ANALYSIS, DESIGN AND PLANNING TOOL (ADAPT)
for Child Protection

What is this tool?

The *ADAPT for Child Protection* has been specifically designed to help with the identification, prioritisation and root cause analysis of child protection issues,. It also helps with the identification and mapping of the systems that are in place to protect children. The toolkit is broken into two major parts. The first part guides the World Vision team through a national level child protection analysis. The second part guides programme staff, local partners and other key stakeholders through a local level child protection analysis.

World Vision is a Christian relief, development, and advocacy organisation dedicated to working with children, families, and communities to overcome poverty and injustice.

As followers of Jesus, World Vision is dedicated to working with the world's most vulnerable people. World Vision serves all people regardless of religion, race, ethnicity, or gender.

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INTRODUCTION

World Vision's (WV) defines a child protection system as "*a set of coordinated formal and informal elements working together to prevent and respond to abuse, neglect, exploitation and other forms of violence against children.*" The main aims of a child protection system are to strengthen the protective environment around *children as well as to strengthen children themselves, in order to ensure their well-being and fulfil their rights to protection from abuse, neglect, exploitation and other forms of violence.* A child protection system consists of seven elements: laws and policies, services and their delivery mechanisms, the capacity of the service providers, cooperation and coordination, accountability mechanisms, a 'circle of care' surrounding a child and children's resilience and life skills.[1]

A systems approach to child protection seeks to do the following:

- Address child protection issues in a comprehensive and sustainable manner, including cultural, political, social, spiritual and financial factors
- Affirm the role of parents (both mothers and fathers) and other caregivers as those first responsible for care and protection of children
- Affirm the responsibility of the state to guarantee the care and protection of children, through respecting, protecting and fulfilling their protective rights outlined in the United Nations Convention on the Rights of the Child[2] and other international human rights instruments
- Affirm the role of children in protecting themselves and their peers
- Strengthen the protective environment for all children.

In light of the shared responsibilities of these groups in protecting children, WV has adopted a systems approach to child protection to inform and connect its many child protection programming efforts.

The first step in developing projects aligned with a systems building approach is an in depth understanding of the child protection context and the child protection system at both the national and the community levels. This analysis guides planning so that projects address the gaps that are identified in ways that strengthen one or multiple elements of the child protection system.
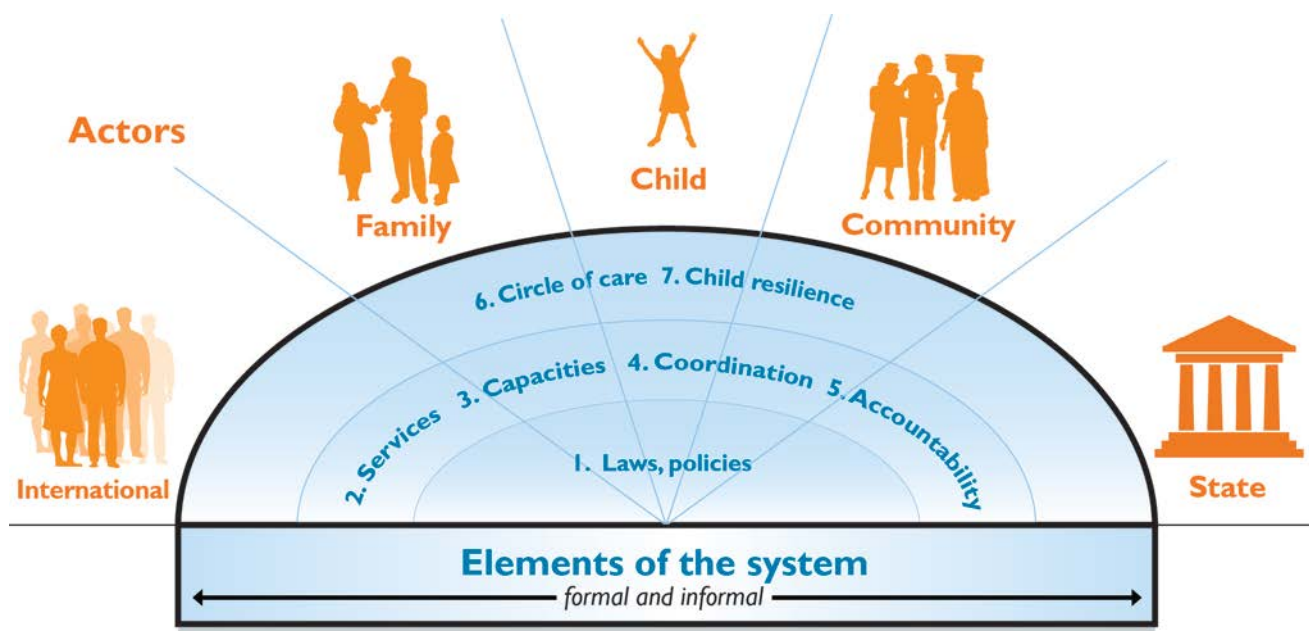
This tool is specifically designed to help with the identification, prioritisation and root cause analysis of child protection issues, as well as with the identification and mapping of the systems that are in place to protect children. The tool is broken into two major parts: the first guides the WV team through a national level child protection analysis, and the second guides WV programme staff, local partners and other key stakeholders through a local level child protection analysis.

This tool includes process guides and suggested tools. Each tool is explained in detail, including the objectives, process and time required for its use. The content is organised according to the elements of child protection system outlined by WV. Since recording and interpretation of results requires solid technical expertise and knowledge in the field of child protection, it is critical that the national level child protection technical specialist is involved in the process. Also, national offices are advised to contact the regional office child protection advisor prior to using this tool.

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[1] Forbes, B., Luu, D., Oswald, E., and Tutnjevic, T. (2011) *A Systems Approach to Child Protection: A WV Discussion Paper.* WVI, p. 3.
[2] http://www.unicef.org/crc/

Structure of the tool

The structure of this tool reflects WV's commitment to the well-being of children and the approach of child-focused programming. Children's voices are heard first, as they are best placed to identify issues affecting them, and all processes proceed from this.

This tool is organised into two major parts:

Part One – national level child protection analysis: This is the starting point for child protection strategy and future programming decisions. The national level child protection analysis collects and analyses data on strengths and gaps in the child protection system. This includes general linkages between the formal and informal aspects of the system as well as critical child protection issues and identification of children in the most vulnerable situations. The national analysis provides the foundational understanding for a national child protection strategy and informs advocacy efforts at the national level. It is also the starting point for analysis at the community level because programme staff and local partners must understand the overall child protection system in the country and how it is meant to function at the community level. In some cases, a national level child protection analysis has already been conducted by other actors. In this case, WV staff will need to analyse and build upon the existing reports. If no such reports exist, WV will need to conduct a national level analysis using the tool in Part One of this tool.

Part Two – community level child protection analysis: Part Two of this tool provides guidance for a local level child protection analysis. This tool is used by WV programme staff, local partners and key stakeholders. A child protection technical specialist is also needed for the analysis, interpretation of the findings and programming decisions. The purpose of this analysis is to provide guidance for working with children, adults and other key stakeholders to:

- Identify and prioritise *child protection issues* in the community
- Identify the most important *root causes* of those issues
- Map the existence and effectiveness of the elements of the *child protection system* in the community. The national level analysis provides a picture of the child protection system and the local level analysis provides a better understanding of how it is actually functioning.
- Analyse the issues and systems and identify *next steps* for community actions and for project identification and design.

When and how to use this tool:

This analysis should be used when the national team is developing a national strategy for child protection, or a programme team is planning to design a local level child protection project.

Note that this tool includes suggested processes, tools and approaches to conduct a child protection analysis. Some tools or questions may not be relevant or appropriate for a given context. Or, the local analysis team may know better ways to assess critical issues. Team members are encouraged to be creative and to use this tool in whatever ways are helpful. Tools can and should be adapted to fit the context where the analysis is being conducted, based on the objectives of each step. Please share any lessons learned or additional tools that were used with the WVI Child Protection Team (bill_forbes@wvi.org or Kristine_mikhailidi@wvi.org).

PART ONE – NATIONAL LEVEL ANALYSIS

Objectives:

- To identify key child protection issues in the country
- To understand the regulations and system put in place by the state
- To understand linkages between formal and non-formal mechanisms and services for child protection
- To identify key actors in the national child protection system as well as their relationships and power dynamics
- To identify key weaknesses in the national child protection system and implications for the system functioning at community level.
  - To map prevailing views, beliefs and attitudes related to child protection

Methods:

- Desk review and analysis of available documents and secondary data including:
  - Relevant laws and regulations
  - Government and Shadow Reports to the CRC (http://www2.ohchr.org/english/bodies/crc/index.htm)
  - Concluding Recommendations of the CRC
  - Special reports and research from other organisations or the government assessing child protection issues, legal framework, social welfare services, coordinating mechanisms and prevailing social attitudes.
- If the national office is interested in conducting a more detailed analysis of the national child protection system it may also use the *UNICEF Child Protection System Mapping Tool.* http://www.unicef.org/protection/index_54229.html

Who should lead the process?

- The WV national child protection technical specialist (sometimes supported by a consultant)

Time:

- Approximately two weeks if the national assessment was not already performed by other actors

Overview

The first step for a national office to program effectively for child protection outcomes is to conduct a national level child protection analysis. This national level analysis is essential to understand formal aspects of the child protection system and how they interact with nonformal aspects. It therefore looks at the laws, regulations, policies, mandates, processes and services provided by the government; as well as common beliefs, attitudes, and linkages to traditional and nonformal mechanisms for child protection.

The national level child protection analysis tool provides the following information:
- ✓ Strengths and gaps in the child protection system
- ✓ Child protection issues including prevalence and cause
- ✓ Groups of children who are particularly vulnerable to abuse, exploitation, neglect or other forms of violence.

The findings of the national level child protection analysis provide the foundation for
- ✓ Developing a national child protection strategy which guides child protection programming across all lines of ministry
- ✓ Developing an understanding of the child protection system among local programmes and partners.

Suggested Process

- Determine whether a comprehensive mapping of the national child protection system has been carried out in the country. UNICEF or Save the Children should be able to provide this information. When such a mapping and analysis has been done and is available, the child protection technical specialist in the national office uses the tool provided below to analyse the external report and identify information gaps. The WV team should also check to see how old the data is that informed the external report, and update any out-of-date information. The technical specialist uses the report below to write a report for WV leadership, programme staff and local partners.
- If no comprehensive analysis or mapping of the national level system has been completed by the government or other organisations, the child protection technical specialist of the national office can use this tool to analyse the child protection context and system. While it is acceptable to hire a consultant to assist with the process or certain aspects of it, such as the legal analysis, it is critical that WV staff are actively engaged in the analysis to ensure learning and application.

Guiding Research Questions:

The tool has one main and two optional sections. The optional sections are intended for national offices facing specific problems of institutionalisation and those wishing to focus on juvenile justice reform.

Tools:

National Level Assessment Checklist

Out of Home Care Questions

Juvenile Justice Questions

Product:

The analysis should be summarised in a brief report of key strengths and weaknesses of the child protection system, critical child protection issues, the most vulnerable children and any other key information with detailed findings in the appendices. The child protection technical specialist can draft the report according to the attached template. This report should summarise key findings for national office leadership and key child protection stakeholders as well as programme staff and local level partners. The report also provides the foundation for national level advocacy planning on the child protection system. The national office may want to consider developing a version of the report that can be shared with communities, including potentially a child-friendly version.

Tool: *National Child Protection Report Template*

PART TWO – COMMUNITY LEVEL ANALYSIS

Overview

Part Two of this tool provides guidance for a community level child protection analysis. This analysis is conducted by local level partners, WV programme staff and key community stakeholders, with some technical assistance from a child protection specialist. The purpose of this analysis is to provide guidance for WV and local partners working with children, adults and other key stakeholders to:

- Identify and prioritise child protection issues in the community
- Identify the most important root causes of those issues
- Map the existence and effectiveness of the elements of the child protection system in the community
- Analyse the issues and systems and identify next steps for community actions and for project identification and design.

This analysis should be used when the programme team and local partners are planning to design a local level child protection project. Note that when child protection issues have been prioritised at the community summit (in Step 4 of the Critical Path), it is important to explore these issues in more depth in order to design appropriate interventions. In addition, if child protection issues were not identified as a priority at the community summit but are an issue in the area then this process can provide the necessary foundational analysis and understanding.

Products

- Documentation of critical child protection issues and priorities
- Documentation and graphic representation of a root cause analysis of the critical child protection issues in the community
- Mapping of the gaps and strengths of the seven elements of the child protection system at the community level.

Research Questions

Research questions help the assessment process stay focused on critical areas of learning. The questions have been developed in line with the aims of the analysis and products that are required. Some of the questions are designed to help identify and prioritise the child protection issues and their root causes, while others assess the seven elements of a child protection system. The questions outlined below may not be answered directly by participants; the answers will emerge from analysing the findings of the workshops, focus group discussions and key informant interviews. The guiding research questions for the community level child protection analysis are:

Child protection issues
1. What are the priority child protection issues and their root causes within this community?
2. Are any particular groups of children more vulnerable than others to abuse, exploitation or neglect?

Laws, policies, standards and regulations
3. What child protection laws or regulations are known the community?
4. How are child protection laws and regulations implemented in the community?
5. What are the barriers to effective implementation of the child protection laws and regulations?

Services and service delivery mechanisms
6. What is being done to prevent abuse, exploitation and neglect in the community?
7. Are there formal or informal mechanisms of support for households that are identified at high risk of child abuse or exploitation?
8. What processes or mechanisms (formal or informal) are normally used by families or children when a child has been abused or exploited?
9. What services exist in the community (formal and informal) to protect and provide support to children who are at risk or have experienced abuse, neglect or exploitation?
10. Do children and their families who are vulnerable or have been affected by abuse, violence or exploitation have access to these services? How?

Capacities
11. Do relevant formal and informal actors have the capacity to perform their child protection roles for prevention and response to child abuse, neglect and exploitation?
12. Do service providers such as teachers, health workers, police, social workers or counsellors have the capacity to identify, report and respond to cases of abuse, violence and exploitation? If not, why?

Cooperation, coordination and collaboration mechanisms
13. Is there a mechanism that brings together the different stakeholders and dutybearers for preventing and responding to child abuse, neglect and exploitation?
14. What are the linkages and gaps between informal and formal parts and actors of the system? How do community members view the formal child protection mechanisms?

Accountability mechanisms

15. How satisfied are community members with the common response to child protection issues and current child protection services?
16. Are there any mechanisms for families to report on quality of formal and informal child protection services in the community?
17. Are the social services for vulnerable children and their families monitored by government and provided in alignment with national standards?

Circle of care

18. What are the prevailing attitudes and beliefs in the community about children, child development and child protection?
19. What are the most positive and protective parenting practices in this community?
20. Are there any harmful traditional practices in this community? What is their prevalence?
21. Are certain types of children in households more likely to be abused, neglected or exploited, such as girls or children with disabilities?
22. Are faith-based organisations playing a positive, negative or neutral role in preventing abuse, neglect and exploitation?

Children's resilience, life skills and participation:

23. Do children affected by abuse, violence or exploitation know whom to contact for help, and do they feel safe and confident doing that?
24. Are children's voices being taken into account on child protection issues within households and the community?
25. How are children influencing their own environment to be more protective?

The table attached below provides an overview outlining how the research questions are connected to the different elements of the child protection system and how the different methods used to collect data are used to answer these different research questions.

Tool: *Research Questions*

Steps of the community level child protection analysis

The community level child protection analysis consists of six steps, described briefly below and then in depth over the following pages.

Step 1 – Listening to children - setting the agenda: This step focuses on listening to children about any abuse, neglect, exploitation or other forms of violence that children are experiencing in the community. The remaining steps in the analysis are built upon the information that is learned from children during this step. This gives priority to children's voices, perspectives and experiences of abuse, neglect and exploitation. During this step, children also consider the root causes of child protection issues and describe ways that they are influencing their environment to be more protective, including with their peers. This step can be conducted as a workshop or a series of meetings with children. It is vital to ensure that the most vulnerable children in the community are identified and included in this process.

Step 2 – Listening to adults: The child protection priorities identified by children are explored further with adults from the community, and the child protection system elements are mapped. Two options are possible for this step. The first and recommended option is a workshop with key community stakeholders and other representatives from the community, including those from marginalised and vulnerable groups. If it is not feasible to hold a workshop or a series of meetings, guidance is provided for the use of focus group discussions with adults.

Step 3 – Learning from key stakeholders: This step uses key informant interviews to learn from local authorities and local service providers. The information from this step is compared with information that has already been collected and assists in completing the mapping of the child protection system within the community.

Step 4 – Analysing and reflecting: In this step, the working group reflects on the processes used in the analysis, analyses the information collected, and discusses the significance of the findings. In particular, the seven elements of child protection system are used to analyse the effectiveness of the existing system within the community.

Step 5 – Debriefing with the community: This step is used to validate the findings with those who participated in the analysis and other key stakeholders, as well as increase ownership over the analysis process and its results. It includes a presentation of the results and dialogue for the next steps.

While all attempts have been made to make these tools as straight forward as possible, an experienced and skilled child protection specialist and DME specialists should support the process of analysis due to the extensive amount of qualitative data collected.

Analysis team (working group)

At the beginning of Step 5 of the Critical Path, a working group is formed of organisations and groups who seek to work together on child protection issues in their area. The working group consists of key community stakeholders including members of existing community-based child protection structures, local government representatives, non-governmental organisations, community-based and faith-based organisations, churches and other formal and informal groups. Members of the working group can decide and agree on their various roles and responsibilities. The working group and WV development facilitator will facilitate this process with the support of other key actors.

In addition to the working group, other key actors involved in the analysis team include:

- Regional child protection and child focus advisor or child protection expert (GTRN or externally contracted) – provides technical support throughout process. This support may be provided virtually if necessary.

- Analysis coordinator – co-ordinates the analysis and prepares the analysis report. This should be a child protection technical specialist with good knowledge and understanding of the child protection system.

- Design, monitoring and evaluation (DME) specialist – supports in collecting and processing data

It is important that the analysis team (including the working group) have the skills and experience in the collection and analysis of qualitative data. To ensure that the team is well equipped for the analysis, a training on the entire process and tools will be conducted prior to initiating this analysis. Members of the team should fully understand the proposed approach and methods of the analysis and take time to contextualise and adjust each step according to the local context, capacities and experiences of the analysis team.

Ethics

Collecting data from children and communities always raises ethical questions and concerns. It is critical that ethical principles are applied throughout the analysis process. **Ensuring the best interest of every child is paramount and an overarching principle for all engagement with children.** The best interests of children must be respected and protected as the top priority throughout the entire process, from beginning to end. The following ten principles have been adapted from Knowing Children, and *must* be kept in order to protect everyone involved in the analysis.[3]

1. *Protect participants from harm*: This includes emotional, physical, and other forms of harm or distress. This principle requires the following steps:
   - Try to ensure that facilitators are not a threat to children through appropriate local background checks.
   - Discuss and take steps, prior to any child participation activity, to address any potential physical, social, emotional or other risks to facilitators[4] and participants. Attached here is a risk assessment tool that can guide this activity:

        ### Tool: *Child Protection Risk Assessment*

   - Make arrangements for psychosocial supports to be in place as a possible option for participants who become distressed during an activity. This should involve mapping all psychosocial resources within the community including faith based leaders, counselors, psychologists or appropriate traditional healers.
   - As soon as participants show any form of distress, the activity should be paused and the individual(s) asked if they feel comfortable continuing.[5] If not, the activity can either be stopped immediately or the individual(s) allowed to stop participating.

2. *Ensure safety of the facilitators*: Particular care must be taken when discussing illegal or sensitive issues, such as crimes against children; for example, there is sometimes a risk of potential threats from perpetrators. There should also be emotional support available within or available to the team for stress that facilitators may feel, especially as a result of discussing difficult issues for children that the team may not be able to resolve.

3. *All participation must be voluntary*: Voluntary participation means that every participant must give "informed consent." Informed consent means that people have explicitly agreed to participate in a process after being informed in ways that they can understand, about each of the following:
   - The purpose and expected benefits or outcomes of the child participation activity
   - The potential risks and consequences of being involved in the process
   - The time commitment and other expectations of participants

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[3] *The Right to be properly researched: How to do rights-based, scientific research with children* (2009), Knowing Children, Black on White Publications.

[4] *In this document,* facilitators *refers to staff, volunteers or partners who are working directly with children in a child participation activity; for example—researchers, interviewers, child club leaders, etc.*

[5] *Note that crying can be a healthy and natural response to sadness and distress*

- The possibility of refusing to participate or to withdraw from the activity at any time (This also means that a participant may refuse to answer any specific question).

When participatory activities are used for consultation or research, informed consent includes being informed about all of the above, plus:

- The methods or ways in which the data is being collected
- The topics of information that are being collected and discussed
- The use of the information, and if any information will be held in confidentiality

For child participants (people under 18 years old; although in practice childhood and youth can extend above 18 years according to local cultural perspectives), it is necessary to get *both* the caregiver's and the child's consent. Informed consent should normally include signing an agreement to participate, unless that is culturally inappropriate, unsafe, not feasible, or would undermine the activity. In that case, verbal consent is required. The consent form should inform the participant about the confidentiality of any information shared. Something should be included about what might be done if the child discloses information about personal experience of abuse. For example "If we are discussing sensitive topics, what you share in the group, will remain in the group, but if an adult thinks that you might not be safe, we might have to tell some other adults who can help me try to make you safer."[6] (see also Appendix A. "Voluntary Participation")

4. *Respect cultural traditions, knowledge, and customs*: The facilitators should always respect and follow local codes of dress and behaviour, use the local language and age appropriate techniques, and be sensitive to differences among participants. Approval and support from local authorities including government, schools, health centres, or religious leaders in addition to formal legal requirement of consent from caregivers may be required.

5. *Establish as much equality as possible*: Facilitators should always strive to sit, speak and act in ways that are child-friendly and that minimise power inequalities with participants as much as possible. (see Appendix B. "Trust and Respect")

6. *Avoid raising unrealistic expectations*: The facilitators should not make any promises to children that they cannot keep, and should follow through on all commitments made to participants. This includes a broad range of possible commitments, such as promising to return and see a child to saying that we will implement a project in their community.

7. *Reciprocity*: Any compensation to participants (such as refreshments) should be agreed upon in advance. Avoid giving money because it can result in raised expectations, lead to tension and jealousy in the community, and bias participants' contributions (especially in research).

8. *Respect privacy*: Facilitators should not probe for information if it is clear that a participant would not want to answer. Also, facilitators should always ask for permission to use stories, pictures, or other information.

9. *Ensure confidentiality*: Data must be stored in a safe place where it cannot be accessed by unauthorised people. The facilitators should protect the identity of all participants by changing their names or not collecting names at all. Participants should not be named in reports or be traceable by anyone without explicit permission. As far as possible, share research results with participants before making them public and seek their consent to plans for distributing publications or communicating information. Confidentiality can be breached to provide immediate protection to a child.

10. *Develop and agree on behaviour protocols*: Facilitators should agree on behaviour protocols which cover appropriate and inappropriate behaviour. The WV International of National Office Child Protection Behaviour Protocols should be considered and adapted as appropriate.

Finally, National Offices and local projects must have a plan in place for how to respond to children that share about current or past personal experiences of abuse, violence, and exploitation during a child participation activity. This plan should be based on the Child Protection Incident Preparedness Plan, and each team member should be equipped to respond accordingly. Professional counsellors or WV staff trained in counselling[7] should be available to assist in these situations. Facilitators should not take individual or impulsive action. Each case needs to be dealt with carefully, taking the

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[6] *Ennew, Judith and Plateau, Dominique Pierre.* How to research the physical and emotional punishment of children *(2004), Save the Children, p. 187.*

[7] *A child protection focal person should be designated for the consultations. This person does not have to be the Child Protection technical staff but should be a staff person who has been trained to respond to these situations.*

whole context into consideration and involving expert legal advice and social support – always with the best interests of the child as the top priority.

For more information, guidance and forms on ethics of listening to children, see the following documents:

- o *Psychological First Aid: Guide for Field Workers (*World Health Organisation, 2011). http://whqlibdoc.who.int/publications/2011/9789241548205_eng.pdf
- o *How to research the physical and emotional punishment of children* (Save the Children).http://www.dhr.go.cr/nopeguemos/pdf/how_to_research_the_physical_and_emotional_punishment.pdf
- o *Ethical approaches to gathering information from children and adolescents in international settings: guidelines and resources* (Horizons, Impact, Population Council, FHI and USAID). http://www.popcouncil.org/pdfs/horizons/childrenethics.pdf
- o *The right to be properly researched: how to do rights-based scientific research with children (especially module 2: How do we protect children):* (Knowing Children, Norwegian Centre for Children Research, Save the Children Sweden and WV International). Available for purchase at: http://www.knowingchildren.org/tools.php

Logistics

Preparations for the analysis process must include identified working group members as well as other key community stakeholders on the analysis team, especially in any decision making. Discussions should include agreement on the objectives, the locations within the primary focus areas where the analysis activities will be conducted, and the selection of tools and methodologies to be used. Key stakeholders and dutybearers identified during the national level analysis should be consulted and kept informed, especially any identified 'gatekeepers' that may be present within the community. These key stakeholders and duty bearers could also be members of the working group.

A training for the working group on the systems approach to child protection and the methodologies used in this tool is critical for all of the working group members and others involved in this analysis. Time for this should be factored into any analysis plan.

Timeline

The recommended time for the child protection analysis is a minimum of two to three weeks. The timeline will depend on the tools that are selected. This includes:

- Orientation training – three to five days

- Preparation for the data collection – one to two days

- Data collection – five to ten days

- Data analysis – one to two days

- Debriefing, validation and identification of strategies for action – one to two days.

Time needed for report writing is not included and will depend on national office capacity.

Budget

The table below also gives some indications of most important items for cost planning.

Analysis	Type of Cost
Orientation training	Training venue and materials Transportation, food, and accommodation for participants
Community-level analysis	Workshop venue for children and materials Transportation, food/accommodation for participants
	Workshop venue for adults and youth and materials Transportation, food/accommodation for participants
	Focus group discussions – transportation, venue, refreshments for participants
	Key informant interviews – transportation for analysis team
Analysis phase	Venue and materials, transpiration, food and accommodation for analysis team
	Fees for consultant/technical specialist if needed
	Travel costs for regional office advisors/technical specialists, or consultants
Debriefing with community	Venue, material, transportation and refreshments

The next sections of this tool are detailed explanation and tools for each step in the community level child protection analysis. These detailed explanations are a resource to the analysis team to plan and implement a locally-appropriate analysis process.

STEP 1 – LISTENING TO CHILDREN

Objective:

- To identify and prioritise child protection issues in the community by children
- To identify the possible causes of the prioritised child protection issues
- To improve understanding of support to children in the primary focus areas
- To identify stakeholders that influence child well-being in the primary focus area.
- To assess how children are positively influencing their environment to be more protective

Methods:

Recommended tools:
- *Introductions*
- *Free Listing*
- *Spider Diagram*
- *Identification of and Listening to the Most Vulnerable Children*

Optional tools:
- *The Cage Trap*
- *Umbrella of Care*
- *Circle of Support*
- *A Net to Keep Me Safe*

Who participates?

