms of reference, meeting notes. |
| A steering committee has been established and is operational.      | UNICEF and/or relevant national authorities have established a steering committee with inclusive partnerships, which oversees and coordinates the country-wide CFCI.   | The steering committee has been established with supporting terms of reference, but is not yet operational.   | Terms of reference for the steering committee have been developed, but it has not yet been established.   | No steering committee has been established. Terms of reference for the steering committee have not been agreed.           | Terms of reference, meeting notes. |
| A local coordinating unit has been established and is operational. | The local government and/or its partners have established a coordinating unit, which undertakes day-to-day planning, coordination and communication. The local coordinating unit has been resourced. Staff has been appointed/recruited. | The local coordinating unit has been established with supporting terms of reference, but is not yet operational. The local coordinating unit has been resourced. Staff are being appointed/recruited. | Terms of reference have been developed for the local coordinating unit, but the local steering committee has not yet been established. The local coordinating unit has not been resourced. The recruitment/appointment of staff is on hold. | Terms of reference for the steering committee have not been agreed.   | Terms of reference, meeting notes. |

| Process indicator   | Full attainment = 3   | Substantial progress = 2  | Some progress = 1   | No progress = 0   | Suggested data sources   |
|---|---|---|---|---|--|
| <b>Management and coordination</b>  |   |   |   |   |  |
| Partnerships have been established with all key sectors and stakeholders.                                 | UNICEF has identified and gained the active support of key stakeholders, including government departments.  | UNICEF has identified the key partners it is seeking to engage and has prepared information brochures to share with them. Additional investment is still needed to engage the commitment of potential partners. | UNICEF is in the process of identifying which organizations and departments it needs to engage in the CFCI.   | No partners have been identified.                                     | Documentation of commitments of a given number of partners plus evidence of the role they will play in the CFCI process. |
| A public call for applications to become CFCI has been made (optional).                                   | UNICEF and/or the relevant national authority has put out a call for applications to become a CFC. The call has been backed by the development of information packs, including requirements that a city needs to fulfil before applying and publicity materials.  | UNICEF and/or the relevant national authority is in the process of preparing the information and publicity materials in preparation for a call for applications.  | UNICEF and/pr the relevant national authority is planning to make a public call, but it has not yet been made. No publicity or information materials have been developed. | No public call for applications has been planned.                     | Documentation of relevant materials.   |
| <b>Child rights and situation analysis</b>  |   |   |   |   |  |
| A child rights situation analysis has been conducted and established, and baseline indicators identified. | A child rights situation analysis has been conducted and established, and baseline indicators identified.   | The child rights situation analysis has begun.  | The local government has committed to conducting a situation analysis, but the work has not yet started.  | No child rights situation analysis has been agreed upon or conducted. | Documentation of relevant materials.   |
| <b>CFCI Action Plan</b>   |   |   |   |   |  |
| A CFCI Action Plan has been developed.  | A CFCI Action Plan has been developed and endorsed by UNICEF and the local government. The Action Plan has clearly identified objectives under the CFCI Framework for Action. The Action Plan has clearly defined deadlines and indication of roles and responsibilities. The activities in the Action Plan have committed resources. | The Action Plan has been developed and endorsed by UNICEF and the local government. Budgetary commitments are not yet in place.   | The CFCI Action Plan is under development.  | The development of CFCI Action Plan has not yet begun.                | Documentation of the strategy.   |

**CFCI Action Plan**

|   |  |   |   |   |  |
|---|--|---|---|---|--|
| <p>The CFCI Action Plan is explicitly informed by the views of children and young people.</p> | <p>Children were consulted in the development of the CFCI Action Plan or preparatory phase. A youth council has been established to inform and advise. The youth council meets monthly. Children have developed their own constitution and programme. The youth council is representative of a wide range of children from across the community. A commitment to ensuring that every school has an active school council has been made. Children are represented in the steering committee, which is committed to regular feedback on the views and experiences of children from all sections of the community. Survey of children's views are undertaken regularly.</p> | <p>A youth council has been established to inform and advise. The youth council meets monthly or regularly. Children have developed their own constitution and programme. Other child participation projects are taking place. Some schools have established school councils. The steering committee meets with children periodically to get input from their views and experiences. No feedback is provided to children as to how their inputs have been used.</p> | <p>The CFCI is planning to support the process of establishing or building links with the youth council. The CFCI is planning other ways of engaging with children, such as through ad hoc projects. Some schools have school councils.</p> | <p>No children participation mechanisms are in place.</p> | <p>Documentary evidence of the inclusion of participation throughout the CFCI strategy and Action Plan.</p> <p>Evidence of the youth council's work, consideration of its recommendations, etc., in the work of the steering committee, or council meetings.</p> <p>Evidence of the number of school councils established and their impact on schools.</p> <p>Surveys of children to assess whether they feel their views are being taken seriously.</p> |
|---|--|---|---|---|--|