- Children, ages 10 and above
- 15 participants per group
- Minimum four groups, two with girls and two with boys
- Additional groups are sometimes needed to ensure participation of children from vulnerable groups
- Ensure that children from the most vulnerable groups are included

Time:

- Approximately five hours, excluding break times

Overview

Facilitators work with children to identify child protection issues affecting children within the community. It is very important to ensure that the most vulnerable children are identified and included in this process.

It is important that the exercises do *not* ask children directly to describe their own negative experiences of abuse, exploitation or neglect. Rather, children should be encouraged to speak as 'experts' on issues affecting children more generally in their communities.

This interaction with children is a series of exercises that helps to identify child protection issues that are important to children. The exercises are also designed to help children identify support mechanisms and places where children feel safe as well as how they are positively influencing their communities to be more protective.

Suggested preparation:

- Ensure that a cross-section of groups in the community is represented by the children selected, especially children from the most vulnerable groups. If the community has not already gone through a participatory process to identify the most vulnerable children (as outlined in Steps 2 to 5 of the Critical Path), the team must begin with a process to do so. The balloon exercise and *Exploring our Context Part 2* are good resources for doing this.

- Decide on the size of sample for this exercise. There should be a minimum of four groups, two groups of boys and two groups of girls. In each group, participation of the most vulnerable children should be at least proportional to the percentage of the most vulnerable groups in the total population of the community. Whenever possible, separate groups should be formed of children from most vulnerable groups divided per gender to ensure that the voices of most vulnerable children are heard.

- Work with the child protection technical specialist to ensure that there are adults or staff who can assist children as needed, such as those with disabilities and special needs. Explain to the accompanying adults how *not* to influence the responses of the children.

- Explain to notetakers the guidelines for note taking.

- Ensure that children who want to share personal stories are given space and time after the activities.

- Clearly explain the purpose of the workshop and each activity. Keep the workshop fun for children!

- Establish ground rules for the activities and ensure these are agreed to by the children.
  - Ensure that ethical principles are planned and applied according to the *Ethics Section* on page 10 above.
- Designate a child protection technical specialist on-site and ensure that children are aware of appropriate procedures for reporting an incident in the course of the activities.

Guiding research questions:[8]

- What are the priority child protection issues within this community?
- What are the root causes of the priority child protection issues that have been identified?
- What services exist in the community (formal and informal) to protect and provide support to children who are at risk or have experienced abuse, neglect, or exploitation?
- Do children and their families who are at risk of or have been affected by abuse, violence or exploitation have access to these services?

[8] *These questions will be formulated differently when used with children for collecting or compiling information.*

- Do children affected by abuse, violence or exploitation know whom to contact for help, and do they feel safe and confident to do so?
- Do children have access to independent reporting and monitoring mechanisms in community?
- What are children doing to help influence their environment to be more protective including with their peers?
- What should be done to improve prevention and protection against violence, abuse and exploitation in the community?

Suggested workshop format:

The recommended option is for the analysis team to utilise the guide and tools below to develop a workshop that maximises opportunities for interaction, reflection and learning. However, a whole day's workshop may not be appropriate or achievable for some children, especially if they are engaged in school or income-generating activities. It may be necessary to adjust the timing of the workshop to accommodate these needs. Spreading the activities over several days at convenient times is an alternative option. Another option is to conduct the *Free Listing Exercise* before the workshop, which can provide valuable perspectives of children regarding priority child protection issues.

Tool: *Simplified Free List Tool*

None of the tools are essential or required – some are specifically noted as optional. Also, please adapt the process or any tool to fit the local context, as this is meant to be a resource for analysis teams to use as appropriate.

Session	Objectives	Approx. Time	Recommended Methods
Welcome and Introductions	Preliminary session to gather children, brief them on expectations for the activity, set rules and guidelines, and get to know each other and the facilitators	60 mins	'Introductions and Creative Openers' tool **Tool: *Introductions and Creative Openers*** Optional: The Balloon Game and/or "Exploring our Context" tools can be used as openers or to identify the most vulnerable children. Note that "Exploring our Context" includes village mapping with children as exercise #4, which can be used as a separate tool anywhere in the workshop if the analysis team prefers. **Tools: *Balloon Game & Exploring Our Context*** Note that these tools can also be found online at: www.transformational-development.org/integratedprogramming
Children identify child protection issues in the community	Identify and prioritise common child protection issues in the community as well as to determine what are the root causes of these issues from the children's perspectives	60 mins	Development Cafe tool using the following guiding questions: • What are the priority child protection issues within this community? After conducting the development Café, use Ten Seed Technique or another voting or prioritising approach for children to rank those issues which they feel are most critical. Or 'The Cage Trap' **Tool: *The Cage Trap Tool***
Children identify root causes	Identify root causes of the identified child protection issues	60 mins	**Tool: *The Problem Tree***
Understanding networks and stakeholders for child protection	Map all networks and stakeholders in the area based on children's knowledge of them	60 mins	**Tool: *The Spider Diagram*** www.transformational-development.org/integratedprogramming Plus one of the following three tools: ▪ 'The Umbrella of Care' tool ▪ 'Circle of Support' tool

			▪ 'A Net to Keep Me Safe' tool ▪ Body Mapping Tool[9] **Tool: *Other Child Protection Tools***
What are children doing to help this community be safer for children?	Analyse how children are positively influencing their environment to be more protective.	45 mins	Use Development Café or other approach to discuss how children are positively influencing each of the following areas to be more protective/safe: • Other children/peers • Families/households • Community Some guiding questions to consider are attached below: **Tool: *Child Participation Guiding Questions***
Positive Thoughts	Helping children leave a session which has included potentially distressing child protection topics with a balanced emotional state.	20-30 minutes	Use the Protection Tool[10] or a similar activity: **Tool: *Protection Tool***
Reflection and evaluation of workshop	Getting feedback and learning about what has been learned	30 mins	

Compiling information from Step One:

Keep all the products created by the children, such as:
• Flipcharts from the Balloon Game or Exploring our Context
• Cage Trap drawings
• Spider Diagram drawings
• Drawings from other tools used
• Compiled Free List notes

 The analysis team should sit together and analyse the information according to the following questions, filling in the template below:
• What do children say are the priority child protection issues within this community?
• What do children say are the root causes of the priority child protection issues that have been identified?
• Are any particular groups of children more vulnerable than others to abuse, exploitation or neglect?
• What processes or mechanisms (formal or informal) are normally used by families or children when a child has been abused or exploited?
• What services do children say exist in the community (formal and informal) to protect and provide support to children who are at risk or have experienced abuse, neglect, or exploitation?
• Do children and their families who are vulnerable or have been affected by abuse, violence or exploitation have access to these services?
• Are there any harmful traditional practices in this community? What is their prevalence?
• Are certain types of children in households more likely to be abused, neglected or exploited such as girls, children with disabilities?
• Do children affected by abuse, violence or exploitation know whom to contact for help, and do they feel safe and confident doing that?
• Are children's voices being taken into account on child protection issues within households and the community?
• How are children influencing their own environment to be more protective?
• What do children say should be done to improve prevention and protection against violence, abuse and exploitation in the community?
Tool: *Compiling Children's Information*

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[9] Adapted from *An ethnographic study of community-based child protection mechanisms and their linkage with the national child protection system of Sierra Leone* (2011), The Columbia Group for Children in Adversity.

[10] Adapted from *The Right to be properly researched: How to do rights-based, scientific research with children* (2009), Knowing Children, Black on White Publications.

STEP TWO – LISTENING TO ADULTS

Overview

The recommended approach for Step Two is a consultation workshop as it enables greater engagement and deeper reflection than other methods. However, it is intensive and may take up to three days (two days of participants' time should be all that is necessary if the workshop is organised and managed well). When there is not sufficient time, focus group discussions and other small group activities may be used. There are also guidelines for an optional focus group discussion on parenting.

The recommended maximum number of participants per workshop is 30. Representatives of marginalised and vulnerable groups in the community must be consulted, and this should be done with sensitivity and compassion. In some cases, these groups can be included in a broad consultation. In other situations, they should be consulted separately in their own groups. In addition, separating groups by gender is recommended wherever possible. Youth from the community should also be included, although it is assumed that they were included in Step 1. However, it may be beneficial to also include some youth in this step if safe and meaningful participation can be facilitated.

The starting point for the workshops and the FGDs are the findings of the consultations with children. Step One will have produced child protection issues that are considered of importance to the children of the community. All consultations with adults build upon these results.

Suggested preparation:

- Ensure that a cross-section of groups in the community are represented, especially the most vulnerable groups.
- Undertake necessary training for facilitators and notetakers ahead of time, including ensuring that facilitators are familiar with the tools to be used and notetakers understand what to record.
- Establish ground rules for the activities and ensure these are agreed by the participants.
- Review and ensure that ethical principles are planned and applied according to the *Ethics Section* on page 10 above.

Sampling:

- Determine subgroups that need to be represented (female, male, ethnic groups, disabled, caste groups, geographic locations etc.). The working group can use the findings from the social mapping exercise conducted in Step 3 of the Critical Path.
- Calculate participation of these populations in the total population and developing basic ratios (i.e. if we have 30% of Dalit, our sample has to include at least 30% Dalit in the total sample, across different methods).
- For workshops: determine a representative group of participants (taking into account to avoid overlap between workshops and key informant interviews) and decide whether one workshop is sufficient or more are needed to ensure good representation and valid results.

- For FGDs: calculate the number of FGDs so that there are at least two FGD per gender for adults (i.e. 2 FGDs with women, 2 FGDs with men)

- Analyse whether the planned FGDs adequately represent the other key subgroups (caste, ethnicity, ability, geographical location). Look at whether these groups include representation close to the levels calculated in second step and whether such mixed groups are feasible and relevant (i.e. will we hear from the marginalised in this composition of groups).

- Based on the above analysis add more groups or change the group composition to ensure representation of the marginalised population.

Suggested process:

1. Choose the workshop team including facilitators, notetakers, and logistics from the analysis team and local partners.
2. Gather existing information and prepare the materials for workshop.
3. Train the facilitation team in the methodologies to be used.
4. Prepare case studies and role plays.
5. Hold the consultation workshop or focus group discussions.
6. Document the workshop or focus group discussions.
7. Review and reflect on the results and plan for the next steps.

Guiding research questions:

- What are the priority child protection issues within this community?
- What are the root causes of the priority child protection issues?
- What is being done to prevent child abuse, exploitation or neglect in the community?
- Are there formal or informal mechanisms of support for households that are identified at high risk of child abuse or exploitation?
- What do people usually do when a child is abused or exploited in this community? Are people satisfied with the outcomes of the response?
- What services exist in the community (formal and informal) to protect and provide support to children who are at risk or have experienced abuse, neglect or exploitation?
- Do children and their families who are vulnerable or have been affected by abuse, violence or exploitation have access to these services?
- What are the linkages and gaps between informal and formal parts and actors of the system? How do community members view the formal child protection mechanisms?
- How satisfied are community members with the common response to child protection issues and current child protection services?
- What are the prevailing attitudes and beliefs in the community about children, child development and child protection?
- What are the most positive and protective parenting practices in this community?
- Are there any harmful traditional practices in this community? What is their prevalence?
- Do parents and primary caregivers have capacity to prevent the cases from happening? Why not, yes?
- What should be done to improve prevention and protection against violence, abuse and exploitation in the community?

Suggested format for the workshop

Session	Objectives	Approx Time	Recommended Methods
Day 1: Review of children's findings and root-cause analysis **Tool:** *Adult Workshop Plans Day 1*			
1. Welcome and Introductions	Set ground rules, get to know each other and the facilitators, get volunteers for end-of-day feedback	45 mins	
2. Information session:	Why participants are here, reinforce understanding of vulnerabilities for children, what we have learned so far during the analysis with children about child protection – what the children have identified as issues and priorities	30 mins	'Balloon Game' or "Exploring our Context" exercise Presentation Buzz groups **Tools:** *Balloon Game & Exploring Our Context*
3. Validating and prioritising child protection issues	Discussion, validation and ranking of child protection	45 mins	Discussion

Session	Objectives	Approx Time	Recommended Methods
	issues identified by children		
4. Explanation of next steps and methods	Brief overview of methods to be used	20 mins	Presentation
5. Root causes – digging them up	Build on child protection priorities identified by children and identify and analyse the root causes	90 mins	Problem Tree, Causal Analysis Small Groups 'Development café' exercise Plenary (See Adult Workshop Plans above for tool descriptions)
6. Evaluation and feedback of Day 1	Gain feedback and learn from the day	30 mins	Group representatives meet

Day 2: Understanding the existing prevention and response mechanisms to child protection issues in the community

Tool: *Adult Workshop Plans Day 2*

1. Welcome and re-cap of Day 1, expectations and overview of Day 2	Remembering what was learned yesterday	30 mins	
2. Mapping Typical Responses to Priority Child Protection Issues	Learn typical local responses to priority child protection issues, and level of satisfaction with the outcome	60 mins	See attached detailed plans above (Small group discussion or Development Café)
3. Mapping stakeholders and structures	Understanding the relationship between different groups or structures addressing child protection issues in the community	60 mins	**Tools:** *Venn Diagram Details and Venn Diagram Handout*
4. Preventing and responding to child protection incidents	Mapping key stakeholders engaged in prevention and response to child protection incidents occurring in the community	90 -100 mins	'Child in the middle' tool Plenary (See Adult Workshop Plans above for tool descriptions)
5. Reflection and evaluation of workshop	Reflecting and learning	30 mins	
6. Next steps	Information for participants	15 mins	Presentation

Optional workshop: Listening to parents on parenting[11]

An optional additional set of focus group discussions can be conducted with parents to learn more about strengths, challenges and problems in parenting in the community, according to the following guide:

Tools:
Facilitation Guide Focus Group Discussion on Parenting
Templates and Creative Instructions

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[11] *WVI Spiritual Nurture of Children. Please contact Louie Cadaing for more information.*

Compiling information from Step Three:

Keep all the documentation created by the participants:

- Flipcharts or cards from the Balloon Game or Exploring our Context Game
- Flipcharts or cards of identified problems
- Flipcharts from Development Café discussions
- Venn diagrams
- Child in the Middle maps

The analysis team should sit together and analyse the information according to the following questions, filling in the template below:

- What are the priority child protection issues within this community?
- What are the root causes of the priority child protection issues?
- What is being done to prevent child abuse, exploitation and/or neglect in the community?
- Are there formal or informal mechanisms of support for households that are identified at high risk of child abuse or exploitation?
- What do people usually do when a child is abused or exploited in this community? Are people satisfied with the outcome of the response?
- What services exist in the community (formal and informal) to protect and provide support to children who are at risk or have experienced abuse, neglect, or exploitation?
- Do children and their families who are vulnerable or have been affected by abuse, violence or exploitation have access to these services?
- What are the linkages and gaps between informal and formal parts and actors of the system? How do community members view the formal child protection mechanisms?
- How satisfied are community members with the common response to child protection issues and current child protection services?
- What are the prevailing attitudes and beliefs in the community about children, child development and child protection?
- What are the most positive and protective parenting practices in this community?
- Are there any harmful traditional practices in this community? What is their prevalence?
- Do parents and primary caregivers have capacity to prevent the cases from happening? Why not, yes?
- What should be done to improve prevention and protection against violence, abuse and exploitation in the community?

Tool: *Compiling Adults' Information*

Suggested format for focus group discussions

The format for the focus group discussions (FGDs) is arranged around similar topics to the workshop. They are used to investigate and answer the research questions that have been identified. When a workshop is not feasible, then FGDs can be used as a second option. FGDs can also be used to supplement and verify information that has already been collected through the workshop, although this may be very time consuming.

The FGDs should be arranged for times most convenient for participant groups. If using this methodology, it is very important to collect sufficient data to enable a confident interpretation and analysis of the findings. A rough guide is that for every subgroup of people who participate in the FGDs, at least two (preferably three) FGDs must be conducted. Generally, participants will discuss topics more freely if in a group of people with similar characteristics. For example, conduct FGDs with women of particular age ranges, or other characteristics such as ethnicity.

It is important to ensure that FGDs are held with groups representing the most vulnerable groups in the community to gain their views and insights. At minimum, there should be six FGDs (for smaller geographical areas) and ten FGDs (for larger geographical areas). At least two FGDs (four for larger programmes) should be held with vulnerable groups.

- FGDs should last no more than two hours.
- Provide simple snacks or refreshments for participants.
- Ensure that the facilitator and notetaker are trained and well prepared.
- Invite groups well in advance of the scheduled FGD and ensure that any necessary permission has been obtained.

Guiding research questions:

- What are the priority child protection issues within this community?
- What services exist in the community to protect children and provide support to children who have experienced abuse, neglect or exploitation?
- Do children who have been affected by abuse, violence or exploitation have access to these services?

- How is it reported when a child is affected by abuse, violence or exploitation?
- How are child protection laws and regulations implemented in the community?
- What happens in the community when a child is affected by abuse, violence or exploitation, and who cares for them?

Tools:
Focus Group Discussion Questions
Compiling Focus Group Discussion Information

A resource for planning FGDs is available here:

Tool: *Excellence in Focus Group Discussions*

STEP THREE – LEARNING FROM KEY STAKEHOLDERS

Objectives:

- To collect information from key individuals whose roles are to protect children regarding child protection issues and systems in the community
- To build understanding of the formal aspects of the child protection system and their linkages to the informal or traditional aspects

Method:

- Key Informant Interviews (semi-structured interviews)

Who participates?

- Local government representatives
- Community leaders
- Police
- Teachers
- Health workers
- Social workers
- Leaders of faith-based organisations, especially any that work with children

Team for each KII:

- 1 interviewer
- 1 notetaker

Overview

This tool is used to collect information from key individuals that have roles and responsibilities in protecting children.

More details on who should be included

The individuals from key government structures and institutions that have a legal responsibility for child protection are the primary key informants for this step. The national child protection analysis provides information on who should be interviewed. These can include police, teachers, health workers and social workers. Key informant interviews (KIIs) can also be conducted with representatives of civil society and community leaders, etc.

A list of potential key informants should be formed based on the results from exercises previously conducted, such as the national level analysis, exercises with children, the workshop with adults and the focus group discussions.

Guiding Research Questions:

- What are the priority child protection issues within this community?
- What are the root causes of the priority child protection issues?
- How are child protection laws and/or regulations implemented in the community?
- What are the barriers to effective implementation of the child protection laws and/or regulations?
- What is being done to prevent abuse, exploitation and/or neglect in the community? Are there formal or informal mechanisms of support for households that are identified at high risk of child abuse or exploitation?
- How is it reported when a child is affected by abuse, violence or exploitation by whom and to whom?
- Are there any mechanisms to refer children to appropriate services and assistance?
- What services exist in the community (formal and informal) to protect and provide support to children who are at risk or have experienced abuse, neglect, or exploitation?
- Do relevant formal and informal authorities have capacity to perform their roles for prevention and response to child abuse, neglect and exploitation?
- Do service providers such as teachers, health workers, police, social workers and counsellors have capacity to identify, report and respond to cases of abuse, violence and exploitation according to their roles? If not, why?
- How are the support and response services financed?
- Is there a mechanism which brings together the different stakeholders and dutybearers for preventing and responding to child abuse, neglect and exploitation?
- What are the linkages (and gaps) between informal and formal parts and actors of the system?
- Are the social services aimed to vulnerable children and their families monitored by government and provided in alignment with national standards?

Guide for Facilitators and KII Question Guide

Please note that not all questions included in this guide need to be addressed. Please review the guide when preparing for the interviews and modify it according to the information requirements.

Ensure that the interviewer and the notetaker are adequately trained and confident in using this technique.

Tools:

Key Informant Interview Questions

Compiling Key Informant Interview Questions

STEP FOUR – ANALYSING AND REFLECTING

Objectives:

- To analyse information collected on key child protection issues and the child protection system

Methods:

- Child Protection Issues Matrix
- Summary Sheet from Causal Analysis
- Observation Checklist for Community Level Analysis

Who participates?

- Analysis team

Time

- 1 -2 days

Overview

Step Four of this tool includes tools and suggested processes for analysing the data collected. This will include:

1. An analysis of the child protection issues identified by different stakeholders
2. An analysis of the root causes identified by different stakeholders
3. An analysis of child protection system at community level and its functioning

Suggested preparation:

- Prepare and review flipcharts or other documents with results from:
  - o Problem Tree and Causal Analysis exercise (Adult and children)
  - o All flipcharts and other products from workshops
  - o Compiling Children's Information
  - o Compiling Adults' Information
  - o Compiling FGDs
  - o Compiling KIIs
- Prepare national level analysis reports
- Organise meeting with the analysis team to complete analysis process

Suggested process:

Step 1: Review and analyse the identified child protection issues: Transfer the data in the Child Protection Issues Matrix and follow the instructions included for process.

Tool: *Child Protection Issues Matrix*

Step 2: An analysis of the root causes for identified priority issues**:** Use Summary Sheet from Causal Analysis to note key child protection issues agreed through Step 1 and their root causes.

Tool: *Summary Sheet from Causal Analysis*

Step 3: An analysis of child protection system at community level and its functioning: Use the Observation Checklist for Community Level Analysis to compile the data collected from the analysis and to compare it with National Level Analysis.

Tool: *Observation Checklist*

Step 4: Document the strengths and gaps in the child protection system at the community level—possibly presented in the form of a Child in the Middle Map (including provincial and national level responses and actors), drawing on findings from the Observation Checklist above.

Note: Through the analysis, the working group may identify gaps in household income as one of the root causes. If this is the case, the working group can:
- determine if it is a priority to be addressed
- consider potential approaches including WV's economic development project models (See Appendix 3.)
- determine if a separate working group needs to be formed to develop an economic development project.

STEP FIVE – DEBRIEFING WITH COMMUNITY

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Objectives:

- To validate findings and increase ownership over the process and its results.

Method:

- Debriefing Meeting

Who participates?

- Participants in previous steps of the Community Level Child Protection Analysis
- Local government representatives
- Community leaders
- Religious leaders
- Police
- Teachers
- Health workers
- Social workers
- Children

Team for Meeting:

- Analysis team
- Documenters
- Logistics

Time:

- 1 day

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Overview

A debriefing meeting with the community is essential to validate or correct the findings and increase ownership over the process and its results. The debriefing process should include a presentation of the results and discussion on the future steps. At this point in the process, the detailed planned of action is not expected, but rather initial recommendations for action that could be included in the report.

Decisions on who to invite are very important. You need to try to bring together all the key dutybearers, stakeholders and community members that participated in the analysis process. In addition, key dutybearers and stakeholders that did not participate but have crucial role in child protection should also be invited. All those who hold positions of relevant power and influence need to be invited, since this is also an important opportunity for them to hear the voices of community members and to be engaged in response.

Child participation at this meeting is also possible, although the national office should decide if there are conditions for meaningful and safe participation and how this might happen. If it is too difficult to facilitate meaningful participation of children, then a separate child-friendly debriefing should be held with children that participated in analysis.

Suggested preparation:

- Ensure participation of key stakeholders, dutybearers and community members that participated in the analysis process.
- Ensure that facilitators are familiar with the tools to be used and documenters understand what to record.
- Establish ground rules for the activities and ensure these are agreed to by the participants.
- Ensure appropriate, convenient and spacious venue
- Prepare flip charts should be prepared in advance including :
  - o Summary Sheet from Causal Analysis (plus handout copies)
  - o Presentation of strengths and gaps in the child protection system at the community level—possibly presented in the form of a Child in the Middle Map (including provincial and national level responses and actors), drawing on findings from the Observation Checklist on the previous step.

Suggested Process

1. Choose workshop team: facilitators, documenters, logistics from Analysis team and partners
2. Facilitation team gathers existing information, prepares materials for workshop
3. Hold\Debriefing Meeting

Tool: *Debrief Meeting Process Notes*

APPENDIX 1: CHILD PROTECTION GLOSSARY

Abuse: Any intentional act to harm a child within relationships of responsibility, trust or power.

Catastrophe: Large scale disaster, or disaster at the household level.

Child Labour: work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development (ILO).

Child protection: All measures taken to prevent and respond to abuse, neglect, exploitation and all other forms of violence against children.

Child safe organisation: An organisation that is committed to being safe for children.

Child Work: Work done by children that does not negatively affect their health and personal development or interfere with their schooling, Child work contributes to children's development and to the welfare of their families; provides them with skills and experience, and helps to prepare them to be productive members of society during their adult life (ILO).

Conscientisation: A process of people becoming increasingly aware of social, political, economic, cultural and other factors in their lives so that they are empowered to take action to change the situation.

Discrimination: Unjust or prejudicial treatment of specific groups of people, based on categories such as gender, race, class, HIV status or ability.

Exploitation: The use of a child for the benefit of others. This includes, but is not limited to, child labour and sexual exploitation. Sexual exploitation targets children through an abuse of power or trust for sexual purposes; examples include child prostitution, child pornography and the trafficking of children for sexual abuse.

Mainstreaming (Child Protection): Efforts to ensure that programme activities across all sectors 1) do not put children at risk, and 2) take every opportunity to promote child protection.

Most Vulnerable Children: Children whose quality of life and ability to fulfil their potential is most affected by extreme deprivation and violations of their rights. These children often live in catastrophic situations and relationships characterized by violence, abuse, neglect, exploitation, exclusion, and discrimination.

Neglect: The deprivation of a child's basic needs when an adult carer has the means to provide for those needs. Basic needs include health, education, emotional and spiritual development, nutrition, clothing, medical and dental care, supervision, shelter and safe living conditions.

Violence: The use or threat of physical force or power that harms a child. Although abuse, neglect and exploitation are forms of violence, 'violence' is included as a separate category in order to address additional threats from which children need to be protected, including gang violence, bullying, harassment and playground violence.

APPENDIX 2: CHILD PROTECTION SYSTEM

WV's definition of a Child Protection System is a set of coordinated formal and informal elements working together to prevent and respond to abuse, neglect, exploitation and other forms of violence against children. Our understanding of a Child Protection System includes seven elements and five types of actors.
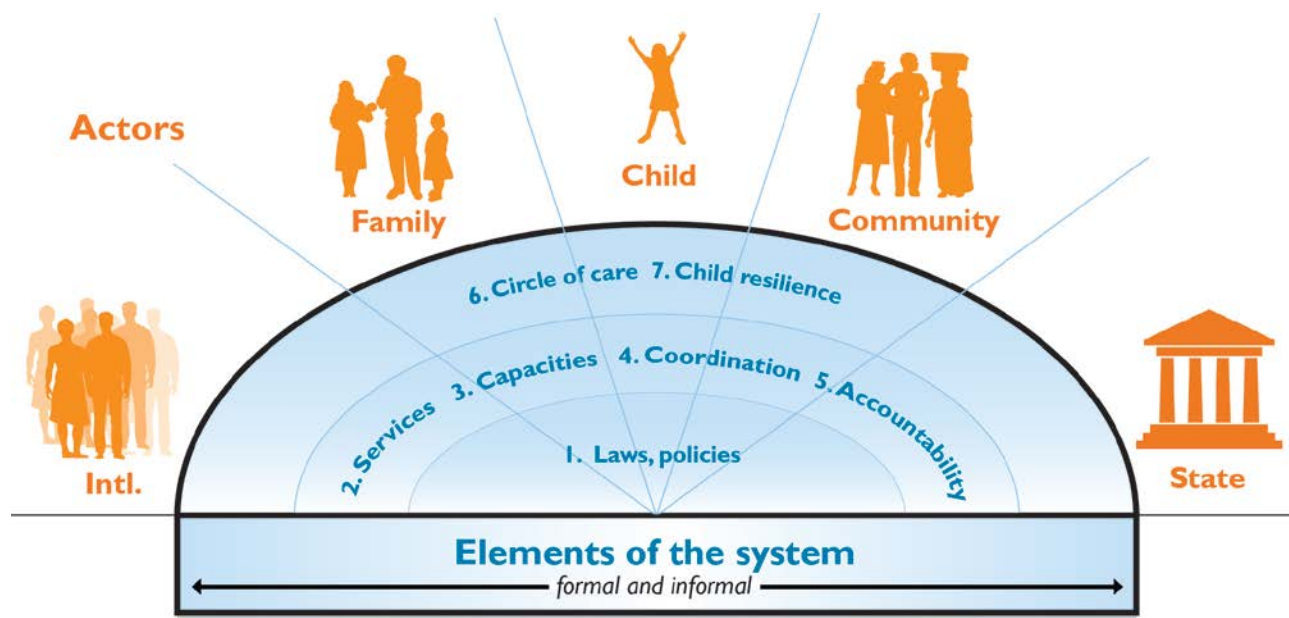
The seven Elements of a Child Protection System are listed below. For most elements, both informal and formal examples can be found which strengthen the protective environment around children.

1. **Laws, policies, standards and regulations** which determine the system's structures, mandates and functions.
2. **Services and service delivery mechanisms** which provide protection for children.
3. **Capacities** to provide and perform child protection services, including capacity building, human and financial resources, and adequate facilities.
4. **Co-operation, co-ordination and collaboration mechanisms** which ensure that all elements of the systems, formal and informal, across different sectors and levels (global, national & local) work in a holistic and coordinated manner to ensure protection of children.
5. **Accountability mechanisms** which ensure the system responds effectively to key child protection concerns, and functions according to the CRC, relevant laws and in the best interest of the child.
6. **Circle of care** which includes attitudes, values, behaviours and traditional practices; and a caring, supportive and protective immediate social environment.
7. **Children's resilience, life skills and participation** which encourages children to contribute to their own protection and that of others.

The five Types of Actors who build and implement the Elements of the Child Protection System are:
1. **The Child:** Children's innate skills of self protection, plus their growing capacities to manage themselves and their environment means that they are able not only to protect themselves but other children as well. Life skills and spiritual development can build children's capacity to make good decisions, influence their environment positively, and build resilience to difficult situations.
2. **Family:** The family often plays the most influential role in the quality of care and protection that each child receives. The role of the family is determined through the knowledge, attitudes, capacity and beliefs of each family related to the care and protection of children.
3. **Community:** People in the child's community who have a role to play in their protection. This includes neighbours, peers, mentors and friends. It also includes formal mechanisms which are operational at the community level, such as police, teachers or health workers. This type of actor also includes civil society, local businesses, traditional leaders, and elders – all of which can play a critical role in promoting and ensuring the protection of children.
4. **State:** People who are mandated by the government or the Convention on the Rights of the Child with child protection responsibilities. State actors are at all levels, from local to international.
5. **International Structures and Actors:** Bodies and individuals that support the implementation of children's rights to protection.

APPENDIX 3: WORLD VISION ECONOMIC DEVELOPMENT MODELS[12]

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[12] *To be developed and added to this tool by December 2012*

APPENDIX 4: ADDENDUM: TOOLS

The following tools are recommended in the Child Protection ADAPT. They are listed in the order in which they are mentioned in the ADAPT document.

Checklist for National Office Level Assessment

Please note that this a suggested guide of important issues to consider when doing a national level assessment. Some questions may not be relevant or there may be some questions missing for particular contexts. Please adapt the tool to fit the context where the assessment is being conducted, while maintaining the rigour of the in-depth assessment.

Key child protection issues in the country:	
1. What are most common child protection issues in the country?	
2. Which children are the most affected by these issues (consider age, gender, location, ability, ethnicity, etc…)?	
3. What seem to be the main risk factors for children to be abused or exploited?	
4. Based on above statistics from the UNICEF Multiple Indicator Cluster Survey (http://www.childinfo.org/protection.html) and other available research, what are the recent figures and current prevalence and trends in regards to child protection issues at the national level? Please provide numbers or other evidence on each of the following issues (Please add categories which are relevant to your context, or remove those which are not relevant): • Children living or working on the street • Children living without parental care • Children living in institutions • Child-headed households • Children involved in child labour • Children affected by armed conflict (including child soldiers) • Traditional Harmful practices (including but not limited to female genital mutilation/cutting) • Early/child marriage • Child trafficking • Child sexual exploitation • Birth registration • Domestic violence • Children in conflict with the law • Children with disabilities	
5. What systems are in place for tracking the situation of children? Who collects the data and how it is used?	

Prevailing views, beliefs, and attitudes towards children in society:	
6. What are the main attitudes towards children in the society?	
7. Are different children valued differently because their age, gender, ability, ethnicity, caste, religion, social status or other factors?	
8. In what way and to what extent do these attitudes reflect on and shape the national child protection system (legal framework, policies, ways in which services are structured and delivered, collaboration and accountability of actors, etc…)	

9. What are the attitudes toward women and gender roles which may affect abuse, neglect or exploitation of children?		

Laws, policies, standards and regulations: Legal framework

10. Has the government ratified CRC and other international or regional human rights instruments and conventions relevant to child protection? Please note what instruments are ratified, notable reservations, and those that are yet to be ratified		
11. Has the country regularly submitted reports to the CRC Committee as required? Has civil society developed any shadow reports to the government report? Is there a national level body for implementation of CRC commitments?		
12. Please list all relevant laws regulating violence, abuse, neglect and exploitation against children?		
13. Are these laws aligned with the CRC and other relevant regional and international standards? Please note key differences, especially in regards to the: • definition of child • minimum age of consent/marriage/military service/criminal responsibility/legal employment, etc.		
14. What forms of violence, exploitation and abuse against children are expressly and specifically prohibited under the law (physical abuse, sexual exploitation or abuse, corporal punishment, etc.)? Are there gaps (both in the forms and settings covered)?		
15. How are crimes of child abuse, neglect or exploitation prosecuted?		
16. What obligations are placed on parents/caregivers to protect children from violence, abuse and neglect?		
17. How can duty bearers and perpetrators of violence, exploitation, abuse and neglect be held accountable?		
18. What measures are prescribed by law to protect/restore child victims of violence, abuse and exploitation (such as health services, guardian appointment, social services, recovery and support services, compensation, special protocols for investigation, legal protection, witness protection, etc…)?		
19. Which ministries, government bodies and institutions are mandated to provide these measures at all levels (national to local)?		
20. How is the financing of these measures and services regulated by law?		
21. Are there any differences between federal, sub-national (republican/district/provincial) and local legislation?		

Laws, policies, standards and regulations: Policy framework

22. Is there a government policy (ie National Plan of Action) specifically related to protection of children from violence, abuse and exploitation? If yes, what are its specific objectives? • If not, what guides the state response to violence against children?		
23. Which government bodies and institutions are responsible for policy implementation?		

24. How well is the policy implemented? What progress has been achieved so far?	
25. How is the implementation of the policy financed?	

Services and service delivery mechanisms: Identifying and reporting violence, exploitation, abuse and neglect against children

26. What procedures are in place to identify children at risk of or suspected cases of violence, abuse, exploitation and neglect against children in the: • community • family • residential care institutions • schools • health centers • while in custody including during the investigation • other forms of out of school activities?	
27. In practice, how do these procedures work: Who is reporting? What training is received by those coming into contact with children (teachers, healthcare workers, etc.) to identify potential violence, abuse, exploitation or neglect of a child? What are the challenged faced in identifying these cases?	
28. Which government bodies and institutions are mandated to <u>report and investigate</u> allegations of violence against children and at what level (national, regional, provincial, village)? What are their respective mandates?	
29. What are the procedures for reporting and investigating allegations of violence against children in: • community • family • residential care institutions • schools • health centers • while in custody including during the investigation • other forms of out of school activities	
30. Can children make complaints or report abuse or violence against them? If so, where do these mechanisms exist?	
31. How accessible and independent are these mechanisms (where they situated, number of registered complaints, children's attitudes)? Are they accessible to most vulnerable children? Why or why not?	
32. Which government body/institution is mandated to make decisions about protection measures for children victims of violence, abuse, exploitation and neglect? At what level (national/provincial/village)?	
33. What are the procedures for making these decisions: who is involved in the process? Are children allowed to participate? Is an assessment of the child undertaken?	

Services and service delivery mechanisms: Mandatory or state provided services for children exposed to violence, abuse, neglect and exploitation

34. What types of state social services exist in support to vulnerable children and those that are victims of violence, abuse and exploitation? (Please reflect on family support, social benefits, protection and recovery services as well as interim and long term care options).	
35. Which institutions/bodies/service providers are providing these services and at what level (national, regional, municipal, village, etc.)?	
36. Which body has overall responsibility for coordination and monitoring of these services?	
37. How do these services work in practice: are there standards for service provision? Are these services provided by the skilled and trained service providers? (Please note if formal licensing procedures and systems are in place.) Are what are the gaps and obstacles in provision and access? How are the services monitored?	
38. How are child survivors of abuse, exploitation or neglect registered?	
39. Who is deciding on budget allocations? At which level (national/sub-national/local)?	
40. Are there any strategies/services/measures applied to support families and children at risk (including social benefits to children and families)? What are they and how are they implemented?	
41. What other actors are providing services for vulnerable children and those that survived violence, abuse, neglect and exploitation and at which level (national, community, provincial)?	
42. Are these services regulated by the State and how (including licensing, standards for services and professionals, monitoring and supervision mechanisms?	
43. How are these services financed?	
Child Participation	
53. Are there any formally mandated or large-scale structures in which children's views are expressed and taken into account on issues of abuse, exploitation or neglect (for example, Child Parliament)?	
54. Are children actively empowered to speak out about exploitation abuse, neglect and violence in their lives and able to participate in decisions affecting them (particularly regarding their care or restoration) ? How?	

Checklist for national office level assessment

Out-of-home Care (optional – for notional offices where deprivation of parental care and institutionalization are major child protection issues)	
Is there a specific government policy related to protection of children out of home care? If yes, what are the specific aims?	
Is there a government plan to implement this policy? If not, what strategy guides protection of children out of home care?	
Which government bodies are responsible for its implementation? What is the progress in its implementation?	
What is the current legal provisions regarding the protection and care of children in out home care (including availability and regulation of the alternative care options)?	
What alternative care options are provided by law?	
How compatible the legal framework is with CRC and other relevant international standards?	
Has the State set up a registration and/or accreditation system for • informal carers (i.e. those who spontaneously take in children, without a placement order from the court or from the social services) and • formal carers (i.e. foster families taking in children placed by the courts or social services)? If yes, is it compulsory or voluntary?	
Does it also apply to family members (kinship care)?	
What body is responsible for accreditations?	
Is registration and/or accreditation of private residential care facilities compulsory? If so, what body is responsible, what are the criteria and which body set those criteria? Is there voluntary registration, or no such system exist?	
Which government bodies are mandated to make decisions about protection measures for children at risk in following circumstances: parentless due to death, disappearance and displacement of parents, family poverty, family crisis, violence/abuse/neglect, temporary incapacity of parents to carry out their role, homelessness, child disability?	
What criteria and procedures are used for decision making?	
Are there any mechanisms to include children and families in decision making on care and protection measures?	
Is there an independent complaints mechanism in regards to these decisions? If yes, how efficient is it (no of cases received/solved, nature of complaints/requests for representation, etc…)?	
Are there established standards of care and protection for residential care institutions and alternative care options (guardianship, foster care, domestic adoption, other?)	
If yes, what are they? Are there specific standards with regard to: physical conditions, age groups, gender, children with special needs (including children victims of land mines), periodic medical check-ups and access to health services and care, safeguarding the physical and psychological integrity of the child?	
Do these standards cover private as well as State residential facilities? If not, do separate standards apply to private facilities, and how do they differ from those for	

State facilities?	
Do they include existence of long term care plans for each child, personal files as well as option and procedures for periodical reviews of child's placement in public care?	
Do they include professional codes of conduct?	
How is the compliance to these standards monitored?	
Are there any specific reasons and conditions influencing placement in particular form of care: residential institutions/foster care/guardianship?	
What measures where put in place to facilitate family reunification in case child has a living parent?	
What are the legal requirements on appropriates (qualifications) and adequacy (number and profiles) of the staff in residential care institutions?	
Are there any requirements for professional profiles of staff employed in the State institutions? How are they monitored?	
What are the legal requirements on appropriates of foster carers?	
Are there stipulated levels of financial compensation (allowances, salaries, etc.) for foster carers? If so, does this concern formal and/or informal and/or kinship care?	
Are there rules or guidelines concerning professional support to foster carers? If so, do they concern formal and/or informal and/or kinship care?	
Are there rules or guidelines concerning the monitoring and supervision of foster carers? If so, do they concern formal and/or informal and/or kinship care?	
Is there a code of conduct for foster carers? If so, is it endorsed by the State?	
What system for data collection and monitoring of placements in residential institutions and alternative care options exists? Who collects the data and how it is used?	
How are the residential care and alternative options financed?	
What types of specialized services for children out of home care or those at risk and the care givers are available at the local and community level?	

Checklist for national office level assessment

Juvenile justice (optional – for national offices focused on juvenile justice reform)	
Does the law stipulate a specific justice system for children?	
What is the minimum age of criminal liability in the law?	
What government bodies are responsible for administering the juvenile justice?	
Are there drawn up and disseminated standards for child deprived of their liberty? If so, are there specific standards with regard to: • physical conditions • age groups • gender • children with special needs • periodic medical check-ups and access to health services and care • safeguarding the physical and psychological integrity of the child	
How is the implementation of these standards monitored?	
Are there special rules governing police treatment and questioning of juveniles arrested by the police?	
Is it obligatory that a third party (e.g. social worker, lawyer) be present during the questioning of a juvenile by the police? Is it mandatory that a parent or other primary caregiver be present during the questioning of a juvenile by the police?	
Are there rules governing the use of force against children while in police custody?	
Are there specialized police units, with specific training on children's issues, to deal with young offenders?	
Are there explicit rules requiring the separation of children from adults while in police custody, pre/trial detention and detention? If so, do these rules permit exceptions?	
Are there rules or guidelines requiring the grouping of children while in police custody/pre/trial detention and detention according to: • status (e.g. severity of alleged crime, etc.) • vulnerability (e.g. gender, age, psychological state, etc.)	
Has the State stipulated that the remand of juveniles in pre-trial detention (where the risk of violence is enhanced) is to be considered a measure of last resort?	
What are the special rules governing the prosecution and trial for juveniles?	
Is the maximum period for pre-trial detention set by law and, if so, what is this?	
What criminal sanctions for juveniles are prescribed? • Are sentences involving the deprivation of liberty of juveniles (where the risk of violence is enhanced) considered as measures of last resort? • Are there viable alternatives to custodial sentences developed?	
What measures are taken to prevent juvenile crime and re-offending?	
What forms of discipline and punishment are explicitly permitted or banned in detention institutions? • In particular, is any form of corporal punishment permitted? • Is isolation or solitary confinement permitted, and if so, for what period?	

• If not, what body(ies) determine rules on discipline? • Are criteria and conditions laid down for the use of force by staff (e.g. to prevent self-harm or injury to others, etc.)?	
Is special training in children's issues required for staff in detention facilities?	
What rules govern the contact of children deprived of their liberty with the outside world?	
Is there a State requirement that children in care be made fully aware of their rights and responsibilities while in a detention facility?	
What provision is there for the mandatory inspection of detention facilities? • Can unannounced inspections be made? • Which body is responsible?	

**MAPPING AND ANALYSIS OF
THE CHILD PROTECTION SYSTEM**

EXECUTIVE SUMMARY
- 2-3 page summary of situation, key findings and recommendations

PART I: METHODOLOGY
- Overview of the methodology, with emphasis on the breadth of participation

PART II CONTEXT
- Brief background on country context– history, legal system, organisation of the government, governance, economic situation, development, etc
- Situation of Children in Country (general)
- Key Child Protection Issues in Country
- Most Vulnerable Children in the Country

PART II: THE STRUCTURE OF THE CHILD PROTECTION SYSTEM IN COUNTRY
- Legal and Policy Framework – including international/regional treaties ratified, domestic laws, policies and regulations
- Structure of Child Protection Services – including formal structure (recommend including a diagram showing the national, sub-national and local level bodies and how they interact/coordinate protection of children) and the informal structure (civil society, NGOs, community structures). Important to note any coordination or collaboration mechanisms.

PART III: CHILD PROTECTION IN PRACTICE
It is recommended that the following table be completed:

CP System Element	Strengths	Gaps/Weaknesses
1. Laws, policies, standards and regulations which determine the system's structures, mandates and functions		
2. Presence of **Services and service delivery mechanisms** which provide protection for children		
3. **Capacities** to provide and perform child protection services, including capacity building, human and financial resources, and adequate facilities.		
4. **Co-operation, co-ordination and collaboration mechanisms** which ensure that all elements of the systems, formal and informal, across different sectors and levels (global, national & local) work in a holistic and coordinated		

manner to ensure protection of children		
5. Accountability mechanisms which ensure the system responds effectively to key child protection concerns, and functions according to the CRC, relevant laws and in the best interest of the child		
6. Circle of care which includes attitudes, values, behaviours and traditional practices; and a caring, supportive and protective immediate social environment		
7. Children's resilience, life skills and participation which encourages children to contribute to their own protection and that of others		

PART IV: CONCLUSIONS AND RECOMMENDATIONS
- Key findings
- Recommendations to government, service providers, local authorities, communities

Research questions for the Community Level Child Protection Assessment

Child Protection Issues	Guiding Questions	Supplementary questions	Method(s) for data collection
Identify priority child protection issues and their root causes	1. What are the priority child protection issues and their root causes within this community? 2. Are any particular groups of children more vulnerable than others to abuse, exploitation or neglect?	• Are there any children trafficked, sexually abused, physically abused, missing, engaged in child labour, living or working on the street, living without parental care or in institutions, etc…? • Are there any harmful traditional practices present in the community such as female genital mutilation, sexual cleansing or early child marriage? • What are the main violence, safety or crime problems in this area? Affecting men and boys? Affecting women and girls? • Who is mostly affected by or vulnerable to the identified child protection issues and why? How are different groups affected by same issues depending on their gender, ability, caste, ethnicity, etc.? • What are particularly risky situations, places or times when these crimes happen? • How long have these problems been occurring? • What are the main causes of the identified issues and problems and why? • Are there any issues which make it difficult for police to maintain law and order, and investigate or address violence and crime against boys and girls in this area? • *In contexts of armed conflict:* How are children directly and indirectly affected by the armed conflict?	• *Listening to children exercises* • *Listening to adults exercises* • Focus group discussions • Key informant interviews
Element of the System	**Guiding questions**	**Supplementary questions**	**Method(s) for data collection**
1. Laws, policies, standards and regulations *(determine the system's structures, mandates and functions)*	3. What child protection laws or regulations are known in the community? 4. How are child protection laws and/or regulations implemented in the community? 5. What are the barriers to effective implementation of the child protection laws and/or regulations?	• How are violence, abuse and exploitation against children defined by the law? • How are violence, abuse and exploitation defined in the community and are there any differences between the legal and community definitions? • What protection measures for child victims of violence, abuse, and exploitation are prescribed by law (like legal protection, witness protection, health services, etc…)? • Which government bodies and institutions are mandated by law to provide these measures at local level? • Apart from police who else (individuals, institutions, govt. bodies, etc.) is by law responsible for protecting children against violence and abuse in this area? • Are service providers obligated by law to report suspected abuse or exploitation of children? If so, do they often do this?	• Focus group discussions • National assessment • Key informant interviews
2. Services and	6. What is being done to prevent child	• How is it reported when a child is affected by abuse, violence	• National Assessment

service delivery mechanisms (*provide protection for children*)	abuse, exploitation and/or neglect in the community?
	
	7. Are there formal or informal mechanisms of support for households that are identified at high risk of child abuse or exploitation?
	
	8. What processes or mechanisms (formal or informal) are normally used by families or children when a child has been abused or exploited?
	
	9. What services exist in the community (formal and informal) to protect and provide support to children who are at risk or have experienced abuse, neglect, or exploitation?
	
	10. Do children and their families who are vulnerable or have been affected by abuse, violence and/or exploitation have access to these services?
		or exploitation by whom and to whom?
		• Are there any mechanisms to refer children to appropriate services and assistance?
		• What are the formal or informal processes for dealing with cases of violence against, abuse and exploitation of children in the community:
		   • Who is informed of cases of violence/abuse/exploitation and why?
		   • Who makes the decision what will happen to the child and to the perpetrator?
		   • What is their response when cases occur?
		• Which, if any government or NGO agencies in this area provide the following to child survivors of abuse or exploitation:
		   • Healthcare?
		   • Legal services?
		   • Psychosocial care/counseling?
		   • What are the main obstacles in accessing these services?
		   • What are the main problems in providing these services?
		• How are cases of violence, abuse, exploitation, trafficking usually resolved – what happens to the child and to the perpetrators? Is that good for the child?
		   • Who else gets involved in resolution of child protection cases and in which way?
		
		• What types of mandated services exist in support to vulnerable children and those that are victims of violence, abuse and exploitation at village, community and provincial/district levels?
		• What types of social benefits are provided for vulnerable families and children?
		• Which institutions are providing these services?
		
		• *For police*
		   • What is needed to support affected families and children better?
		   • When cases occur do people report them to the police?
		   • What types of crimes are usually reported to the police?
		   • What crimes are usually not reported to the police? Why?
		   • Who commits these crimes – are children involved?
		   • What is the response of police when abuse, exploitation and violence against children are reported?
		   • What is the response of police when children commit these crimes or other crimes? Is child detained, where,
			• *Listening to children exercises*
			• *Listening to adults exercises*
			• Focus group discussions
			• Key informant interviews

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etc…?
What problems are there for people in accessing the police and judicial system?

For service providers:
What types of services is your organisation providing?
Has anyone ever reported a case to you/your organisation/institution?
Have you or your organisation/institution ever been involved in a response?
What is your response when cases occur?
Who else is usually expected to do something about the reported case in this area?
What are the main problems in providing these services?

Are there any services/strategies/measures applied to prevent abuse, exploitation and abuse including supporting families and children at risk in the community?
What is needed to support families and children at risk better?
What could be done to better prevent and respond to child protection issues in this community?
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3. Capacities

(provide and perform the child protection services, including capacity building, human and financial resources, and adequate infrastructure)

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11. Do relevant formal and informal actors have the capacity to perform their child protection roles for prevention and response to child abuse, neglect and exploitation?
12. Do service providers such as teachers, health workers, police, social workers, counselors, etc… have the capacity to identify, report and/or respond to cases of abuse, violence and exploitation? If not, why?

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Are the people whom families normally turn to in situations of abuse, exploitation or neglect able to provide services in the best interest of children?
Are those responsible by law for protecting children against violence, abuse and exploitation willing to respond to child protection issues? Why or why not?
Are they able to respond? Why or why not?
Are service providers (teachers, health workers, social workers and para social workers) trained to identify and report cases of violence, abuse and exploitation?
How do local service providers build their skills, knowledge and ability to work with children at risk or affected by abuse, violence and/or exploitation?
Which services are provided by trained professionals?
Is there a person or special unit within the police that is responsible for responding to reports of abuse, violence against children or exploitation? If yes, what training have they received?
Who is deciding on budget allocations at community level?
Are there any services and measures applied to support parents and primary care givers of children at risk in the community?
How are the support and response services financed?

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National Assessment
Listening to children exercises
Listening to adults exercises
Focus group discussions
Key informant interviews

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4. Cooperation, coordination and collaboration mechanisms *(ensure that all elements of the system work in a holistic and coordinated manner to ensure protection of children)*	13. Is there a mechanism which brings together the different stakeholders and dutybearers for preventing and responding to child abuse, neglect and exploitation? 14. What are the linkages (and gaps) between informal and formal parts/actors of the system? How do community members view the formal child protection mechanisms?	• What networks or committees/groups exist which are focused on child protection issues? Who belongs to these groups? • How do these groups define their roles and responsibilities? • Are these groups focused on particular child protection issues, or child protection more generally? • What is the capacity and level of cooperation of these committees/groups?	• *Listening to adults exercises* • Focus group discussions • Key informant interviews
5. Accountability mechanisms *(ensure that the system is effectively responding to key child protection concerns, and functioning according to the CRC, relevant laws and in the best interest of the child)*	15. How satisfied are community members with the common response to child protection issues and current child protection services? 16. Are there any mechanisms for families to report on quality of formal and informal child protection services in the community? 17. Are the social services for vulnerable children and their families monitored by government and provided in alignment with national standards<u>?</u>	• How are children and the most vulnerable families participating in child protection committees or groups? • <u>Are there established licencing procedures and national standards for social services for vulnerable children and their families? How are they applied (or not applied) locally?</u> • *For Police:* • Are there special codes of conduct or behavioral protocols you need to follow when addressing cases of abuse, exploitation and violence or when dealing with children in conflict with the law?	• National Assessment • Key informant interviews
6. Circle of care *(includes attitudes, values, behaviors and traditional practices; and a caring, supportive and protective immediate social environment)*	18. What are the prevailing attitudes and beliefs in the community about children, child development and child protection? 19. What are the most positive/protective parenting practices in this community? 20. Are there any harmful traditional practices in this community? What is their prevalence? 21. Are certain types of children in households more likely to be abused, neglected or exploited (such as girls, children with disabilities, etc)? 22. Are faith based organizations playing a positive, negative or neutral role in preventing abuse, exploitation and neglect?	• How do families care for and protect children at different ages? • What can be changed in common family behaviours to strengthen the protection of children? • What are the common discipline practices in families? • Are sensitive child protection issues discussed or addressed in this community? If so, how?	• *Listening to adults exercises* • Focus group discussions Key informant interviews
7. Children's resilience, life skills and participation: *(children's agency to*	23. Do children affected by abuse, violence or exploitation know whom to contact for help, and do they feel safe and confident doing that?	• How are children participating in local governance related to child protection issues? • How are children participating in community-based child protection mechanisms/groups?	• *Listening to children exercises* • *Listening to adults exercises*

contribute to their own protection and that of others)	24. Are children's voices being taken into account on child protection issues within households and the community? 25. How are children influencing their own environment to be more protective?	• How are children participating in the design, monitoring and evaluation of child protection services? • Do children have access to complaint and redress mechanisms? • Are there any organized programs to build life skills for protection among children?	