**Communication, awareness raising and capacity building**

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| <p>Training on the CRC and CFCI has been provided to municipalities committed to the introduction of CFCI.</p> | <p>The training has been rolled out to all applicant municipalities and has been positively received.</p> | <p>A training programme on the CRC and the CFCI has been developed, but no workshops or courses have been provided yet.</p> | <p>Commitment to developing a training programme has been made and resources allocated, but work has not started.</p> | <p>No training has been developed or planned.</p> | <p>Documentation of the course materials</p> <p>Evidence of numbers of courses run and number of participants taking part</p> <p>Evaluation forms from course participants.</p> |
|--|---|---|---|---|---|

| CFCI Action Plan   |  |   |  |  |  |
|--|--|---|--|--|--|
| A communication strategy has been developed to promote knowledge across the community of the CFCI.   | A media campaign has been run throughout local radio and TV, newspaper and social media.<br>An interactive website is established through which children can monitor progress on the CFCI, share views, find out about current development, access services and communicate with other young people. | A media campaign has been run through local radio and TV, newspaper and social media.   | Plans are in place to develop a media campaign to promote awareness of the CFCI.   | No communication strategy has been developed.                  | Documentary evidence of the strategy<br><br>Surveys of awareness of the CFCI and its proposed measures.                  |
| The CRC is known and understood widely across the local community as well as among municipal staff and politicians.  | Evidence of awareness through an impact assessment is available.   | No assessment has been undertaken.<br>Public awareness-raising campaigns have been conducted.<br>Leaflets for children have been produced.  | Information has been provided to municipal staff on the CRC. Public awareness campaign tools have been developed.  | No investment has been made in promoting awareness of the CRC. | Evidence of measures introduced<br><br>Surveys of awareness and attitudes taken before and after campaigns, or training. |
| Monitoring and evaluation  |  |   |  |  |  |
| A comprehensive system for monitoring and evaluation has been introduced, with explicit targets, indicators and a process for gathering, analysing and disseminating the findings. | A system for monitoring and evaluation is built into the CFCI from the outset.<br>A process of data gathering is in place, based on agreed indicators.<br>Children are involved in the process.<br>Findings of monitoring and evaluation exercised are used as evidence for CFCI reprogramming.      | A system for monitoring and evaluation is built into the CFCI from the outset.<br>A process of data gathering is in place, based on agreed indicators.<br>Children are involved in the process. | The CFCI includes a recognition of the importance of monitoring and evaluation. A commitment to developing a framework has been made, but is not yet in place. | No system for monitoring and evaluation is in place.           | Evidence of measures introduced<br><br>Surveys of awareness and attitudes taken before and after campaigns, or training. |
| An annual report on overall CFCI implementation and its impact is produced.  | UNICEF has produced an annual report that is widely disseminated.<br>A child-friendly version is produced.<br>The media provide coverage of the report and its findings.   | UNICEF is working on producing a report.  | UNICEF has plans to produce an annual report, but no work has been undertaken yet.   | No annual report has been produced.                            | The availability of the annual report<br><br>Analysis of press coverage of the report.                                   |



| Recognition   |  |   |  |  |  |
|---|--|---|--|--|--|
| Cities/communities committed to becoming CFCs have been achieved. | UNICEF has reached 100 per cent of its target number of municipalities committed to becoming CFCs. | UNICEF has reached 50 per cent of its target number of municipalities becoming CFCs.      | UNICEF has reached 25 per cent of its target number of municipalities becoming CFCs.     | No municipality has yet committed to becoming a "Child Friendly City". | Documentation of commitments from the agreed number of cities/communities, their scope and time frames.              |
| The CFCI reaches an increasing number of children nationally.     | UNICEF has reached 100 per cent of its target number of children reached through the CFCI.         | UNICEF has reached 50 per cent of its target number of children reached through the CFCI. | UNICEF has reached 25per cent of its target number of children reached through the CFCI. | No children are currently reached through the CFCI.                    | Documentation of commitments from the agreed number of cities/communities and the number of children living in them. |

Annex IX: "Child Friendly City" Recognition Certificate Template



Child  
Friendly  
Cities  
Initiative

**(UNICEF country office or National Committee)  
welcomes**

Name of the city

.....

**as a member to the UNICEF Child Friendly Cities Initiative and thanks it  
for its commitment to and active engagement in advancing child rights.**

In (name of the city), (date)

.....  
(Name)  
(Title)  
(UNICEF country office or National Committee)



unicef  
for every child



Published by UNICEF

Private Fundraising & Partnerships Division (PFP)  
Avenue de la Paix 5 - 7, 1202 Geneva, Switzerland

Data, Research & Policy Division (DRP)  
3 United Nations Plaza, 10017 New York, USA

© United Nations Children's Fund (UNICEF)  
April 2018