Guidance Note: Child Protection Risk Assessment for Child Participation Activities

This risk assessment is intended to assist WV staff to consider, prepare for, and protect children from any potential physical, social, or emotional harm that may arise due to a WV sponsored child participation activity or project. This assessment should be completed prior to engaging in any activities that include significant child participation, including but not limited to:

1. One-time or stand-alone participatory processes such as including children in assessments, DME activities, focus group discussions, evaluations, and research by and with children.

2. On-going child participation activities that promote children's participation and empowerment such as children's groups, clubs, forums, child parliaments, advocacy initiatives, or engagement in child rights issues on national/international decision-making platforms/arenas *(in this case, risk assessments should be conducted periodically throughout the course of implementation, with the frequency of assessment based on the level of risk and instability in the context).*

Key Principles of this Risk Assessment:

1. **Risk for child participation must always be assessed in relation to context, with special attention given to fragile contexts:** Children's participation may expose children to varying levels of harm at the familial, communal, and societal level, depending on context and culture. Conflict situations and non-democratic societies also increase the risk of negative consequences of children's participation.[1] The level of risk depends on the level of threat, the amount of exposure to harm in a family or community, and the capacity that people have and the actions they take to protect themselves.

2. **The principle of participation (Article 12, CRC[2]) must be balanced with the right to life, survival and development (Article 6, CRC):** There may be times when certain forms of child participation is not the appropriate course of development or empowerment within a community due to contextual factors that place the life of children in danger. It is the responsibility of WV staff to balance children's right to meaningful participation with their equally important right to life, survival, and development. The extent and ways in which children can and should participate depends both on personal maturity/development as well as the realities of safety and security within a given context.[3]

In order to balance the principle of participation with the right to life, survival and development, the risk analysis below must be completed. World Vision must be prepared to redesign projects, make changes to participatory activities, or even terminate processes in order to reduce or eliminate risks, preferably in partnership with children.

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[1] Interagency Working Group on Children's Participation, *Children As Active Citizens: A Policy and Programme Guide: Commitments and Obligations for Children's Civil Rights and Civil Engagement in East Asia and the Pacific*, 2008, 94.

[2] Convention on the Rights of the Child, G.A. res. 44/25, annex, 44 U.N. GAOR Supp. (No. 49) at 167, U.N. Doc. A/44/49 (1989), *entered into force* Sept. 2 1990.

[3] Louise Searle, *Child Participation During Conflict and Crisis: An Analysis of Risk from Eastern Democratic Republic of Congo* (2010), 9.

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Risk Analysis Tool for Child Participation

In order to mitigate risks, offices must;
- Make careful assessment of risks associated with children's participation in activities prior to encouraging child participation in program or community activities.
- In high risk/volatile areas or when addressing sensitive issues, offices must undertake routine and ongoing assessments of the likely risks and consequences associated with child participation, and do so in collaboration with children and caregivers.

Section1: Minimum Conditions for Planning Child Participation Activities

All of the following pre-conditions must be met in order to proceed with the remainder of the risk analysis. If some conditions are not met, plans for child participation activities should not proceed until conditions are met.

1. **Are the following pre-conditions met? Tick Yes or No.**
   a. Local child protection threats, issues and resources have been identified   **YES☐ NO☐**

   b. Plans are in place to ensure children have genuine opportunities to influence the outcome and approach of the activities   **YES☐ NO☐**

   c. Intentional plans have been made to include most vulnerable children in the activity **YES☐ NO☐**

   d. A complaints and response mechanism exists for children to report inappropriate behaviour by adults in the child participation activity   **YES☐ NO☐**

   e. Plans are in place to get informed consent of child participants and their caregivers **YES☐ NO☐**

   f. Partner organizations involved in the activity or project have policies or systems which make them safe organizations for children   **YES☐ NO☐**

Section 2: General Context Questions

Mark your answer for each question on the coloured scale.

1. **How stable is the context?**

| Very stable | Some civil unrest | Armed criminal gangs | Armed Conflict |

2. **How willing and able are the police to protect people?**

| Willing & Able | | Willing but some capacity issues | Not willing |

3. **How effective are systems of justice (laws, investigations & prosecutions, courts, community grievance procedures)?**

Effective   **Somewhat effective but some lack access**   **Ineffective[4]**   **Widespread impunity[5]**

4. **Have there been any specific threats or incidences of violence or reprisals for people advocating for human rights, speaking out about alleged abuses, or criticising government policy or practice that you know of or have heard about?**

No, never   **Sometimes**   **Often**   **Yes, all the time**

5. **To what extent are people free and safe to express their opinions openly?**

No restrictions/consequences   **Opinions discouraged**   **Reprisals/Consequences occur**

6. **To what extent are children's opinions listened to and respected within the family and community?**

Frequently   **Sometimes**   **Not usually**   **Discouraged**

7. **To what extent are children encouraged to engage in activities not related to school, family duties, or income-generating activities?**

Frequently   **Sometimes**   **Not usually**   **Discouraged**

8. **How effective are local child protection mechanisms at receiving and responding to reports of child abuse, exploitation or neglect?**

Effective   **Somewhat Effective**   **Ineffective**   **Non-existent or Corrupt**

> **Review your answers to questions 1-8 in Section 2. If any answers are coloured orange or red, proceed to Section 3. If not, decide of how often you need to repeat the risk assessment (e.g. monthly).**

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[4] Ineffective systems may be due to a lack of adequate laws (e.g. against marital rape or prohibiting child marriage) or lack of capacity (e.g. lack of human and financial resources, data management processes, weak enforcement).

[5] Examples of impunity include a lack of proper investigations, ability for alleged perpetrators to pay bribes and seek early release, corruption, malpractice and abuse, and police and courts not acting independently or strongly influenced by business, political or military actors.

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Section 3: Risk Assessment Tool

Directions:

1. **IDENTIFY POTENTIAL RISKS**: Use the **Risk Assessment Tool** below to write down all the possible negative consequences and risks that could occur if you proceed with your intended child participation activities. Think about the potential physical, social, and emotional forms of harm and distress for the children who participate, their families, World Vision staff or affiliates, other agencies, and other actors. Try to be as specific as possible.

2. **RATE HOW LIKELY A RISK WILL OCCUR**: For each risk/problem you have identified, decide how likely it is to occur on a scale of 1-5, with1 being unlikely and 5 being very likely.

3. **RATE SEVERITY OF CONSEQUENCES**: For each risk/problem you have identified, decide how severe the consequences would be if it did occur on a scale of 1-5 with 1 being not severe and 5 being very severe.

4. **IDENTIFY RISK MANAGEMENT PLAN**:

   a. *Items scoring a 2-3 for either likelihood or severity*: discuss and document a plan for what you will change in the design and implementation of planned activities to reduce the risk.

   b. *Items scoring a 4-5 for either likelihood or severity*: discuss and document a decision of whether to proceed with making changes to the activity, or whether the activity needs to be stopped as the risk is too great to proceed, even with changes.

Please note:

A common mistake is to assume that because a particular risk has not occurred in the past, then it is either not a risk, or the risk of it occurring is low. However, the level of threat can change and circumstances can increase peoples' susceptibility to a particular threat. This is usually more likely to occur in conflict or in fragile settings where context, politics, and power dynamics are changing rapidly. This risk assessment may need to be repeated if certain circumstances occur that endanger children, their families, and their communities.

Also, remember that although children's perceptions and opinions are important, children's reports of 'feeling' safe is not the same thing as *being safe* or managing risks. Ideally, children should identify the potential negative consequences of their proposed activities, but World Vision also has a responsibility to raise potential risks and actively manage these, even in situations where children may not identify them or consider them important.

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Risk Assessment Tool

Date:	Project:	Name of Person/s Completing this Assessment:

Description of intended Child Participation Activity: (What do you plan to do?)

Description of the specific objectives of the intended activity: (What outcomes do you plan to achieve)?
.

Description of current context (in particular, highlight any of the orange or red issues from Section 2):

Name of other people consulted:

Possible Risks (to affected persons/beneficiaries, to your organisation, and to other agencies/people).	Likelihood of Risk occurring (Very Likely: 5 Unlikely: 1)	Severity of Consequences (Very Severe: 5 Not severe: 1)	Risk Management Plan

Other Comments/Referral:

APPROVED BY: BILL FORBES
EFFECTIVE DATE: XX XXXX 2012   REVISION NUMBER (DATE):

<div align="center">Participatory Tools</div>

1.   Free List Exercise

Aim:
To gain understanding about the problems, causes, and well-being of a particular target group

This tool is most effective when used to interview children within each sub group of the most vulnerable identified through previous processes. Depending on the category of vulnerability being investigated, it might also be useful to create sub groups for children and adolescents.

Participants:
This activity can be used effectively with children aged 9 years or over. Literacy is not essential. Participants are interviewed individually and are asked to speak about children who have experienced the same type of vulnerability that they themselves have experienced.

Interviewers:
Interviewers will work in pairs. In each pair, one interviewer will be the note taker and one interviewer will talk with the interviewee. The note taker will write down verbatim, without paraphrasing, the words of the interviewee onto the Free List form.

Approximately 20 children need to be interviewed for each sub group. Based on this number, five pairs of interviewers will each interview four children. This requires ten interviewers in total.

Basic Principles:
- Use non-leading questions
- Use open-ended questions
- Probe (a non-leading way to get more information)
- The interviewee is the teacher and the expert
- Avoid asking the question 'why?'
- Learn respondent's vocabulary
- Ask about the vulnerable group in general (not about the specific experiences of the child being interviewed)

Materials:
Blank copies of the Free List form for each interviewer
2 pencils for each interviewer
1 pencil sharpener for each interviewer
1 notebook with a hardback for each interviewer

General Interview Process:
1. Greet the child
   - Introduce yourself and the organization
2. Give a brief description of what World Vision is doing
3. Request to interview the child
   - Tell them it will take up to an hour

> **Defining a Probe:**
> A Probe is a way of encouraging the interviewee to share more information without leading or guiding. Probes can vary from culture to culture, but some examples of probes include:
> - Being silent and giving time for the interviewee to think;
> - Echoing or repeating responses that the interviewee has given to you;
> - Asking the interviewee to "Tell you more about . . . . ."; and
> - Saying "uh huh" or something similar in your language.
>
> Probes can also help to get the interviewee get back on topic.

4. If they refuse, thank the child and leave
5. If child agrees
   - Find a private location (so others cannot hear)
6. Conduct Free List Interview
7. At end of interview
   - Review notes
   - Ask any clarifying questions
   - Ask if interviewee has anything to add
   - Add any new information to interview notes
   - Ask if you can return if necessary
   - Decide when and where (record this information)
   - Thank child and leave.

Specific Interview Process:
1. After the child agrees to the interview and you have found a private location to interview the child, begin the Free List with Question #1; a question you have defined to help you understand this specific sub group of vulnerable children. *Example*:
   - "What are the priority child protection issues within this community?"
   Remember: Every interviewer needs to be asking the exact same question in the exact same way, otherwise you may end up with different results without knowing why.
2. The note taker (the second interviewer in your pair) will write down each problem the interviewee says on the left side of the Free List Form. In the interview, record exactly what the interviewee says. Write everything in pencil.
3. The interviewer will continue to probe the child for additional problems until the interviewee actually says that there are no other problems they can think of.
4. The interviewer then starts at the top of the Free List Form and asks the interviewee to provide a brief description for each problem they have provided.
   Remember: The interviewee is always the expert.
5. The note taker will write the each of the descriptions the interviewee says on the right side of the Free List form opposite to the corresponding problem.
   Remember: Don't translate, summarize, or paraphrase. Write down exactly what the interviewee says.
6. After the interviewee has provided all of the descriptions, the interviewer will probe again to see if the interviewee can think of any additional problems to add to the list.
7. If the interviewee states additional problems, the note taker will write them down in the left-hand column and the interviewer will ask for a description of each of these new additional problems. The note taker would then write the descriptions for each of the problems in the corresponding right-hand column.

This same process is repeated for each pre-defined question. Please refer to the assessment guidelines for suggested questions. It is recommended to ask no more than three questions total.

Analyzing the Data:
1. Have the interviewers divide into groups; one group for each question asked for up to a total of three groups.
2. Give each group two large sheets of butcher paper.

3. Give each group a folder of interviews. Each folder has one set of free list interviews.
4. Each group will follow the same process (The process below is explained with an example of a free list asking Question #1 above about the problems faced by this sub group):
    a. Identify a recorder for the group.
    b. Read the first problem in the left-hand column of the first sheet of free list interviews.
    c. Write the first problem on the butcher paper and make one stroke on the far right side of the butcher paper.
       Remember: It is important to write exactly what was recorded in the local language. Data should not be translated, summarized, or paraphrased, but should be analyzed and recorded in the local language.
    d. Next, have the group read the right-hand column; the brief explanation of the item that was in the left-hand column.
    e. If the group finds a new and different problem in the right-hand column; the group will add the problem by writing it below the first problem on the butcher sheet and making one stroke on the far right side of the butcher paper. The group may find more than one problem in the explanation on the right-hand column of the free list interview.
    f. If a problem sounds similar to a problem that has already been listed, but it is worded differently, then it will also be added as a new problem to the butcher paper with a stroke marked on the right-hand side.
    g. Continue this same process with each problem in the left-hand column and right-hand column.
    h. If a problem is listed exactly the same as an item that has already been written on the butcher paper, do not add it as a new problem. Instead, add another stroke to the stroke on the right-hand side of the paper adjacent to that problem.
       Example: Fighting with each other   III
    i. Each group member takes a turn reading and serving as recorder.

Once this process has been done for each of the free list questions, it is helpful to hang the sheets of butcher paper on the wall and reflect on the statements of these children.
- Which statements stand out to you?
- Which statements have many strokes?
- Which statements can potentially be addressed through World Vision programming?
- Which statements are already being addressed by the community, other organizations, or the local government?

Part One - Listening to Children
Tool: 'Introductions and Creative Openers'[1]

This session provides suggested activities and facilitators guide may use and adapt for the Introductory session of the workshop with children. The tools may be used with children 8+ years old. To facilitate effective interaction among the children it is suggested to group children according to their age groups, for instance 8-10 years old, 11-13 years old, 15-18 years old.

Facilitator's Notes:

Today we will listen to you talk about the different problems that children face at home or in the community and who are the people that help you with these problems.

But before that, we would like to get to know each other…

The following are examples for "Getting to Know You" with children. Please feel free to use or adapt other activities that will introduce participants and facilitators, break the ice and begin to build rapport among participants and with the facilitators.

Names and adjectives

Participants sit in a circle. Each to think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as their name, for instance, "I'm Harry and I'm happy". Or, "I'm Maria and I'm moody" As they say this, they can also mime an action that describes the adjective. All others will repeat the child's name and imitate her action after she introduces himself/herself. For example, "He is Harry and he is happy". The facilitator may want to start off by first introducing himself/herself this way.

The Sun shines on ….

Participants sit in a tight circle with one person in the middle (facilitator may start off). The person in the middle introduces first saying her/his name and one sentence that describes her/him. Then shouts out "so the sun shines on…" and names a color, articles of clothing that some in the group possess, a favorite activity or a talent or skill. For example, "I am Aimy, I love the color blue and the sun shines on all those wearing a blue shirt" or "the sun shines on all those who love to draw" or "the sun shines on all those who know how to sing". All the participants who have that attribute must change places with one another. The person in the middle tries to take one of their places as they move, so that there is another person left in the middle without a place. The new person in the middle shouts out "the sun shines on…" and names a different color or type of clothing, skill or talent.

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1 Edited from APR Child Protection Toolkit

�ख "Hello" in many languages, in 72 seconds

Participants standing up, spread out around the room. Facilitator teaches "Hello" in a few languages. For instance, "Hello" (English), "Konnichi wa" (Japanese), "Hola" (Spanish), "Assalamou Alykoum" (Arabian), "Haai (Afrikaan), "Bonjour" (French), etc. Participants repeat the words so they get to pronounce and remember them. This may also be written on flipcharts so they can read and memorize. Then at the count of three (3), facilitator signals participants to go around the room and meet other participants they don't know and greeting them with "Hello" in many languages and adding their own language/dialect, and asking their names and brief description of who they are in 72 seconds. After 72 seconds, count to three again and ask them to switch and find other people in the room they haven't met, greeting them "Hello" in many language and their own, ask their names and brief description, in 72 seconds. Repeat this round as the time allows.

📝 Facilitator's Notes:

Thank you - you all did great in the introductions!

Your views are very important to us. We hope you will be open and honest as possible and to the level you are comfortable. Let us know if you do not feel comfortable about any question or situation as we conduct this activity. Please remember that your comments will be recorded but your identity will be kept confidential - we will not share your name and information to anybody, unless you tell us otherwise. As you we talk together, please be reminded to listen attentively when someone is talking or sharing his/her ideas or story. It is important to respect the views of other children in the group no matter how different they may be. It is also important that you avoid telling other friends or people about the stories of children in this activity unless he or she gives you permission. (Brief children about other child protection guidelines as necessary.)

What we do today will help adults understand some of the problems that children face in the community, and help us all to make the community a safer place for children.

So all of us may enjoy, we will do this activity in a creative way – you may draw, sing, or do a drama/role play. You may also suggest some other ways you would like to use to respond to the questions. .

To make our time more meaningful and productive, let's us take a few minutes to identify some ground rules ("Dos/Donts")….(Or you may share a set of ground rules prepared beforehand and ask children whether they are in agreement with it).

Before we begin, do you have any questions?

exercise #4   How do we support our children?

objective
To promote understanding about children who don't have enough support and protective factors

time span
approximately 30 minutes

materials
☐ medium-size balloons
☐ flipchart paper
☐ markers

product
Notes from the group discussion

Balloon Game

What is this tool?
This tool uses a game to encourage initial dialogue about children who may not have the kinds of support or protective factors needed to thrive.

Recommended Process

To begin the exercise, ask the group to think about community supports and protective factors for children.

Action: Give a balloon to everyone in the group. Make sure the balloons are of a medium size and not too small.

Ask everyone to inflate his or her balloon.

Action: Each participant inflates one balloon.

Ask them to toss their balloons into the air and to keep the balloons in the air by tapping them gently. Tell the group:

"When we support the balloon we are giving it protection and support."

"Each time we tap the balloon, we are supporting it with protective factors."

Enabling a child or young person to develop and reach their dreams requires support, protection, opportunity, and love.

"Each balloon represents a child or youth in the community.'

Ask the participants to keep all of the 'balloon children and young people' off of the floor for 45 seconds. As a community, they will need to do their best to keep all of the 'balloon children' off the floor.

The only rule is that they can only tap any one balloon no more than twice in a row. Repeat the instructions and make sure that everyone understands.

Action: The participants will attempt to keep all the balloons off the floor. Various degrees of chaos will erupt. Watch and wait for 45 seconds.

Ask them to hold the balloons that are in the air and look down at their feet. Explain:

"We have done this activity in rooms for as many as 1200 people and as small as 15, and we generally see the same result. We see that in any given community, between 25 to 35% of the balloons are on the floor. Now the good news is that we are successful with between 65 to 75% of our children. The not so good news is that between 25 to 35% of our children are hitting the floor at any given time."

"Do you think you can do better? I will give you seven minutes to come up with a system that will keep all of the children off of the floor for 45 seconds. You can do it as one large group, break into small groups, or any other creative solution you have. However, the ONLY rule is that you must tap the balloons and each person can only tap any one balloon no more than twice in a row."

"You now have seven minutes to design, practice, and create a system which keeps all of the balloons off of the floor for 45 seconds."

Action: After a seven minute wait, ask the community to pick all the balloons up off the floor and prepare to be timed.

Ask them to start.

Action: Watch what people are doing. As the facilitator, you will notice that people are working hard to keep the balloons off the floor. They are hustling, jumping, on their knees, on their backs, and diving to keep the balloons up in the air. Watch for 45 seconds.

Balloon game
notes

Ask them to stop. You may need to speak loudly to be heard. Ask them to hold the balloons they have that are in the air. Then ask them to look at down at their feet. Note that there are fewer balloons on the floor than last time but some always seem to slip through. Ask:

"Who in your community are like the balloons that are left on the floor?"

Ask the group to describe how this exercise is like working together in their community to take care of their children and youth. Allow for individuals to share feedback and examples.

Exploring our context - part 2

What is the purpose?

The purpose of this guidance is to explore the starter group's understanding and definition of the most vulnerable. The starter group identifies characteristics of the most vulnerable and maps the most vulnerable groups and stakeholders who are currently involved in working with the vulnerable.

objectives

- To explore and increase understanding of the most vulnerable in the local context
- To increase understanding and define vulner-ability for the local context
- To identify the most vulnerable groups in the primary focus area
- To map the most vulnerable groups in the primary focus area

who participates

Starter group members

time allocation

approximately 4 hours

products

- Descriptions and characteristics of the most vulnerable
- Lists of vulnerable groups in the area
- Maps of the most vulnerable groups in the primary focus area

Note: Keep all of the products developed in this meeting. They will be used again in the next meetings and in future steps of the Critical Path.

who facilitates

The DF identifies starter group members who can co-facilitate. The DF works with the co-facilitator(s) to prepare for the meeting. Each facilitator is clear about what exercises they are facilitating or co-facilitating. Print a copy of this facilitation guidance for each facilitator. See note below.

Note: It is important that the DF supports and facilitates a community-led process and not a WV-led process. From the beginning, DFs begin to coach and mentor starter group members.

process

Exploring our context - part 2

exercise #	time	name of exercise	description of exercise
	30 minutes	**Introduction and recap**	Starter group members introduce any new starter group members, recap the learning from exercises from Exploring our context - part 1, and provide an overview of the agenda.
1	45 minutes	**How does it feel to be vulnerable?**	An exercise where starter group members begin to explore what it might feel like to be a vulnerable child
2	45 minutes	**What makes children vulnerable?**	An exercise where starter group members identify characteristics of children who are not doing well in the community
3	1 hour	**Who are vulnerable groups in our area?**	An exercise where starter group members identify vulnerable groups in their area
4	1 hour	**Where are the most vulnerable?**	An exercise where starter group members map their areas, the location of vulnerable groups, and the location of stakeholders currently involved in working with vulnerable groups

Community Engagement Tools

I

exercise #1 | How does it feel to be vulnerable?

objective
To explore and increase understanding of the most vulnerable in the local context

time span
approximately 45 minutes

materials
☐ cards on page 4

Take a step

What is this tool?
This exercise helps participants experience what it feels like to be vulnerable.

Recommended Process

1. Create a calm atmosphere, ask the participants for silence.

2. Hand out the role cards or photos at random (see list of roles on page 4), one to each participant. Tell them to keep it to themselves and not to show it to anyone else. Note that you can consider substituting some of the roles for situations of children (especially most vulnerable children) identified during the assessment.

   Note: These roles can be changed to fit the local situation. However, there should always be a mix with a majority of roles describing children in vulnerable children, and a small percentage who are in moderately good situations and a couple who are in privileged positions.

3. Invite them to read their role card silently.

4. Now, ask them to begin to get into their role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:

   - What is your childhood like? What sort of house do you live in?
   - What kind of games do you play? What sort of work do your parents do?
   - What do you do in the morning, in the afternoon, in the evening?
   - How much money do your parents earn each month?
   - How do you contribute to the family livelihood?
   - What do you do in your free time, if you have it?
   - What do you do in your holidays, if you have any?
   - What excites you and what are you afraid of?

5. Now ask people to remain absolutely silent as they line up beside each other (as on a starting line for a foot race).

6. Tell the participants that you are going to read out a list of situations or events (statements provided on page 3). Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.

7. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.

8. At the end invite everyone to take note of their final positions. Before discussing the exercise, remind them that they are now 'themselves' again.

Take a step
notes

Statements

- Your family has never encountered any serious financial difficulty.
- You have a decent house with a television.
- You feel your language, religion, and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters, and your views are listened to.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- Your family provides high levels of love and support.
- You can go away on holiday with your family once a year.
- You can invite friends for dinner at home.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You can use and benefit from the Internet.
- You receive support from three or more nonparent adults or peers.
- You go to church regularly or attend another religious institution.
- You go to a school which provides an encouraging, caring environment to learn.
- You have caring neighbours.
- Your parents get involved in your school and homework.
- You feel safe at home, at school and in the neighbourhood.
- Your best friends model positive, responsible behaviour.
- You are encouraged by parents and other adults to do well.
- You spend time in cultural or recreational activities with other young people.
- You are optimistic about your future.

Debriefing

Start by asking participants about what happened and how they felt during the activity and then go on to talk about the issues raised and what they learned. Before they answer any questions, have them share what their role was. Some key questions:

- How did you feel during the exercise?
- How did it feel to step forward? To be left behind? What did this make you feel about yourself and others?
- What reflections do you have about exclusion and vulnerability of children from this exercise?

Community Engagement Tools

Daughter of a banker, attending a private school. She sponsors a child and writes regularly.	Son of a local businessman and recent immigrant. Attends state high school. Bullied by peers.	Boy working in a brick factory. Parents are indebted to local moneylenders.
Youth whose parents recently divorced after prolonged domestic violence. He is in foster care.	Girl adopted by a Hollywood star. Lost both parents to AIDS.	Adolescent boy in a juvenile reform centre. His father is an alcoholic and abusive.
Girl who has been trafficked by her uncle. She is trapped in prostitution and unable to communicate with her family.	Boy in primary school. His father is a fisherman and village elder. He helps fish on weekends.	Girl who has been displaced by conflict. She helps her mother teach out of school children.
Adolescent girl, member of a working children's organization. Parents are day laborers.	Adolescent boy whose parents died of AIDS. He cares for three siblings.	Son of a government minister. Currently attending a private boarding school.
Daughter of missionary parents who have lived for years in a remote village.	Adolescent girl whose boyfriend is a gang member. She has dropped out of school.	Boy who is fighting for a rebel militia. His family was killed by government forces.
Adolescent girl with a scholarship to a prestigious high school. Her parents are poor, strong church members.	Girl from an ethnic minority group. Her mother leads a local organization that fights for indigenous rights.	Boy being raised by a single working mother. He is cared for by his grandparents.
Girl from low caste. Forced to drop out of school and get married. She joined a NGO self-help group.	Girl who sells fruit to foreigners and rich nationals on the beach, and does not go to school regularly. She studies English at a private school three days per week.	Boy living and working on the streets. His stepfather beats him. He sniffs glue.
Adolescent girl elected president of the local children's parliament. She helps her mother roll cigarettes.	Disabled boy who is carried to school each day by his father.	Adolescent boy who lost his legs in a mine blast. He campaigns for the rights of other children like him.
Girl who is HIV positive. Cared for by her grandparents. She is barred from school.	Boy who lives with parents and five siblings in a slum.	Boy who lives with his mother and two younger siblings. Juggles on the street for tourists to earn money.
Girl who has lived in several foster homes. Her mother is a drug addict and unable to care for her.	Adolescent boy in a rural setting. His father is a local pastor. He helps to lead the children's group in his church.	Girl in high school. Her mother works in a textile factory. The girl is pregnant.

| exercise #2 | What makes children vulnerable? |

objective
To increase understanding and define vulnerability for the local context

time span
45 minutes

materials
☐ flipchart paper
☐ coloured markers
☐ masking tape
☐ white cards

product
• Drawings of children with notes about how they are not doing well
• 8 to 10 agreed upon characteristics of the most vulnerable in the local context

Defining vulnerability

Recommended Process

Introduction

The purpose of this exercise is to develop a shared definition of vulnerability for this area.

The previous exercise helped us to understand what it can feel like to be vulnerable, excluded, or to have limited access to the same rights or services available to others.

It is important that the starter group defines vulnerability in their community, discussing what makes children most vulnerable to ending up in the worst situations in their community. In this initial exercise, the starter group will make an initial attempt to define what vulnerability looks like in their community. The definition developed may be revisited later. It may be necessary to sensitize the starter group on some issues of vulnerability that are not acknowledged or have strong stigma, such as children with disabilities or children in domestic work. They can use the following process or other locally appropriate processes to do so.

Facilitator

Now we are going to do a similar exercise to one we did before but this time instead of describing a child who is doing well in this area, we are going to describe a child who is not doing well.

Divide the participants into small groups. Give each group a piece of flipchart paper and some coloured markers.

Ask each group to draw a picture of a child who is not doing well in the center of their paper. Ask them to add notes or pictures to describe some of the signs of how they know the child is not doing well.

🏮 Tips for Facilitators

• If participants are writing statements such as 'not healthy' or 'not educated' ask the to describe or draw how they know that the child is 'not healthy'.

• Be careful not to give descriptions, these should come from the participants.

• If groups are having difficulties coming up with descriptions, consider using these probing questions:

   - *Do you see any types of exploitation or abuse? If so, what types?*

   - *Do you see any types of disasters affecting certain households? If so, how is it affecting the children?*

   - *Do you see extreme situations of children not having what they need? If so, what types of needs are unmet?*

Community Engagement Tools

Defining vulnerability
notes

After the groups have finished their drawings, ask each small group to present their drawing to everyone in the starter group. Discuss similarities and differences between groups.

Now that we have these drawings of children who are not doing well in this area, we are going to use these to help us define vulnerability.

Divide the participants into small groups and give each group 8-10 blank cards. (Assigning participants to new groups will encourage them to share from the last exercise.) Ask each group to use one of the drawings they created earlier. Ask them to use this drawing to identify the **reasons** why these children are not doing well.

For example, if a description says, 'this child is crying', the group would write down on a blank card a reason why they think the child is crying.

The groups will work through their drawings, writing on cards the reasons why the children are not doing well. Write one reason per card.

After the groups have written all the reasons, each group works on their own to arrange their cards in the order of increasing seriousness of each reason.

Once each group has completed, the exercise, they should present and explain their answers to everyone in the starter group.

Post all of the cards on the wall and arrange them so that cards that have the same or similar reasons on them are grouped together.

Based on all the reasons posted, work with the starter group to come up with a list of the top 8 to 10 agreed-upon reasons causing vulnerability.

Give each participant 8 to 10 coloured dot stickers. Ask the participants to place stickers on the cards that they think are the most important reasons that cause vulnerability in their area.

Identify the top 8 to 10 selected reasons.

Write this list on a flipchart paper. This list summarises the most important factors causing vulnerability in children in this area.

exercise #3 | Who are the vulnerable groups in our area?

objective
To identify the most vulnerable groups in the primary focus area

time span
approximately 1 hour

materials
☐ flipchart paper
☐ coloured markers
☐ masking tape

product
List of the vulnerable groups in the area

Identifying the most vulnerable children

Recommended Process

We have now looked at what it means for children to be vulnerable in this area. We have discussed the characteristics of children who are not doing well and identified some of the reasons why the children are not doing well. Now, we are going to look at which groups of children are vulnerable in our communities.

Using the definitions developed in the previous exercise, consider the following questions together and develop a list of the groups (or types) of most vulnerable children from the discussion.

- Which children are living in the worst situations in this community? Why?

- Which children face the most discrimination in this community? Why?

- Which children have the lowest possibility of a bright (good) future? Why?

Initially, the facilitator should try not to give any examples, but if the group is really struggling with these questions, the facilitator may give 1-2 examples so that they understand the exercise (such as, a child is vulnerable if his mother is chronically ill; or a child is vulnerable if she is a member of a certain tribal minority group; or children working in the brick factory are very vulnerable).

After the list is generated, the facilitator can use the list below (considering the local context and which of these are relevant) to help the group consider if there are children in the area who are:
• living or working on the streets
• sexually exploited
• involved in exploitative labour
• without a primary caregiver
• affected by HIV and AIDs
• affected by armed conflict
• affected by natural disasters
• involved in gangs
• using drugs
• victims of domestic or community-based violence
• affected by stigma associated with disability
• affected by discrimination against certain ethnic or religious groups
• part of landless families
• heading their households
• have a chronically ill member of the household
• living in households that have taken in orphans
• have parents or guardians that have disabilities
• have been sexually abused or trafficked
• in a family with women who sell sex
• married at a young age
• living in institutions (orphanages, group homes, institutions for children with disabilities, prisons, detention centers)
• in a family with parents who abuse alcohol or drugs
• immigrants or refugees

After the list has been developed, discuss with everyone how starter group members would prioritise the vulnerability of the different groups. Which groups are more vulnerable than others? Recognise that different participants may have different perspectives and views. This is an initial discussion and can highlight the need for gathering more information from the individuals from the vulnerable groups, including children.

Community Engagement Tools

exercise #4 — Where are the most vulnerable?

objective
To map the vulnerable groups in the primary focus area

time span
approximately 1 hour

materials
☐ flipchart paper
☐ masking tape
☐ coloured markers

product
Maps of the most vulnerable groups in the primary focus area

Mapping vulnerability

What is this tool?
This tool is used to help participants create a map that identifies the locations of vulnerable groups and households in their communities. Participants also map children who are at risk, places of safety, and places of risk.

Recommended Process

Now that we have an agreed-upon understanding of vulnerability, we are going to create maps to help us see where the most vulnerable are located for this entire area.

Ask participants to form into small groups based on their knowledge of specific geographic areas, such as neighborhoods, villages, or communities. Participants group together by the places they live or know the best.

Provide each group with a large sheet of flipchart paper, or several sheets taped together.

Ask each group to draw their assigned geographic area. Using the information from the previous exercises, ask the groups to draw on the map the places where the most vulnerable children are located.

Ask the groups to also include on the map:
- Individuals, groups, or ogranisations who work with and help the most vulnerable
- Groups of children at risk (disaggregated for boys and girls, as well as other groups of children)
- Places of risk for children in the community
- Places of safety
- Places where children (disaggregated for boys and girls, as well as other groups of children) gather during the day and night
- Adult advocates or allies for most vulnerable in the community
- Existence of services for children

When the groups have completed their maps, post the maps on the wall and ask each group to share about their geographic area. Discuss similarities and differences between the areas. Add anything that comes up during the discussion.

After all the groups have shared, look again at the list of vulnerability factors developed in the previous exercise. Ask the participants to reflect and discuss the factors. Is there anything missing? Add factors if needed.

Conclusion

Explain that these exercises will inform the starter group about who to include in the upcoming community engagement process.

Check to see if there are any outstanding questions before closing the meeting.

The Cage Trap (add footnote for primary source)

In this activity, children will name their bad/difficult experiences with others in a non-threatening way, helping them to describe their understanding of why these happened and how they react or felt about it. A debriefing exercise is also provided at the end of the activity.

Objective:
To understand

Introduction:

Tell the children that in our life, there are some experiences with other people that we don't like, that hurt us and make us sad, afraid or upset. Often these become like a cage in our life that traps us. This time, we are going to help you make a cage to catch different words to describe the bad experiences that children face in this community.

Step 1: Making the cage (to save time, you may prepare this ahead with a couple of volunteers)

Begin with a blank, loose page of flipchart. Draw a cage made of mesh or grids. The cage should have several grids and lots of space in it so children can write or draw their bad or difficult experiences.

Step 2: Filling in the cage

Group the children into small groups of equal numbers. Get the group to think and talk about some of the problems and difficult experiences with others (adults, or with other children) that hurt them, make them unhappy, upset or afraid. Encourage them to talk about these in a general way rather than in a personal way. Explain to children that they are representing all the children in the community. Children write or draw these in the spaces in the cage. Use more flipcharts as necessary.
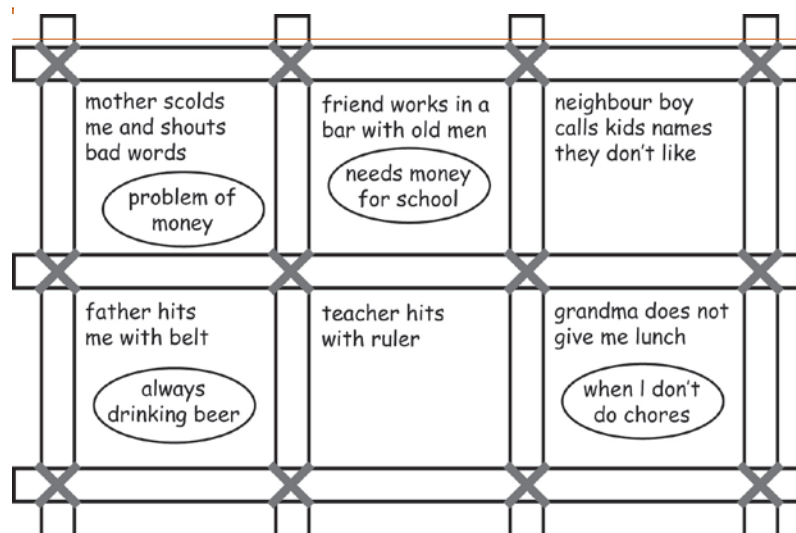
Comment [WV1]: I would suggest we modify this example so that it doesn't have specific, individual examples.

The Cage Trap continued	**Guiding questions:**

Remember the story of Leila and the problems she faced? Now, can you name some of the things that adults or other children do at home or in the community do that hurts children? Please write or draw them in the spaces on the cage - one situation should be in one box.

Please name some of the things that adults or other children do that makes children feel unhappy, upset, or afraid? Please write or draw them in the spaces on the cage - one situation should be in one box. Who are the children who are most affected by these experiences?

After they have done listing/naming the problems, ask children to try and identify the deeper reasons ('root cause' problems) that cause these problems. You may want to recall the story of Leila, and what may be the deeper reason/s why her mother and father scold her.

Guiding questions:

- What maybe the deeper reason for each of the problem you have written/drawn in the spaces?
- Why do you think they treat you or other children this way? Does it happen when you commit a mistake or when they are disappointed with what you did or do they do it even without a reason you are aware of?

Write the reason/s beside each of the problem you identified earlier and encircle them |

Step 3: Sharing their stories

Ask the children to get ready to share the stories based on the cage trap they have created. Ask one or two volunteers from each of group who can summarize and report what they have written/drawn on their cage. Remind the children to listen attentively as each group share about their cage. Encourage the children to thank the presenters or clap for the presenters as well as for themselves for listening attentively. You may teach them special claps (eg. rain clap, mosquito clap, round of applause, angel clap, etc.) so the are also energized in between presentation. Note: Children may also choose to present through a role play, a poem or a song based on their discussion.

Step 4: Debriefing

When all the groups have shared their stories, thank the children for the great work they have done so far, especially in catching their problems in the cage which can symbolize how they are able to trap the problems so these are in a much weaker position and they are much stronger.

Additionally, you may use the debrief exercise described below:

Ask children to stand up, as they hold on to their drawings say: Now we will shake off these bad experiences and feelings you have trapped in the cage, so they are blown away by the wind away from us and into the farthest and deepest oceans. Then motion a shaking of your body, and invite the children to shake their own hands and fingers, then feet/legs, then their head, then their whole body altogether. Tell them to keep on holding on to their drawings, imagining that they are shaking off all their bad experiences and feelings with the strongest wind blowing these away and burying these in the deepest ocean. Do this for a few seconds. Then, slowing down, thank them for doing a good job, then as they stop, ask them to breathe in and out for a few seconds until they become still and comfortable.

1. Problem Tree Analysis and "why" Exercise

Is easy and visual to help address causes and effects of a problem and shows the stakeholder involvement.

The "why" exercise is a method that keeps asking "why" until it gets to the root of the problem. This may or may not work well with your group – you will have to try it and see!

Write the child protection or the advocacy issues that the group has chosen on a large piece of paper. You should state the issue as a problem. Then keep asking "Why?" until the group can go no further with their explanation of the causes behind the problem.

Example:

Many orphans do not go to school. **Why?**

- Their guardians do not have money to pay for notebooks and uniforms. **Why?**
- They are caring for many children and the money is not enough for all. **Why?**
- The District Department of Education said that financial assistance would be given for orphans but this has not happened. **Why?**
- Nobody has pushed the District education committee to give this money to the children. **Why?**

By asking **"Why?"** in this way the group will be able to identify the underlying causes of the problem they are seeking to address. In this example, instead of wasting their effort trying to sensitize guardians, who do not have money, to send the children to school, the group can rather focus their efforts on advocating with the district education committee to make the grants available for the vulnerable children.

You may now help the group to put their analysis in the form of a Problem Tree, if you think that this will be helpful. The "Tree" has a trunk that represents the core problem, roots that represent the causes of the problem, and branches that represent the effects.
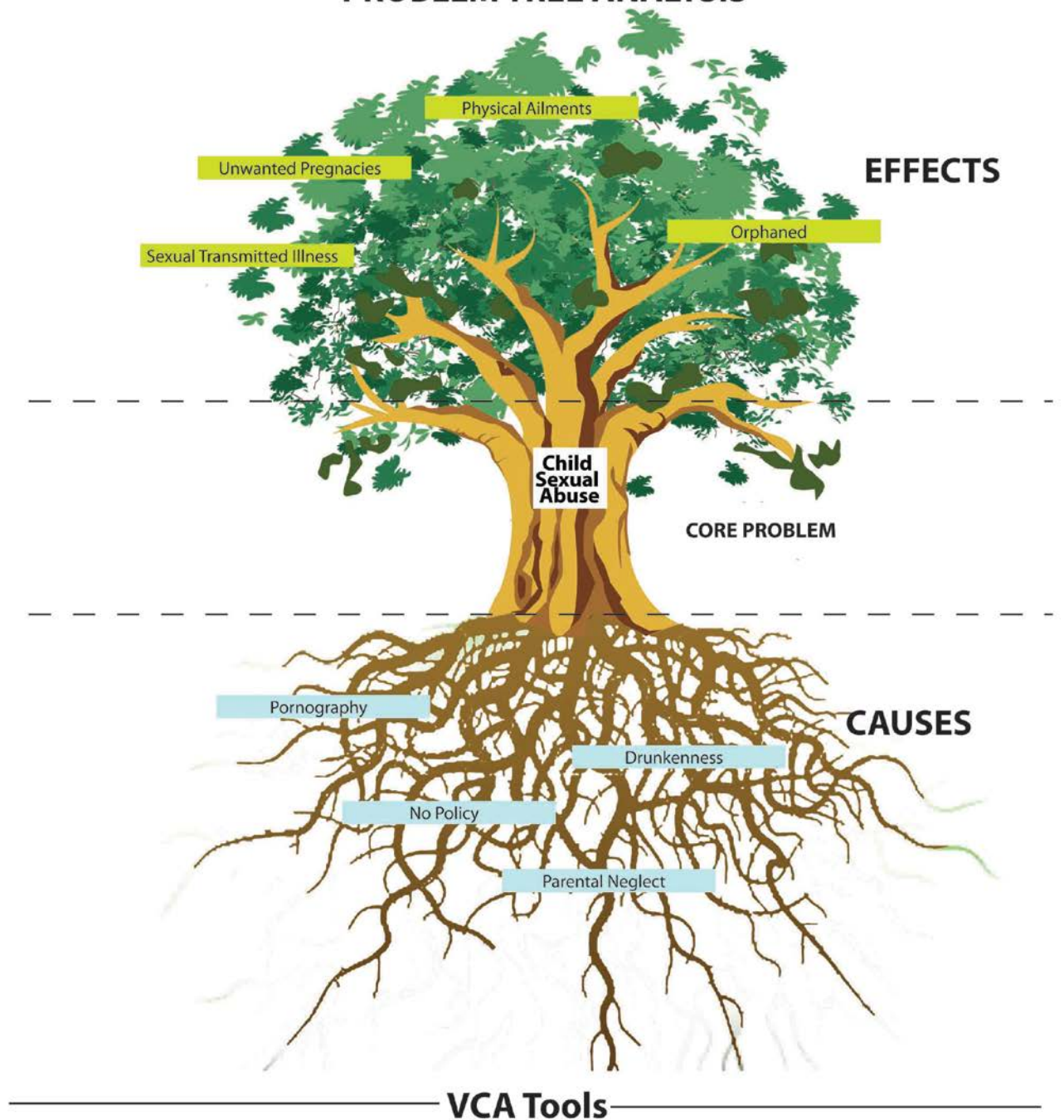
Steps in using the tree:

- Draw a trunk representing the core issue, roots and rootlets representing direct & indirect causes and branches representing direct &indirect effects of the core issue.
- Identify the causes at one or several levels and leave out the effects.
- Restrict the analysis to major causes and effects only.
- Don't look at the causes and effects that strengthen each other through direct or indirect connections.
- Ask the "Why" for about 4 to five times to identify the immediate, underlying and the root causes of the problem.
- Identify the effects of the identified core problem and include them at the tree branches and leaves if the problem is not addressed.

See the example of the problem tree below:

Vulnerable Child Advocacy |VCA|

World Vision

PROBLEM TREE ANALYSIS

Physical Ailments

EFFECTS

Unwanted Pregnacies

Orphaned

Sexual Transmitted Illness

Child Sexual Abuse

CORE PROBLEM

Pornography

CAUSES

Drunkenness

No Policy

Parental Neglect

VCA Tools

Spider diagram

What is this tool?

This exercise enables children and youth to identify stakeholders who influence the well-being of children in their communities. The spider diagram tool generates data about children's social networks and the people they turn to for help with different situations or problems.

objective
- To increase understanding about children's networks in the primary focus area
- To identify stakeholders that influence child well-being in the primary focus area

product
A list of stakeholders that influence child well-being in the primary focus area

who facilitates
Development facilitator co-leads with an external facilitator who has an existing relationship with a group of children or youth

who participates
Groups of up to ten children. This activity is suitable for children aged 10-14.

preparation
Engage adult leaders of children's groups, such as after-school programmes, youth clubs, and those working with the most vulnerable to ask them to (co)facilitate the spider diagram exercise.

time span
30 minutes – 1 hour

materials
☐ large sheets of paper
☐ coloured markers

note
The findings from the this exercise will help to inform the development facilitator of potential starter group members. The findings will also inform the starter group of key stakeholders to include as part of the community conversations.

Introduction

World Vision staff should engage a representative group of children, in a safe setting, such as an after school programme or youth group. They should be sure to include children that represent the most vulnerable. The LEAP programme assessment will help staff determine the categories of most vulnerable children who should be included in the process.

Recommended Process

Ask children to sit on the floor and give everybody a piece of paper and some coloured markers. Introduce the activity by saying something like:

"This is a fun activity because we are going to draw people who help us in different ways."

Explain that the drawing will look like a big spider when they are done.

Ask the children to write their name or draw a picture of themselves in the corner of the paper.

Next, ask the children to draw a circle in the middle of the paper. This is the body of the spider.

Explain that each leg of the spider is a problem that they face and the feet are the people they go to for help. People who help a lot can be shown by drawing bigger feet.

Ask the children to draw legs to represent problems that they are facing and to draw feet to represent the people that they go to for help. The spider can have as many legs as each child wants to draw.

Encourage the children by drawing an example but do not write down anything on the legs or feet.

If the children are still finding this exercise difficult, it may help to go around to children, individually, and ask them about a problem they are currently facing and then who they may go to for help. Remind them that there are no right or wrong answers.

When everyone has finished drawing, and you have had time to talk to each child individually, call everyone back together for a group discussion.

Explain to the children that they do not have to share about any of the problems they wrote down if they don't want to. Then ask for volunteers to share with the rest of the group about their drawing, the problems they wrote down, and who they go to for help.

💡 Tips for Facilitators

- Avoid running multiple groups at the same time. Instead, try to provide individual attention to the children in one group.

- Group size should be no more than ten children. The work is carried out, at first, by the children individually and then shared and discussed together as a group.

- Consider separating the girls and boys if there's any possibility that girls may feel uncomfortable sharing and drawing particular problems while sitting next to the boys.

Community Engagement Tools

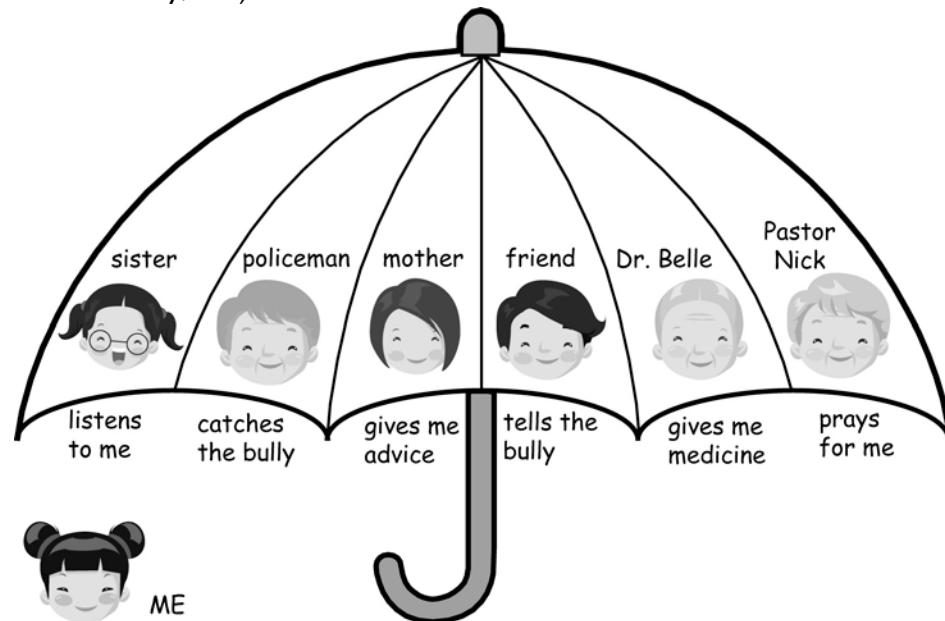# The Umbrella of Care

Step 1: Drawing the people who cares and protects me

Give each child a clean sheet of paper, a pencil and a set of crayons. Tell the children that you will now invite them to draw the people in their community who care for them and help them whenever they face situations or problems they have identified earlier.

They will map these people using an umbrella. Umbrellas are used to protect us from the heat of the sun or from getting wet in the rain. You will now draw your own umbrella of people you think can help you and keep you safe when you face this situations or problems.

You may want to show a sample drawing of an umbrella without the people as in the illustration. The umbrella may have as many spines as possible where they can draw the people whom they go for help or protection. They may also leave some spaces for new individuals (groups, organization, government agency, etc.) in the community whom they don't know that well but who they like to have in the "Umbrella of Care" and who they like to help them. Next to the handle of the umbrella, children draw themselves and put their name on it. Below that, write or describe what this person does to help them. You may give some examples but be careful not to feed them with the answers (e.g. love, listening ear, advice, education, give me medicines, keeps me safe from the bully, etc.).
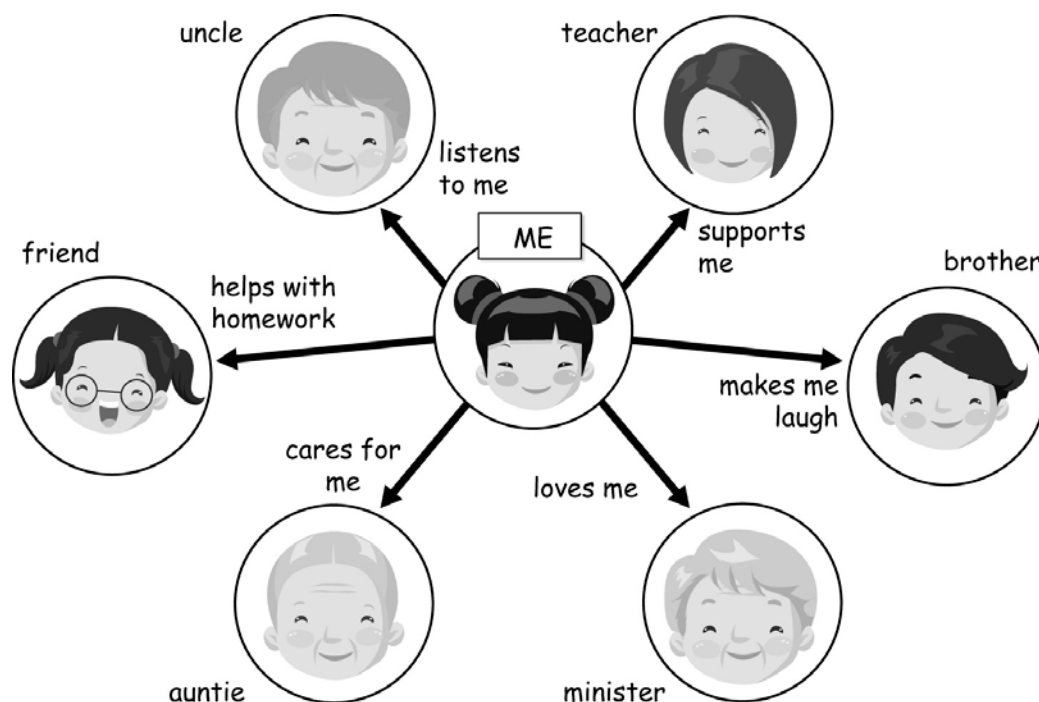
Circle of Support

Objective:
To understand networks and stakeholders for child protection

Step 1: Drawing the people who cares and protects me

Give each child a clean sheet of paper, a pencil and a set of crayons. Tell the children that you will now invite them to draw the people who can help them whenever they face situation or problems they have identified earlier.

You may say "when we are facing a situation when adult or other children do something bad to us, we often go to people who will listen and help us. This time you will show who these people are in your life and in your community. We will do this by drawing a "Circle of Support".

Ask the children to draw a picture of themselves on the center and around it make circles and draw all the people (individuals, groups, organizations, government body, others) whom they go for help and protection. They will draw an arrow pointing from their picture to pictures of the people to connect them. Next to this arrow write a word that shows what this person/ group/ organization/ agency gave or do to help them. You may give some examples but be careful not to feed them with the answers (e.g. love, listening ear, advice, education, gives me medicines, keeps me safe from the bully, etc.). They can also make a special section or leave space for new individuals (groups, organization, government agency, etc.) in the community whom they don't know that well but who they like to have in the "Circle of Support" and who they like to help them.

A Net to Keep Me Safe

Step 1: Drawing the people who cares and protects me

Make an improvised net by laying out twine, or yarn on the ground or floor. Tell the children that you will now invite them to name the people who can help them whenever they face situation or problems they have identified earlier.

You may say "when we are facing a situation when adult or other children do something bad to us, we often go to people who will listen and help us. They are like nets that can catch us when we fall. This time you will show who these people are in your life and in your community. We will do this by using a net.

Give children colored cards where they can write the name of individuals (person, groups, organizations, government body, others) they go for help and protection. They will use one color to show who these people are and another color to show what these people do to help them. You may give some examples but be careful not to feed them with the answers (e.g. love, listening ear, advice, education, gives me medicines, keeps me safe from the bully, etc.). Ask them to lay the cards on the spaces of the net. They can also leave space for new individuals (groups, organisation, government agency, etc.) in their community whom they don't know that well but who they like to have in the "net" and who they like to help them.
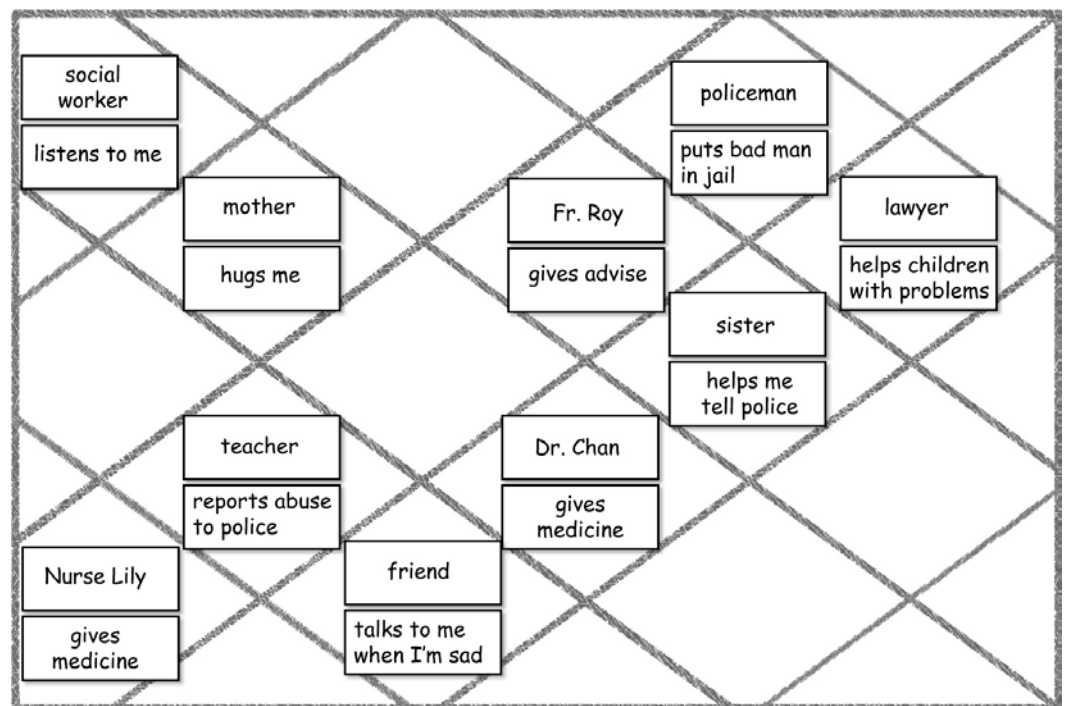
Body Mapping Tool[1]

Materials:
Sheet of paper, approximately 1 meter by 1.5 meters. Poster paper
1 box of crayons

Step 1:
1.   Gather the group of children
2.   Ask for one child to volunteer to have their body traced
3.   Ask for a child to volunteer to trace the outline of the child as s/he lies on the paper
4.   Ask the children to color the drawing (give each child one crayon)
5.   Ask the children to make up a name for the figure that was drawn
6.   Ask the following questions and write all the answers on a separate sheet of paper.
Encourage all children to provide an answer. Tally the number of children who reported each answer.

Questions: (For each question, point to the part of the body that the question is asking about)

1. What do eyes like?
2. What do eyes not like?
3. What do ears like?
4. What do ears not like?
5. What do noses like?
6. What do noses not like?
7.   What do mouths like?
8.   What do mouths not like?
9. What does the head like?
10. What does the head not like?
11. What does the heart like?
12. What does the heart not like?
13. What does the stomach like?
14. What does the stomach not like?
15. What do hands like?
16. What do hands not like?
17. What do feet like?
18. What do feet not like?

Thank the children for talking with you!

Objective:
To understand the perspectives of children, including younger children, with regard to their likes and dislikes, as well as sources of harm and support for them.

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[1] *Adapted from* An ethnographic study of community-based child protection mechanisms and their linkage with the national child protection system of Sierra Leone *(2011), The Columbia Group for Children in Adversity.*

| LIKE | DISLIKE |
| **Eyes** (Number) | (Number) |

Eyes (Number)

_____
_____
_____
_____

Ears

_____
_____
_____
_____

Nose

_____
_____
_____

Mouth

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Head

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Heart

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_____
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Stomach

_____
_____
_____

Hands

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_____
_____
_____

Feet

_____
_____
_____
_____

For use with each of the tools	**Guiding questions:**

Guiding questions:

- Who do you go to when you face these bad or difficult experiences or problems? Why?
- Do you report to police? If yes which experiences? If not, why not?
- Who reports or tell about situations of violence and abuse to children in your community?
- Think of other children who may have the same or worse experiences. Where/whom do they usually go for help?
- Who works to protect children from violence and abuse in your community (it can be individuals, groups, organizations or government bodies)? What kind of problems do they usually respond to?
- What do these people do when a problem of a child is reported to them? Do they help the children and their family? How? Is it enough? What else is needed?
- What do these people (individual, organization, government body) do about those who commit the violence or abuse to children? Is that good for the child and family? What else is needed?
- Do these people also ask you what you want to do in helping you respond to the problem?
- Are these problems ever reported to World Vision staff and if yes, what do they do in those situations?

Step 2: Telling our stories

Next ask the children to form a circle to share their drawings and listen to each of their story (If it's a small group of children, say less than eight, they may sit together in one group. If you have more children in the group, you may group them into smaller groups of 5 or 6). Ensure the notetakers are recording the children's responses.
Note: Children may also choose to present by role playing the individuals they have identified.

After the story telling, thank the children for doing yet another great job. Do an energizer before moving to the next activity.

Guiding Questions on Child Participation

- What is the role of children in participating in decision making process and any activities that affect their well-being?

- Do children know their rights and entitlements?

-What opportunities exist for children to influence their peers, family or community to be safer for children?

-Are there any children's clubs, parliaments or forums in the community and if so what are they?

-Are children involved in strategic planning processes?

-What channels do children receive information through?

-Are there individuals in the community that are especially good at supporting children to participate in decisions that affect their lives?

Tool Name:	Protection Tool[1]

What is this tool?

This tool should be used when closing a session in which children have discussed or thought about potentially difficult or distressing topics such as those related to child protection. Efforts should be made to use methods that will not cause children to think about painful memories. But some children will inevitably be distressed when asked to think about these topics. It should help children leave the session with a final activity which encourages positive thoughts.

Summary

Purpose	To help children leave a session which has included potentially distressing child protection topics with a balanced emotional state.
Product	Pictures which describe positive aspects of children's lives. Children take their own pictures away with them when they have finished, but they may give permission to the Assessment Team to copy or photograph the picture.
Audience / Participants	Children who participate in child protection assessment workshops, focus group discussions or interviews

How to use the tool

Time allocation
The activity will likely take about 15-30 minutes.

Recommended process
Each child is given a picture of something with positive cultural associations, to colour or decorate, with five to six sentences to complete that indicate positive aspects of their lives. Often the picture is a flower, with a sentence on each petal. Typical sentences are: I am best at….; The person who loves me most is….; I feel safe….; My happiest memory is…..;.My biggest fan is….; What I like best about my village…

Additional notes and tips for facilitators

- Sentences can differ and the picture can take any form, such as a hand, an umbrella, etc.

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[1] Adapted from *The Right to be properly researched: How to do rights-based, scientific research with children (2009),* Knowing Children, Black on White Publications.

Compiling Information from Step 1 – Listening to Children

Review the notes and products from the activities with children in detail, recording specific information in the appropriate categories below. Note that some of the following sections may not have been addressed in this step. Please leave those sections blank. Focal research questions for this step are highlighted in red.

Child Protection Issues	Guiding Questions	Information from the Workshops
Identify priority child protection issues and their root causes	1. **What do children say are the priority child protection issues within this community?** 2. **What do children say are the root causes of the priority child protection issues that have been identified?** 3. **Are any particular groups of children more vulnerable than others to abuse, exploitation or neglect?**	
Element of the System	**Guiding questions**	**Information From the Workshops**
1. **Laws, policies, standards and regulations** *(determine the system's structures, mandates and functions)*	4. What child protection laws or regulations are known in the community? 5. How are child protection laws and/or regulations implemented in the community? 6. What are the barriers to effective implementation of the child protection laws and/or regulations?	Note that since this was not covered specifically in this step, it is not likely that you will have information in this area. However, if any information did emerge on this element of the child protection system, please record it here.
2. **Services and service delivery mechanisms** *(provide protection for children)*	7. What is being done to prevent child abuse, exploitation and/or neglect in the community? 8. Are there formal or informal mechanisms of support for households that are identified at high risk of child abuse or exploitation? 9. **What processes or mechanisms (formal or informal) are normally used by families or children when a child has been abused or**	

	10. What services exist in the community (formal and informal) to protect and provide support to children who are at risk or have experienced abuse, neglect, or exploitation? **11. Do children and their families who are vulnerable or have been affected by abuse, violence and/or exploitation have access to these services?**	
3. Capacities *(provide and perform the child protection services, including capacity building, human and financial resources, and adequate infrastructure)*	12. Do relevant formal and informal actors have the capacity to perform their child protection roles for prevention and response to child abuse, neglect and exploitation? 13. Do service providers such as teachers, health workers, police, social workers, counselors, etc… have the capacity to identify, report and/or respond to cases of abuse, violence and exploitation? If not, why?	Note that since this was not covered specifically in this step, it is not likely that you will have information in this area. However, if any information did emerge on this element of the child protection system, please record it here.
4. Cooperation, coordination and collaboration mechanisms *(ensure that all elements of the system work in a holistic and coordinated manner to ensure protection of children)*	14. Is there a mechanism which brings together the different stakeholders and dutybearers for preventing and responding to child abuse, neglect and exploitation? 15. What are the linkages (and gaps) between informal and formal parts/actors of the system? How do community members view the formal child protection mechanisms?	Note that since this was not covered specifically in this step, it is not likely that you will have information in this area. However, if any information did emerge on this element of the child protection system, please record it here. Do note if children are participating in any coordination bodies for child protection.
5. Accountability mechanisms *(ensure that the system is effectively responding to key child protection concerns, and functioning according to the CRC, relevant laws and in the best interest*	16. How satisfied are community members with the common response to child protection issues and current child protection services? 17. Are there any mechanisms for families to report on quality of formal and informal child protection services in the community? 18. Are the social services for vulnerable	Note that since this was not covered specifically in this step, it is not likely that you will have information in this area. However, if any information did emerge on this element of the child protection system, please record it here. Do note if children are participating in any accountability mechanisms for child protection.

of the child)	children and their families monitored by government and provided in alignment with national standards?	
6. Circle of care *(includes attitudes, values, behaviors and traditional practices; and a caring, supportive and protective immediate social environment)*	19. What are the prevailing attitudes and beliefs in the community about children, child development and child protection? 20. What are the most positive/protective parenting practices in this community? **21. Are there any harmful traditional practices in this community? What is their prevalence?** **22. Are certain types of children in households more likely to be abused, neglected or exploited (such as girls, children with disabilities, etc)?** 23. Are faith based organizations playing a positive, negative or neutral role in preventing abuse, exploitation and neglect?	
7. Children's resilience, life skills and participation: *(children's agency to contribute to their own protection and that of others)*	**24. Do children affected by abuse, violence or exploitation know whom to contact for help, and do they feel safe and confident doing that?** **25. Are children's voices being taken into account on child protection issues within households and the community?** **26. How are children influencing their own environment to be more protective?**	
8. Improving Prevention and Protection against Violence, Abuse and Exploitation	**27. What should be done to improve prevention and protection against violence, abuse and exploitation in the community?**	

Part Two – Listening to adults
Workshop Day 1

Session One: Welcome and Introductions

Session Two: Information Session

Use the 'Balloon Game' and/or "Exploring our Context" (See Step 1 – Listening to Children for those tools) as a warm-up exercise and opener to discussing child protection issues in the community. Take notes of the child protection issues identified through the exercise on flipchart paper. After the game, provide a re-cap of the exercises used with children in Step 1 and the child protection issues identified by the children. Where possible, use culturally appropriate methods for presenting the information. Have cards ready with the prioritized child protection issues that have been identified by the children. Pictures as well as print would be ideal. One issue on one piece of card. These will be used in the next session.

Session Three: Validating and Prioritising CP Issues

Session three will focus on discussing, validating and ranking the issues identified by the children. The facilitator should explain the purpose of the exercise. The facilitator will then put three signs on the floor. On the first will write '*most significant issue in community*', on second '*important but not most important*' and on third '*less important*'. The facilitator will then ask participants to vote on each identified issue by lining behind the appropriate sign when he/she calls out the issue identified by children. He/she then lifts cards one by one and each time participants will be asked to line behind the sign that best describes how they feel on the issue. The facilitator will note the numbers behind each sign on the flip chart and ask participants why they think the particular issue is or not most important. If other issues have come up through the discussion or Balloon game or Exploring our Context game, facilitators should also repeat the same process for them.

At the end, the votes recorded on a flip chart will be reviewed noting the three most important child protection issues which will be further explored by participants.

Session Four: Purpose and overview of next steps

Facilitators explain the purpose of the problem tree exercise and explain briefly how it works. The purpose is to identify the root causes of the identified child protection priorities. Explain that we will look at each problem as a tree – with both a trunk and the roots below. The trunk is a priority child protection issue. This issue exists because it is caused by different problems and issues, just like roots give rise to trunks. If we want to remove the trunk, we cannot just cut the tree, we need to dig out the roots. We are here to dig to discover the roots (the causes) of the trunk (the identified priority issues relating to child protection). Have an outline of a tree drawn on flipchart paper and use it to explain the exercise. Explain then that some 'roots' are closer to the trunk and easier to see than the deeper, hidden 'roots'. It's the same with the causes of problems. Have a diagram available similar to one of the options below. Tell the participants that when we identify the initial causes of the [priority problem], we then need to keep digging to see what has caused that initial cause (we are looking for the deep root causes along with the more initial/shallow causes). The different root causes will be important when we discuss options for projects later. We can address any 'root' at any level – the choice is ours, but the more we tackle the deeper causes, the more sustainable and effective our actions will be. (Explaining the diagram)
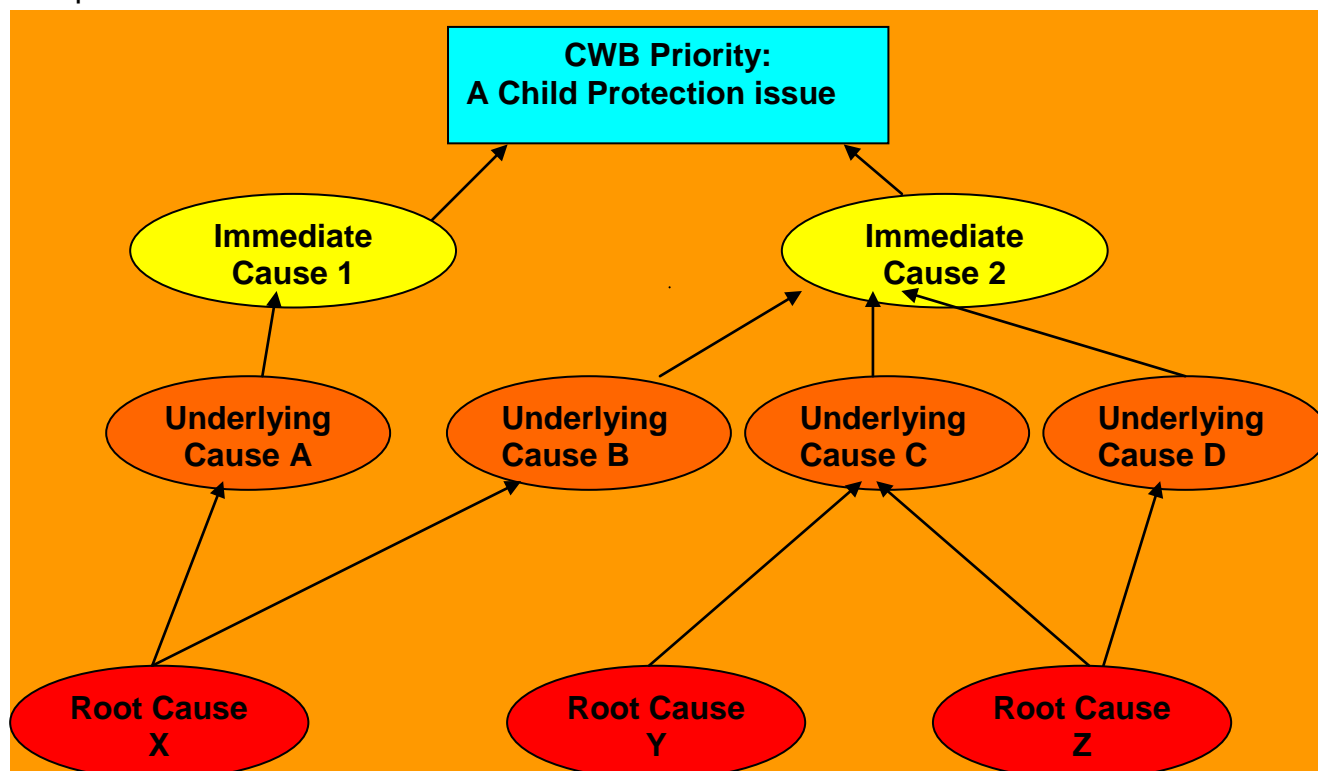
If we address Cause A, it will help address Cause 1, and contribute to addressing the [priority problem]. If we address Cause X, it will address both Cause A and Cause B.

Option 1:
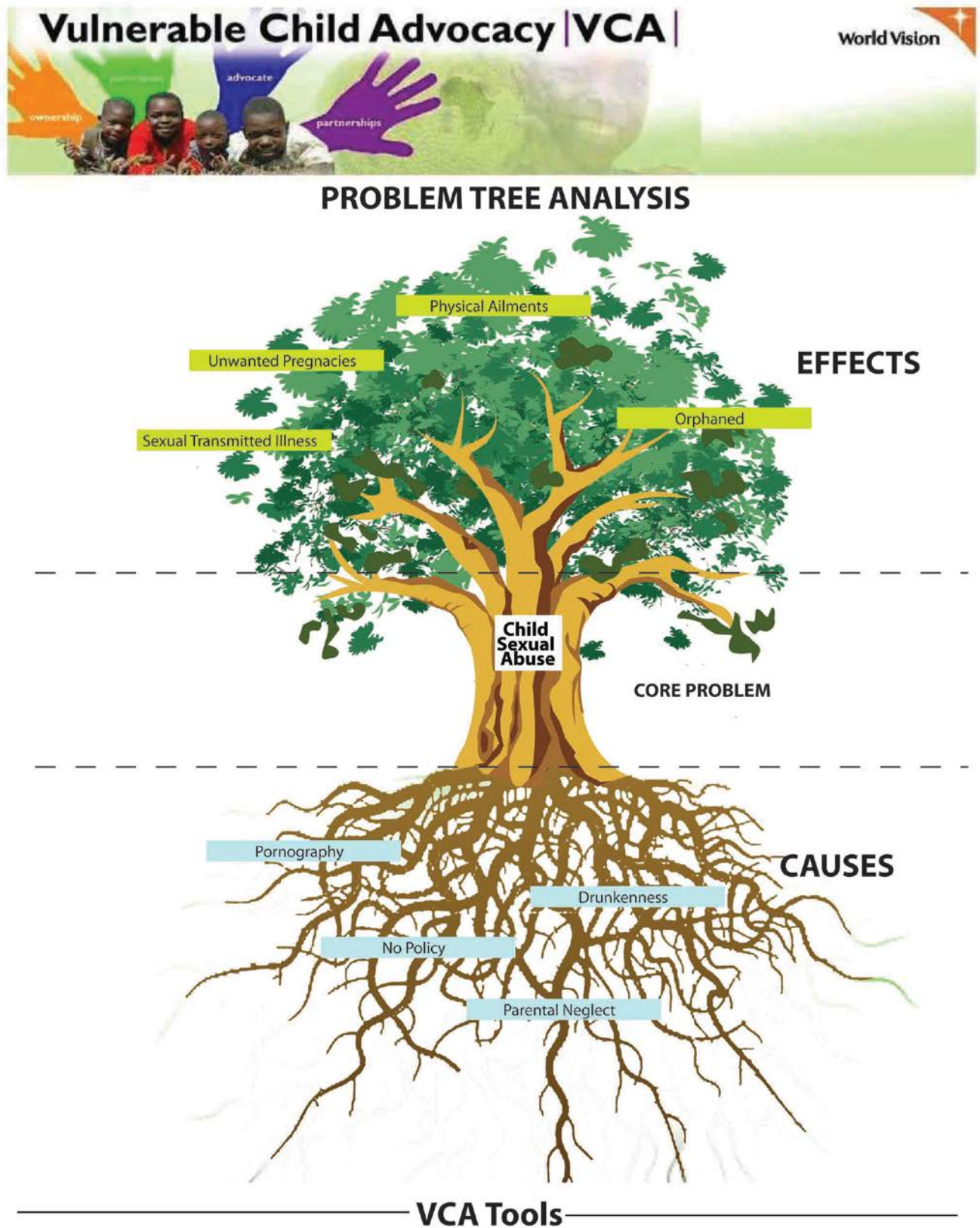
Option 2:

Based on earlier discussion and agreement of the child protection issues to be discussed, have the child protection issues that are to be addressed written and/or depicted on large sand cards and place them on the trunk of the 3 trees so everyone can see it. Explain that in the next session we will be looking for the roots of the tree. Give brief overview of the process that will be used.

Session five: Root causes – digging them up

Suggested methodology: development café. This is a way to collect information and points of view quickly. When it involves stakeholders with different points of views, it eases the expression and explanation of the discrepancies within those points of view, as well as enabling an in-depth study of the stakeholders' opinions. People sit four to a table or in groups on the floor (whatever is culturally most appropriate) and have a series of conversational rounds lasting from 20 to 30 minutes about one or more defined questions which are personally meaningful to them. Have a bell or whistle or some other way of indicating when the time is up and it is time to move on. At the end of each round, one person from the group remains behind, while each of the other three travel to different groups (they don't go to the same one). The person who has stayed behind acts as the 'host' and welcomes the newcomers and shares the important points from the previous conversation. The newcomers relate any conversational threads or points that they are bringing from their original group and then the conversation continues, deepening as the round progresses. At the end of the second round, participants return to their original group - or can move on to other groups for one or more additional rounds - depending on the design of the café. In subsequent rounds they may explore a new question or go deeper into the original one. After three or more rounds, the whole group gathers to share and explore emerging themes, insights, and learnings, which are captured on flipcharts or other means so that contributions are visible to everyone and so they can reflect on what is emerging in the room.[1]

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[1] Adapted from http://www.weitzenegger.de/cafe/index.htm

In this situation try four rounds of 10 – 15 minutes with participants discussing what they consider to be the causes of the main child protection issues that has been identified (on the tree trunk).

Divide all participants in 3 groups and assign a child protection issue to each of the groups to begin with. Then ask them to answer the following question
- "What is causing [the child protection issue] to occur?"

Have the groups record their answers on flipchart paper with markers. Have the child protection issues written on the top of the sheet (like on a diagram above). Ask groups to write the causes on the sheet (like on diagram above) and to show if and how are these causes linked – what is causing what.

Blow the whistle/ring the bell to signal that all participants move to another table, except for one participant from each group who will remain behind to facilitate the discussion with the new group (according to Development Café instructions above). Repeat for a third round after another 15 minutes.

In the fourth round (15 minutes), ask participants to review inputs, discuss and agree on which are the (maximum three) most important causes for each of the issues and what are their most important underlying and root causes . Ask them to highlight these.

The facilitator conducts a plenary discussion where each of the group shares with the whole group the most important causes to the child protection issue they discussed. One of the recorders writes each idea on a piece of card and places it on the roots of the tree diagrams where everyone can see it. The sharing continues until all groups have shared. The groups are also asked to share any insights or reflections that emerged from the group discussions that they thought were important. One of the recorders notes these down on a separate flipchart. At the end, the facilitator notes the causes that are similar to all identified problems and places the cards on a separate flip chart sheet. He explains that many different child protection issues may have similar causes and addressing these causes may impact the resolution of child protection problem. Just like the roots of closely grown trees may be interconnected and we need to remove them all to clear land from trees.

Session Six: Evaluation

Session Seven: Next steps and wrap-up.
End of the sessions with participants. Facilitators, organising group and rest of partners meet to analyse and document.

After the workshop:
Problem tree and causal analysis completed and documented. Root causes and their linkages recorded.

Part Two – Listening to adults
Workshop Day 2

Suggested workshop detail:

Session One: Welcome and Introductions

Start with reflections from the day 1. Then outline the expectations and overview of day 2. Make sure to answer any questions coming from the group.

Session Two: Mapping Typical Responses to Priority Child Protection Issues[1]
Introduce this exercise by saying "I would like to ask you what would happen if a child were affected by one of the three main child protection issues you identified. Let's take your first ranked item, which was [*NAME the top ranked item*]. Suppose this had happened to an 8-year old girl in your village." (If the risk is specifically related to a boy, use a boy example. Of course the age can be adjusted as well).

Option 1: Divide participants in the groups and give each group one of the priority issues agreed upon previous day. Ask participants to answer the questions below and record key points.

Option 2: Use Development Café to discuss the priority issues (one per group) according to the questions below.

1. Ask the participants: "Who can a child who has been affected by this issue go to for help? Who is told about this issue?
Make a list of all the people and places that may be told about the issue or that may respond.

2. Ask which of these is MOST TYPICAL, and explore this one by asking the following questions: "What are the key steps in responding?" Probe with the following questions:
 * Describe what would happen step by step
 * Who could the child go to for help?
 * What would the family do?
 * What would the community do?
 * Who would be involved?
 * What supports would actually be provided for the child and family?

3. Ask, "Who would be the key decision makers about what would happen in this situation?"
 * Who would be involved?
 * What role would be played by people/services outside the community?
 * Who makes the final decisions?

4. Ask, "What would be the likely outcomes of the responses to the problem?"
 * What would likely happen to the child?
 * What would likely happen to the family?
 * What would likely happen to the perpetrator?

5. Ask, "How satisfied with this outcome would various stakeholders (Child, family, community, people outside the community) be with this outcome? Why?

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[1] *Adapted from "An Enthographic Study of Community-Based Child Protection Mechanisms and Their Linkage with the National Child Protection System of Sierra Leone".* The Columbia Group for Children in Adversity (July 2011).

6. ON THE SAME PROBLEM/ISSUE, REPEAT FOR ONE OTHER PERSON OR PLACE, IN ORDER TO TRACE OUT A SECOND RESPONSE PATHWAY, REPEATING THE QUESTIONS ABOVE.

7. Ask, "Is there a legal responsibility related to this problem?"
- Who would it be reported to? (for example, Police? Family Services Unit? Social workers?)
- Who would report this problem?
- What would be the response of the agency/person it was reported to?
- If not reported, why not?

Session three: Venn Diagram Exercise

The purpose of this session is to map all relevant duty bearers and stakeholders in the area. In other words all those actors that are given responsibility either by government or by community to act in case of violence, abuse and exploitation of children. For this purpose the Venn Diagram exercise will be used.
Please refer to the attached documents in the workshop plan.

Session four (OPTIONAL): Preventing and Responding to Child Protection Cases

Suggested methodology: Child in the Middle. Participants are asked to draw a map with child in the middle based on the case study they read. They are asked first to discuss who should have done something and what to prevent the case from happening. Then they should discuss what should have been done to protect the child and by whom.

As they are discussing they should transcribe the results of their discussion on the map (all the people/institutions/structures that should have done something to prevent the case from happening and people/institutions/structures that should have done something to protect child in should be noted). Full names and titles of institutions should be used. Big circles on the map should be used for those that are more important. This should take about 40 min. Participants are asked to use last ten minutes to identify those that are currently not responding well within their own community and to put red dot in their circles (note that this final step should only be done when there is an open environment and no one will be harmed or intimidated from an open discussion on ineffective local services).

All participants are brought into plenary where all the pictures are presented. Each of the groups should report back. The facilitators should note if there are any differences between the maps and discuss them with participants. They should note all the circles with red dots and ask participants to explain why they noted these actors. The scribe should take a note of all actions identified, 'red dots; and explanations on a flip chart. This will take additional 30-45 minutes.

For this session, the participants should be divided into three groups. The sample case study is attached here, but each NO should contextualise the case studies according to the child protection issues identified in the community.

Case Study.doc

Session Five: Reflection and Evaluation of Workshop

After the workshop:
Venn Diagrams and Child in the Middle Maps, as well as additional flip charts completed and collected.

Session Six: Next Steps
Explain participants the next steps in the assessment process and how they will be informed on the findings of assessment.

Venn Diagram details

Methods of understanding community structures

Purpose

By the end of this exercise, participants will be able to:

● understand the relationship between different groups or structures in the community.

Timeframe

15 minutes preparation

35 minutes group work

10 minutes plenary

Resources

● enough copies of **Handout 1** Venn diagrams

● flipchart paper and pens

● paper and pens or pencils

If working with children, you could use large pieces of paper, crayons, paints or coloured wools.

Method

1 Divide the participants into groups. If possible, group together people who are working in the same area, region or with the same or similar populations.

Give them the handout. Explain that using Venn diagrams can help to:

● understand which groups or structures exist in a community, their power, the interrelationships and relative importance in protecting children from violence, abuse and neglect

● stimulate discussion on which groups or structures are trusted.

2   Ask the groups to list all the **groups** or **structures** in the community that play a part in the protection of children including the usual role of family or extended family members. This could include individuals and may be formal or informal structures.

Give them plenty of time to write down all their ideas.

3   When the groups have completed their lists, explain that the next task is to represent the relative importance of the groups or structures to the community as a whole (not just to the participants as individuals).

Ask them to represent each of those listed by a circle which should be small, medium or large, the largest being the most powerful. Where groups or structures work closely together or collaborate, the circles should overlap as shown on the handout. Where they do not, then the circles should be separate.

4   Invite the groups to add notes alongside or inside the circles if required, to explain or elaborate. For example, there may be groups or structures that are very powerful with one section of the community but not with another. Different coloured pens or systems of marking or flagging special issues may be helpful.

If working with children, pictures or stickers (if available) can be used to signify special issues.

5   Assess the Venn diagrams each group has made to ensure the participants have a good understanding of the way groups and structures in the community are viewed and why.

6   Now divide the participants into two groups and ask each group to divide into two:

●   half of each group should assume the role of **community workers**

●   the other half should assume the role of **adults in the community**.

Ask the **community workers** in each group to interview the **community adults** using the Venn diagram. Participants can either draw on knowledge they have of a community they have been working with or use their imagination based on a locally relevant community. If preferred, the group being interviewed can assume the role of **community children**.

Prompt the community members to consider the following questions when representing the groups or structures.

●   Which/who is active in this setting?

●   Which/who is doing nothing? Why?

●   Which of those people are acting detrimentally? Why?

●   How do these groups interact?

●   Who do children and women trust?

●   Who can get things done?

**7**   In plenary, facilitate a discussion on key questions, concerns or issues arising from the exercise.

Methods of understanding community structures
Venn diagrams

Venn diagrams can be used as a **participatory learning and action tool** to work with different groups in the community (adults or children) in order to understand:

- which formal or informal groups and structures exist in the community with a role or responsibility for the protection of children
- which are the most powerful
- the relationships between them.

Ministry of social welfare

Community health workers

Mother Theresa's School
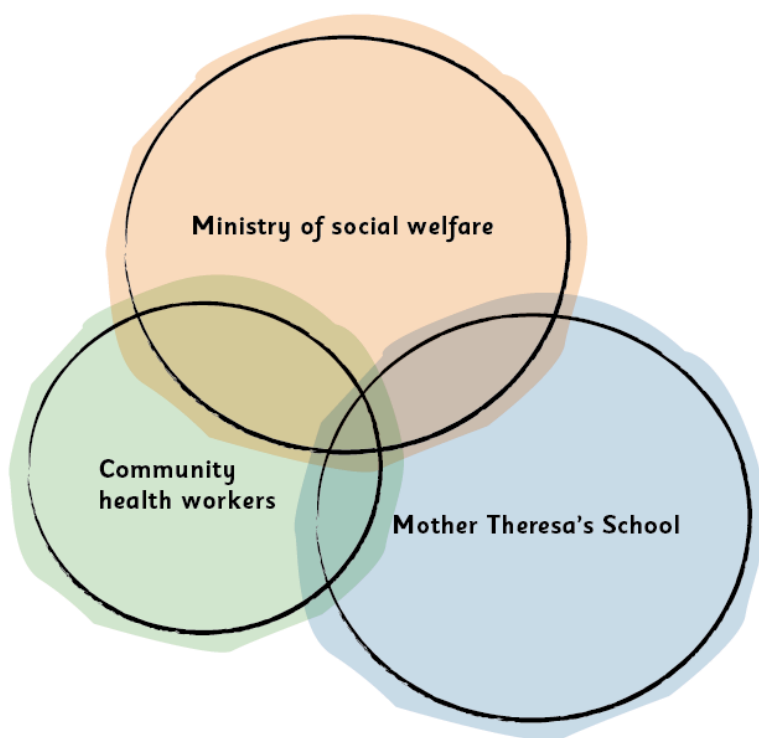
Example of a Venn diagram showing:

- the relative power of groups by circle size
- the relationships between groups by the amount of overlap.

Listening to Parents on Parenting

Facilitation Guide

Notes to the Facilitators

This guide aims to provide facilitators with appropriate methodologies in laying down a (FGD) process of listening to parents in order to understand their perspective of parenting. Data gathered from the initiative will:

(1) Provide resources that may inform, guide, and influence the design and development of appropriate and relevant materials for parents.
(2) Serve as platform in the development of programs and interventions that will involve the parents as key influencers in the spiritual nurture of children across ages and contexts.

Outcomes:
At the end of the FGD/Consultation, we should have:

- Listened to and documented parents' perspective on parenting
- An understanding and appreciation of important and necessary skills on parenting
- Provided a venue and opportunity for parents to share their experiences on parenting

Participants:

- Parents with children aged between 0-18 *(Parents may come from both sponsored and non-sponsored families.)*
- Suggested number: 10 women and 10 men.

Facilitator(s):

- CWI Coordinators

Advanced Preparations Include:

- Identification and selection of facilitators for the FGD
- Orientation meeting with the facilitators for: the flow and content of the FGD guide as well as a clarification of roles and expectations.
- Logistical preparations for the venue.
- Local official's permit as necessary
- FGD Supplies and materials (meta-cards, easel sheets/flip charts, pens/pencils, adhesive tapes, and printed (heart-shaped) stationaries.)
- Assigning/hiring a documenter and agreeing on documentation requirements.

Topic/Time/Focus	Session Process and Methodology	Resource Requirements
Introduction **20 minutes**	The facilitator begins the focused group discussion by: ■ Community singing or opening prayer (facilitators to observe context sensitivities and apply that which is most appropriate) ■ Quick introduction of everyone in the group (facilitators should ask the parents to say how many children they have and their ages) ■ The facilitator introduces himself/herself ■ The facilitator introduces the topic and objective of the FGD and invites the parents to agree on some basic ground rules *(such as importance of active participation, a time of sharing, respecting views and experiences of everyone, open and honest, etc.)* ■ The facilitator also sets the time limit/duration of the FGD	■ Flip chart to capture ground rules and expectations

Session Title:
"My Own Childhood Experience."
 	
Time: 60 minutes
 	
Activity Format:
Individual
	The facilitator asks the parents:
	"Share with us your most memorable childhood experience with your parents that have had an impact in your life."
	
	The facilitator may highlight that the experience could have been joyful or painful.
	
	Activity: Story/Experience
	1. The facilitator provides opportunities for participants to share by either:
	   ✓ Writing a keyword
	   ✓ Drawing a picture
	   ✓ Doing an object symbolism *(ex. Taking a chair and telling a story that relates with it.)*
	2. After everyone is ready (with their keyword, drawing or object), the facilitator asks the parents to share their experiences with the larger group
	3. The facilitator should mirror back what the parents have shared, highlighting and grouping similar themes and identifying specific actions.
	
	Note:
	The facilitator should affirm the parents for their willingness to openly share their past experiences.
		■ Bond Papers
		■ Pens, markers, pencils

| Session Title: "Myself as a parent."

 Time: *30 minutes*

 Activity Format: *Individual* | The facilitator asks the parents *"What are your <u>present</u> areas of strength as a parent and what are the areas in which you feel there is need for growth?"*

 Activity: Areas of strength and growth.

 1. At the front of the room should have a large flip chart with two columns, one for strengths, and one for areas of growth.
 2. The facilitator distributes meta-cards to the participants and asks each to write one strength or weakness per card. Parents are then encouraged to place their inputs under the "strengths" or "areas of growth" columns.
 3. The facilitator gives a brief summary of the provided answers and then proceeds to the next activity. (No long explanation needed.)

 Note:
 The documenter will record all that has been shared and will pick out the outstanding themes in his/her report. | ▪ Meta cards
 ▪ Pens or markers
 ▪ Large flip chart |
| Session Title: "My Journey as a Parent."

 Time: *20 minutes*

 Activity Format: *Group* | **Activity Instructions:**

 1. The Facilitators will group parents according to their children's ages. One group for each age bracket of: 0 to 5, 6 to 10, 11 to 15 and 16 to 20.
 2. Each group will have a flip chart or easel sheet that resembles the template provided below.
 3. Facilitators will ask the parents: *"Reflecting on the things that were shared, what are the things that we can start doing, continue doing and stop doing."*
 4. **Participants shall be given the opportunity to:**
 ✓ Write their answers
 ✓ Share in small groups
 ✓ Summarize their group's thoughts according to the given template
 ✓ Present to the big group (through a representative.) | ▪ Easel sheets with prepared template sketched.
 ▪ Markers |

|	**Flipchart example:** **GROUP: 0 to 5**	
		Start	Continue	Stop
---	---	---
	Note: The documenter will record the responses, highlighting themes that emerge from the conversation.	
Wrapping up: *A commitment building activity.* **Session Title:** *"A Message For My Children."* **Time:** *10 minutes* **Activity Format:** *Individual*	✓ Parents will be given heart-shaped cards/ (template) stationeries and will be asked to take a moment to reflect on all that has been discussed. ✓ Each parent will be encouraged to write a letter, prayer or poem for their children that includes a commitment they can immediately apply. ✓ Parents will be encouraged to keep and bring home their letters. They may share the letter as well as the promise it has to their children. Session is closed in prayer / statement of blessing for the children.	▪ Heart shaped cards or template stationeries ▪ Pens ▪ Meta cards

CREATIVE WAYS OF DOING ACTIVITY 2 AND ACTIVITY 3
in the PARENTING FGD GUIDE

ACTIVITY 2: "MYSELF AS A PARENT"

The facilitator asks the parents *"What are your <u>present</u> areas of strength as a parent and what are the areas in which you feel there is need for growth?"*

Activity: Areas of strength and growth.

1. At the front of the room should have TWO large flip charts each with a drawing of two different trees without leaves as shown in the figures below:
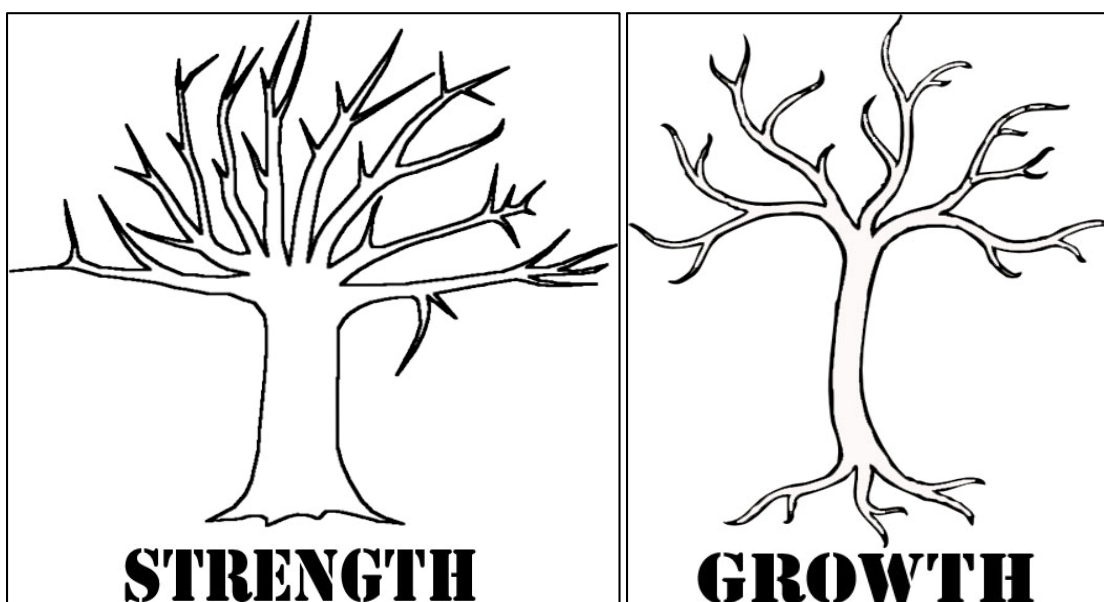
Each tree should have the proper labels of "strength" and "growth" underneath. The one with the bigger trunk is the "strength tree" and the one with the leaner trunk is the "growth tree."

2. The facilitator prepares in advance 2 kinds of "leaf-cut-outs" as illustrated in the figures below.
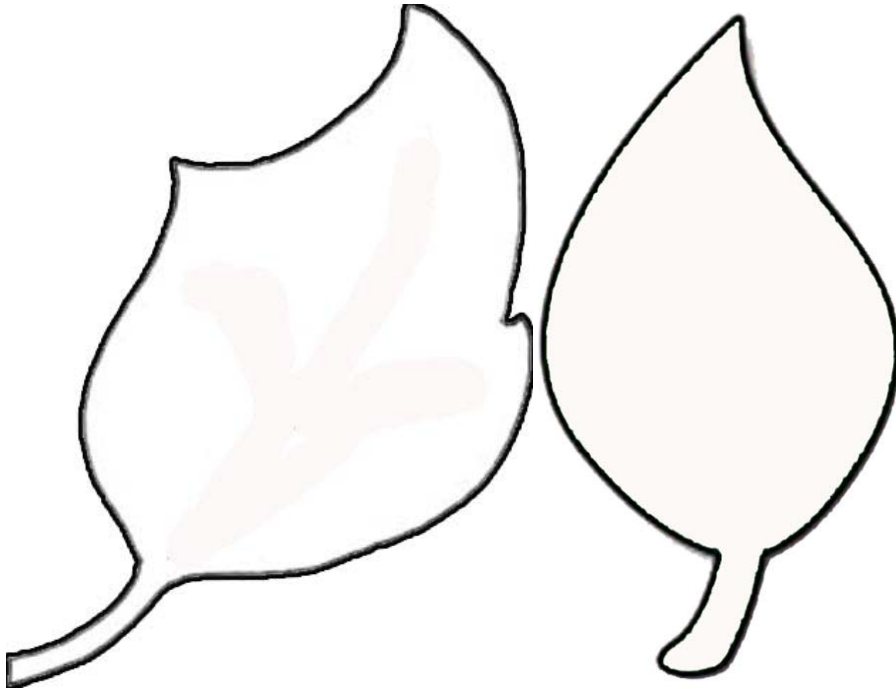

3. The facilitator distributes 2 "leaf cut-outs" to each participant and asks them to write one area of strength on the "wider leaf" and one area of "growth" on the leaner "leaf". Parents are then encouraged to "stick" their inputs using adhesive tapes on the "strength tree" and the "growth tree."

(Ask the participants to write using supplied "markers" or "pentel pens" so the whole group could read their inputs clearly.)

4. The facilitator gives a brief summary of the provided answers and then proceeds to the next activity. (No long explanation needed.)
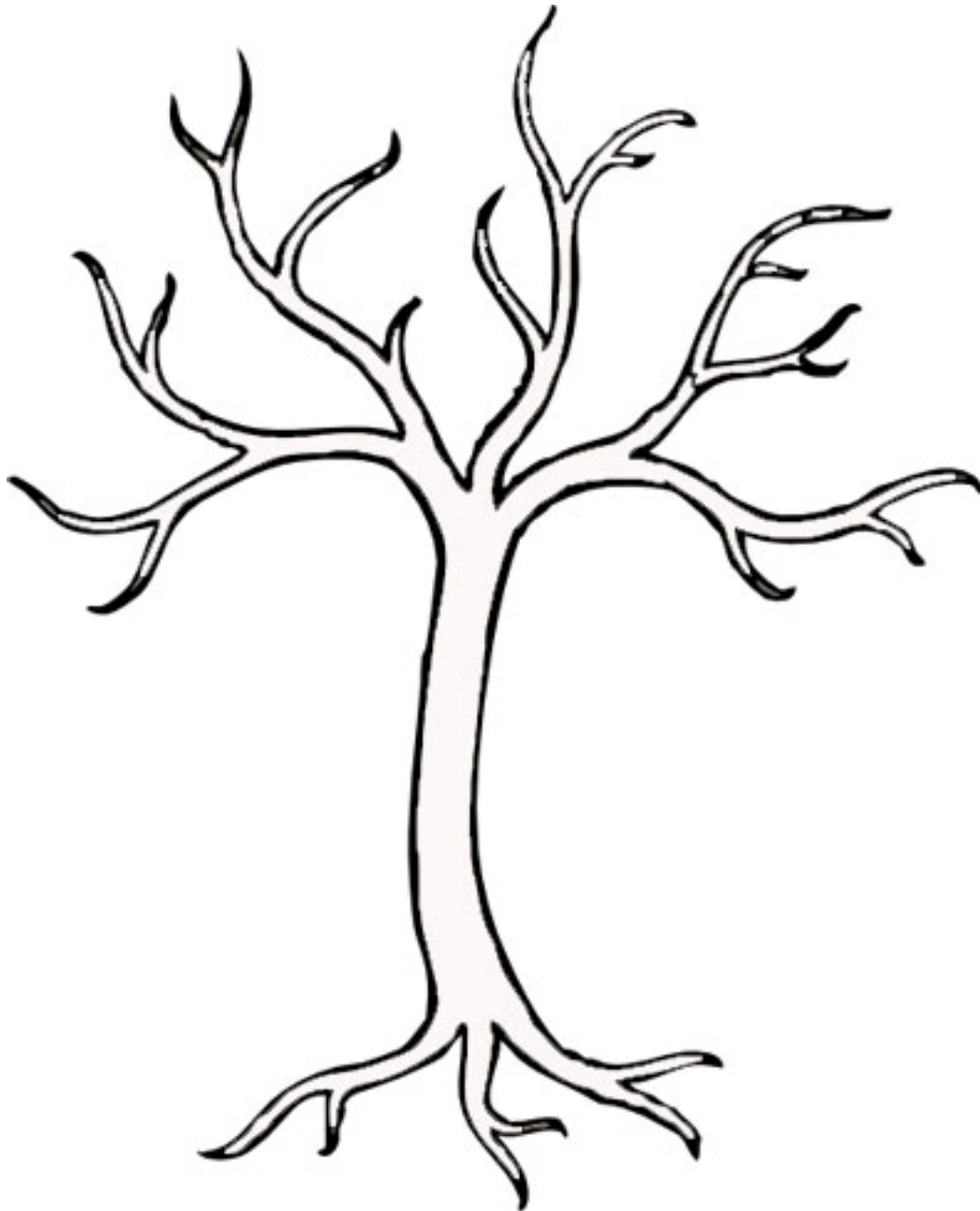
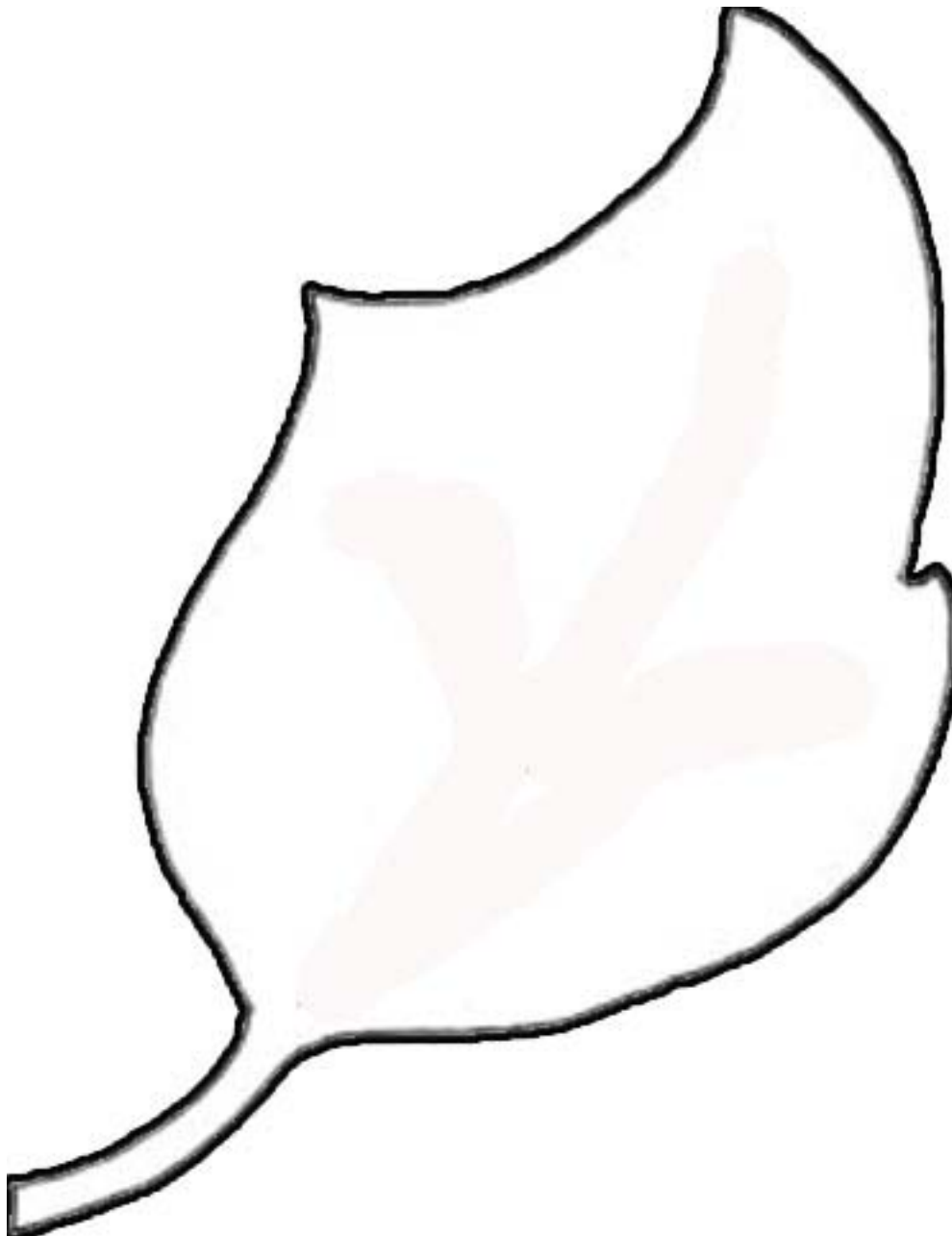TEMPLATES FOR ACTIVITY 2 AVAILABLE BELOW:
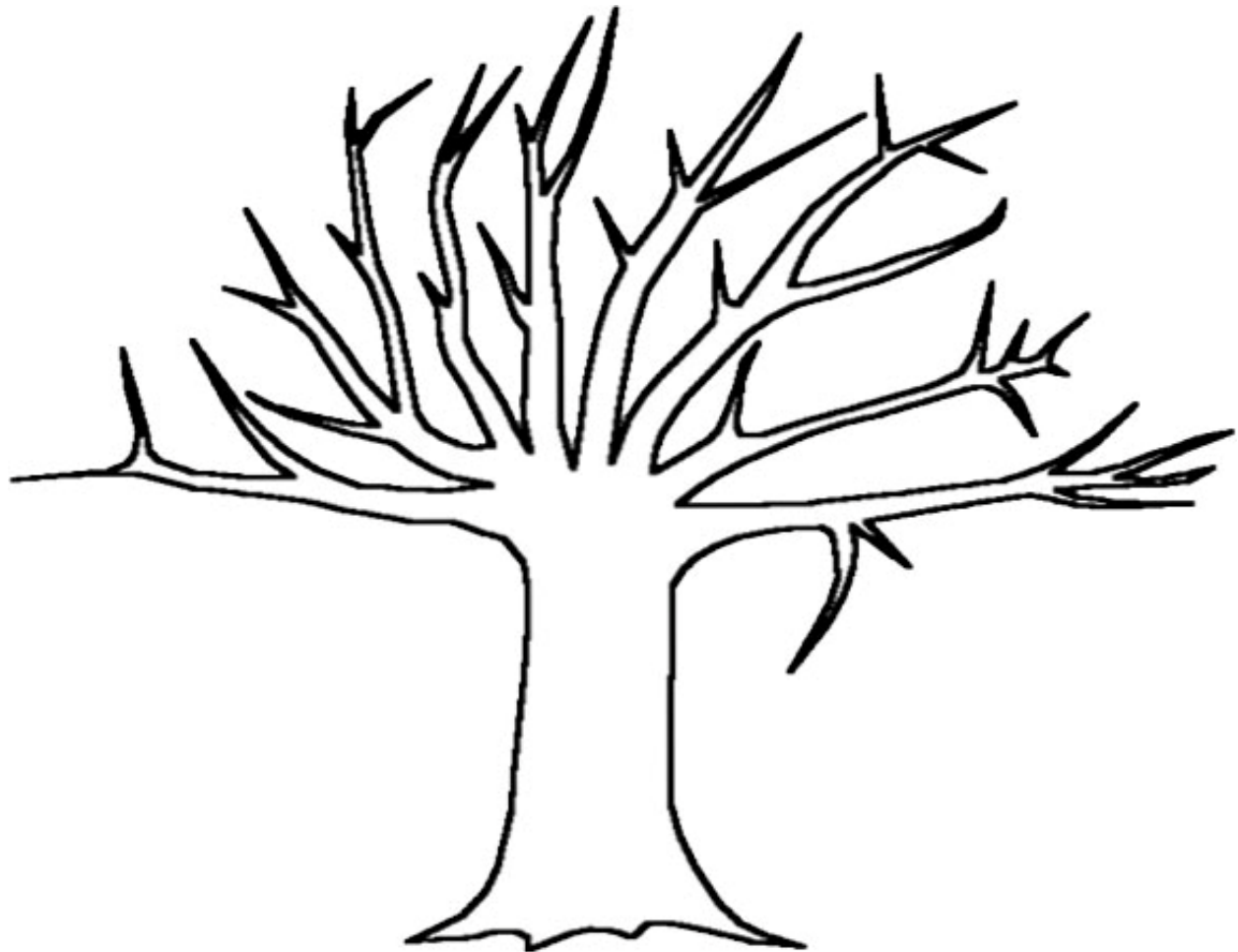
STRENGTH

FIGURE 1. "STRENGTH TREE"
(Copy this drawing on a large flip-chart)

GROWTH

FIGURE 2. "GROWTH TREE"
(Copy this drawing on a large flip-chart)

FIGURE 3. SAMPLE LEAF 1
(Copy this drawing on colored paper: make it big enough so that parents will have appropriate space to write their inputs)
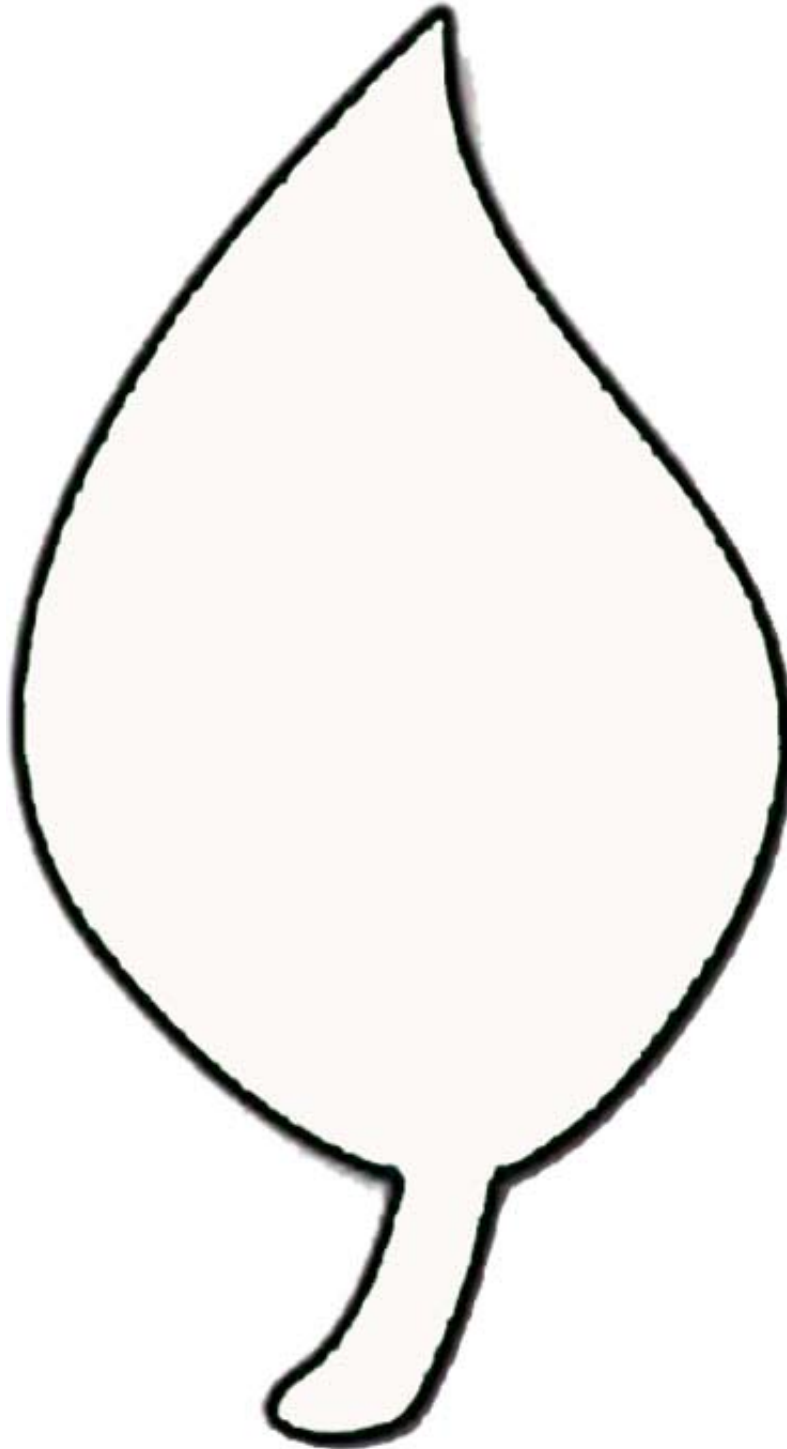
FIGURE 4. SAMPLE LEAF 2
(Copy this drawing on colored paper: make it big enough so that parents will have appropriate space to write their inputs)

ACTIVITY 3: "MY JOURNEY AS A PARENT"

Activity Instructions:

1. The Facilitators will group parents according to their children's ages. One group for each age bracket of: 0 to 5, 6 to 10, 11 to 15 and 16 to 20.
2. Each group will have a flip chart or easel sheet that resembles the template provided below.
3. Facilitators will ask the parents: *"Reflecting on the things that were shared, what are the things that we can start doing, continue doing and stop doing."*
4. **Participants shall be given the opportunity to:**
   - ✓ Write their answers
   - ✓ Share in small groups
   - ✓ Summarize their group's thoughts according to the given template
   - ✓ Present to the big group (through a representative.)

CREATIVE Template Suggestion: TRAFFIC LIGHT-COLORED CODES: Use Red for STOP, Yellow for CONTINUE and Green for START.
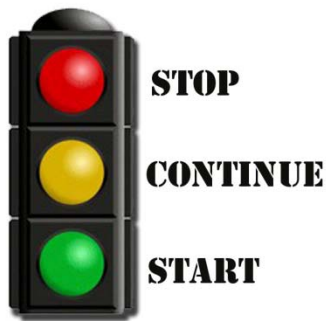
STOP

CONTINUE

START

Template should look like this.

Allot one column in the easel sheet for "**START**", one column for "**CONTINUE**" and another column for "**STOP.**"

Facilitators may choose to make a simple drawing of the "Traffic-Light" artwork using crayons, colored markers and cut-out art papers or they may opt to print in color each art-work provided on the templates below.
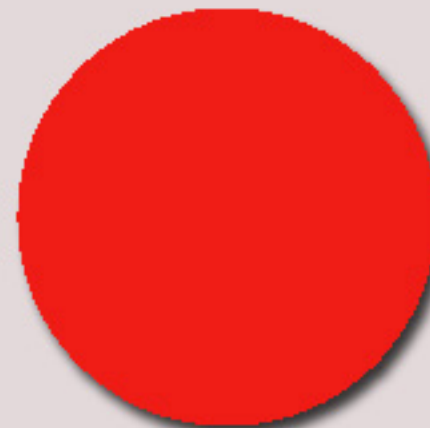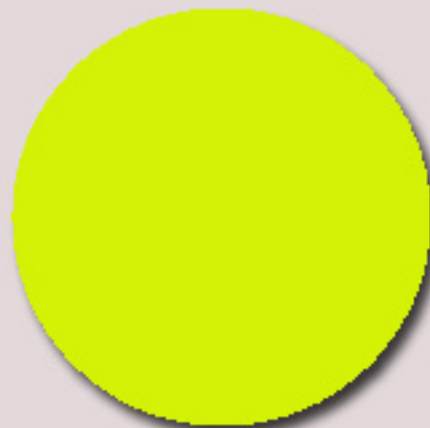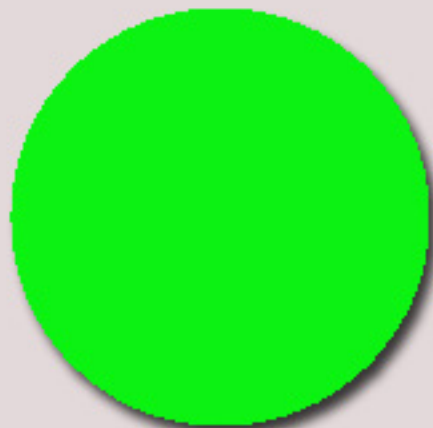
Compiling Information from Step 2 – Listening to Adults

Review the notes and products from the activities with adults in detail, recording specific information in the appropriate categories below. Note that some of the following sections may not have been addressed in this step. Please leave those sections blank. Focal research questions for this step are highlighted in red.

Child Protection Issues	Guiding Questions	Information from the Workshops
Identify priority child protection issues and their root causes	1. **What are the priority child protection issues within this community?** 2. **What are the root causes of the priority child protection issues that have been identified?** 3. Are any particular groups of children more vulnerable than others to abuse, exploitation or neglect?	
Element of the System	**Guiding questions**	**Information From the Workshops**
1. **Laws, policies, standards and regulations** *(determine the system's structures, mandates and functions)*	4. What child protection laws or regulations are known in the community? 5. How are child protection laws and/or regulations implemented in the community? 6. What are the barriers to effective implementation of the child protection laws and/or regulations?	Note that since this was not covered specifically in this step, it is not likely that you will have information in this area. However, if any information did emerge on this element of the child protection system, please record it here.
2. **Services and service delivery mechanisms** *(provide protection for children)*	7. **What is being done to prevent child abuse, exploitation and/or neglect in the community?** 8. **Are there formal or informal mechanisms of support for households that are identified at high risk of child abuse or exploitation?** 9. **What processes or mechanisms (formal or informal) are normally used by families or children when**	

	a child has been abused or exploited? 10. **What services exist in the community (formal and informal) to protect and provide support to children who are at risk or have experienced abuse, neglect, or exploitation?** 11. **Do children and their families who are vulnerable or have been affected by abuse, violence and/or exploitation have access to these services?**	
3. Capacities *(provide and perform the child protection services, including capacity building, human and financial resources, and adequate infrastructure)*	12. Do relevant formal and informal actors have the capacity to perform their child protection roles for prevention and response to child abuse, neglect and exploitation? 13. Do service providers such as teachers, health workers, police, social workers, counselors, etc… have the capacity to identify, report and/or respond to cases of abuse, violence and exploitation? If not, why?	Note that since this was not covered specifically in this step, it is not likely that you will have information in this area. However, if any information did emerge on this element of the child protection system, please record it here.
4. Cooperation, coordination and collaboration mechanisms *(ensure that all elements of the system work in a holistic and coordinated manner to ensure protection of children)*	14. Is there a mechanism which brings together the different stakeholders and dutybearers for preventing and responding to child abuse, neglect and exploitation? 15. **What are the linkages (and gaps) between informal and formal parts/actors of the system? How do community members view the formal child protection mechanisms?**	
5. Accountability mechanisms *(ensure that the system is effectively responding to key child protection concerns, and functioning according to*	16. **How satisfied are community members with the common response to child protection issues and current child protection services?** 17. Are there any mechanisms for families to report on quality of formal and	

the CRC, relevant laws and in the best interest of the child)	informal child protection services in the community? 18. Are the social services for vulnerable children and their families monitored by government and provided in alignment with national standards?	
6. Circle of care *(includes attitudes, values, behaviors and traditional practices; and a caring, supportive and protective immediate social environment)*	**19. What are the prevailing attitudes and beliefs in the community about children, child development and child protection?** **20. What are the most positive/protective parenting practices in this community?** **21. Are there any harmful traditional practices in this community? What is their prevalence?** 22. Are certain types of children in households more likely to be abused, neglected or exploited (such as girls, children with disabilities, etc)? 23. Are faith based organizations playing a positive, negative or neutral role in preventing abuse, exploitation and neglect?	
7. Children's resilience, life skills and participation: *(children's agency to contribute to their own protection and that of others)*	24. Do children affected by abuse, violence or exploitation know whom to contact for help, and do they feel safe and confident doing that? 25. Are children's voices being taken into account on child protection issues within households and the community? 26. How are children influencing their own environment to be more protective?	Note that since this was not covered specifically in this step, it is not likely that you will have information in this area. However, if any information did emerge on this element of the child protection system, please record it here.
8. Improving Prevention and Protection against Violence, Abuse and Exploitation	**27. What should be done to improve prevention and protection against violence, abuse and exploitation in the community?**	

Part Two: Listening to adults
Tool: FGD questions

Introduction:

      Thank you for participating in this focus group discussion today. Your attendance shows how much you care about your children. [Introduce yourself and say a bit about yourself – your organization, position, relevant experience]

The facilitator talking with you today is: [introduce the facilitator and the rest of the team]. Today we are having a discussion about the well-being of your children in your community. The information you provide will be used to help the community and World Vision understand more about the issues affecting children so that everyone can know better what can be done to help children who are in difficult situations.

As a result of these discussions, we as a community, will have a better understanding of the child protection issues that exist in our community and we will think together about what causes theses issues and what are the ways to address those.

Explain to the participants:

- Your participation is voluntary. You do not have to take part if you do not want to.
- You do not have to answer a particular question if you don't want to. There are no right or wrong answers.
- One or two staff will be taking notes to ensure that World Vision records your opinions accurately.
- The report will not mention any of your names.
- We encourage you to discuss issues freely. Please respect the opinions of others and keep the discussion confidential after the focus group ends.
- The findings will be written into a report and shared back with the community before being finalised.
- If you have any questions after the interview about the discussion or the project you can talk to project staff (tell participants which staff member, their name and how they can contact them).
- The discussion today will be in _____, and will last approximately two hours.

The topic we would like to discuss today is **protection of children from abuse, neglect, exploitation and other forms of violence.**

- We want to understand what this community thinks are the main protection-related issues affecting children in the community
- We have consulted with children and they had some ideas on these issues that we would like to share with you
- We want to understand how the issues are addressed in the community (who, what, how)
- We want to understand are there any government bodies or non-governmental, or community organizations responding to these issues

If you decide to mention a specific case affecting a child/children in your community, please refrain from stating the name or exact details to protect the privacy of the child/children. If a particular incident has not been responded to, please report the details to the Assessment team.

(Check that people understand these concepts and the topic for discussion).

Do you have any questions before we begin the discussion?

Please note that the questions provided in the table below are suggestions only. They should not all be used, as it would take far too long to investigate them all in the time allotted to a FGD. Use the guiding questions as the primary questions. As time permits and as the discussions indicate, use the supplementary questions.

Discussion Topic	Guiding Questions	Supplementary Questions

Discussion Topic	Guiding Questions	Supplementary Questions
Identifying priority child protection issues and their root causes	Through discussions with children following child protection issues were identified in your community (list of issues)? Do you agree with this list? How often they occur and why? Or if the above way of starting discussion is not appropriate, use the question below: What, are the key risks your/children in community are facing regarding their safety, security and dignity? How often they occur and why?	Do you have anything to add to the above list?/ What kinds of issues are present? Are there any children trafficked, raped, physically abused, missing, etc…? Who is affected the most (special groups of children, girls, boys, children from certain caste, ethnic groups, children with disabilities?) Who commits these crimes – are children involved? What are particularly risky situation, places or times when these crimes happen? What are the main causes of these problems and why? What are the prevailing attitudes and believes in community and how they affect prevalence and response to child protection issues? How long have these problems been occurring? ***If it does not come in discussions you may also ask*** At what age do girls generally get married? At what age do girls and boys start working to help family? Is it common to use physical discipline in the community? Are there any other specific forms of abuse or traditional practices in community specific for groups of children, gender, and ethnicity? (For facilitators – please refer to the forms of abuse you may be familiar with in community)

Discussion Topic	Guiding Questions	Supplementary Questions
Formal and traditional mechanisms to prevent , report and respond to protection concerns (child protection system)	What happens when cases of abuse, violence (rape), exploitation or trafficking in children occur in the community? (you may want to focus the question toward the priority issues identified in earlier questions) Who can a child who has been affected by this issue go to for help? Who is told about this issue? What are the key steps in responding to that situation?	1. "What are the key steps in responding?" Probe with the following questions: • Describe what would happen step by step • Who could the child go to for help? • What would the family do? • What would the community do? • Who would be involved? • What supports would actually be provided for the child and family? 2. Ask, "Who would be the key decision makers about what would happen in this situation?" • Who would be involved? • What role would be played by people/services outside the community? • Who makes the final decisions? 3. Ask, "What would be the likely outcomes of the responses to the problem?" • What would likely happen to the child? • What would likely happen to the family? • What would likely happen to the perpetrator? 4. Ask, "How satisfied with this outcome would various stakeholders (Child, family, community, people outside the community) be with this outcome? Why? 5. Ask, "Is there a legal responsibility related to this problem?" • Who would it be reported to? (for example, Police? Family Services Unit? Social workers?) • Who would report this problem? • What would be the response of the agency/person it was reported to? • If not reported, why not? Additional Question: Who reports cases of violence? Parents, children or others? Who is informed of cases of violence/abuse/ exploitation in this area and why? Do people report cases to police? If yes which cases? If not, why not? Who (individuals, institutions, govt. bodies, informal groups, community justice mechanisms etc...) is responsible for protecting children against violence and abuse in this area? What kind of cases they usually respond to? What is their response when cases occur? Who makes decision what will happen to child and perpetrator?

Discussion Topic	Guiding Questions	Supplementary Questions
	What actions are taken in community and by community to prevent abuse, exploitation and all other forms of violence against children?	What activities are taken to support parents and children to be more aware of risks? By whom? Do vulnerable children and their families receive any kind of support (material, financial, counselling) and from whom? What roles are children playing in helping this community to become safer, among their peers, in their families and in the wider community?
	What more could be done to prevent violence, abuse and exploitation and improve protection when cases happened?	What could the community do to change the way protection problems affect children? What is needed to support affected families and children better? What could government, community and other stakeholders do to facilitate these changes?

Compiling data – focus group discussions

Summarise the information gathered from the discussions in the fourth column of the table. Please note that even though the discussion questions do not cover all seven elements of the child protection system, there could still be information received during the discussions related to any of the elements.

Element	Guiding research questions	FGD Guiding and Supplementary Questions	Compile learning generated from the FGDs in this column on the row next to the appropriate element.
Priority child protection issues and their root causes	▪ What are the priority child protection issues within this community? ▪ What are the root causes of the priority child protection issues that have been identified?	▪ **Through discussions with children following child protection issues were identified in your community (list of issues)? Do you agree with this list? How often they occur and why?** **OR** ▪ **What, are the key risks your/children in community are facing regarding their safety, security and dignity? How often they occur and why?** ▪ What is missing on this list and why?/ What kinds of issues are present? ▪ Are there any children trafficked, raped, physically abused, missing, etc…? ▪ Who is affected the most (special groups of children, girls, boys, children from certain caste, ethnic groups, children with disabilities?) ▪ Who commits these crimes – are children involved? ▪ What are particularly risky situations, places or times when these crimes happen? ▪ What are the main causes of these problems and why? ▪ How long have these problems been occurring?	
1. Laws, policies, standards and regulations *(determine the system's structures, mandates and functions)*	▪ What child protection laws or regulations recognized by the community? (How violence, abuse and exploitation are defined in community?)	▪ What kinds of issues are present?	

| 2. Services and service delivery mechanisms (*provide protection for children*) | ▪ What is being done to prevent abuse, exploitation and/or neglect in the community?
▪ How is it reported when a child is affected by abuse, violence or exploitation by whom and to whom?
▪ Are there any mechanisms to refer children to appropriate services and assistance?
▪ What services exist in the community (formal and informal) to protect and provide support to children who are at risk or have experienced abuse, neglect, or exploitation?
▪ Do children and their families who are vulnerable or have been affected by abuse, violence and/or exploitation have access to these services? | ▪ **What happens when cases of abuse, violence (rape), exploitation or trafficking in children occur in the community?**
▪ Who reports cases of violence? Parents, children or others?
▪ Who is informed of cases of violence/abuse/ exploitation in this area and why?
▪ Do people report cases to police? If yes which cases? If not, why not?
▪ Who (individuals, institutions, govt. bodies, informal groups, community justice mechanisms etc...) is responsible for protecting children against violence and abuse in this area? What kind of cases they usually respond to?
▪ What is their response when cases occur?
▪ Who makes decision what will happen to child and perpetrator?
▪ What happens to the abused/exploited child?
▪ Is that good for child?
▪ Did affected children or their families receive support and assistance (including financial, psychosocial counselling, medical services, and justice)? From whom? What is needed?
▪ What happens to the perpetrator? Is that good for child/family? Is it adequate punishment for perpetrator? What is needed?
▪ Are these cases ever reported to World Vision staff and if yes what happens in those cases?

▪ **What actions are taken in community and by community to prevent abuse, exploitation and all other forms of violence against children?** | |

		Do vulnerable children and their families receive any kind of support (material, financial, counseling) and from whom?	
3. Capacities *(provide and perform the child protection services, including capacity building, human and financial resources, and adequate infrastructure)*	Do parents and primary care givers have capacity to prevent the cases from happening? Why not, yes?	▪ **What actions are taken in community and by community to prevent abuse, exploitation and all other forms of violence against children?** ▪ What activities are taken to support parents and children to be more aware of risks? By whom?	
4. Co-operation, co-ordination and collaboration mechanisms *(ensure that all elements of the system work in a holistic and coordinated manner to ensure protection of children)*	• Do formal and informal actors working with or for children at risk or affected by abuse, violence and/or exploitation collaborate and coordinate their activities?	▪ **What happens when cases of abuse, violence (rape), exploitation or trafficking in children occur in the community?**	
5. Accountability mechanisms *(ensure that the system is effectively responding to key child protection concerns, and functioning according to the CRC, relevant laws and in the best interest of the child)*		▪	
6. Circle of care *(includes attitudes, values, behaviors and traditional practices; and a caring, supportive and protective immediate social environment)*	• What are the prevailing attitudes and believes in community and how they affect prevalence and response to child protection issues?	▪ **What, are the key risks your/children in community are facing regarding their safety, security and dignity? How often they occur and why?** ▪ Who is affected the most (special groups of children, girls, boys, children from certain caste, ethnic groups, children with disabilities?) ▪ What are the main causes of these problems and why? ▪ What are the prevailing attitudes and	

		believes in community and how they affect prevalence and response to child protection issues?	
7. Children's resilience, life skills and participation: *(children's agency to contribute to their own protection and that of others)*		▪ What activities are taken to support parents and children to be more aware of risks? By whom?	
Improving Prevention and Protection against Violence, Abuse and Exploitation	▪ What should be done to improve prevention and protection against violence, abuse and exploitation in the community?	▪ **What more could be done to prevent violence, abuse and exploitation and improve protection when cases happened?** ▪ What could the community do to change the way protection problems affect children? ▪ What is needed to support affected families and children better? ▪ What could government, community and other stakeholders do to facilitate these changes?	

In setting up focus group discussions, the researcher must make a number of decisions about the design and implementation of the research. These decisions include determining the number of groups required and the respondent qualifications for each group. The length, size, location and time for the groups must also be determined.

research, for example, where particular weather conditions affect *susceptibility* to a particular ailment, or in political research, where great variations may exist among regions or between urban and rural areas. Variations in the level of literacy may be great enough to warrant conducting groups in different regions.

DETERMINING THE NUMBER OF GROUPS NEEDED

In order to determine how many groups are needed, it is first necessary to gather some information or generate some hypotheses about the topic under study—for example, the degree to which respondent age or geographic location is important to the topic. Following the information-gathering phase, some guidelines for setting the number of groups are as follows:

1. **Conduct at least two groups for each variable considered relevant to the topic area.** For example, conduct two groups among each major target population segment—males and females, users and non-users, younger mothers and older mothers—if such segments are considered substantially different in attitudes or behaviors related to the topic area.

2. **Conduct enough groups to rotate the order of communication materials presented in the group.** When new product concepts, posters, advertising concepts or other stimulus materials are being presented to the group, it is critical that enough groups be conducted so that the order of these stimulus materials can be rotated. For example, when evaluating two alternative message pieces, responses to the second one introduced will be biased by responses obtained to the first. While this is true of all research methodologies, it is particularly true of focus groups, where opinions are verbalized in front of other respondents. Therefore, it is important to conduct another group in which the order of stimulus materials is reversed.

3. **Conduct groups until the information obtained is no longer new.** That is, conduct groups until the outcome conforms in a general way with previous results. If two groups on the same subject produce wildly different results, it is necessary to explore this difference in additional groups to make the research results understandable and usable.

4. **Conduct groups in each geographic region where a meaningful difference is felt to exist.** Such differences are likely to be important when the product or the behavior being studied is influenced by climate, weather, water conditions, local economic conditions or some other geographic or economic feature. Such variations are also important when the topic under study is influenced in some meaningful way by culture or local lifestyles. Geography would be important in medical

DETERMINING THE FOCUS GROUP COMPOSITION

Focus groups are generally conducted among homogeneous target populations. Answering the question "Which respondent variables represent *relevant* similarities among the target population?" requires some thoughtful consideration when planning the research. The following respondent variables should be considered:

1. **Social Class.** It is always advisable to conduct a group session among respondents who have similar social status. When social classes are mixed, the more literate and articulate higher-class respondents may suppress participation by the lower-class respondents, who may feel inadequate even when they may know quite a bit about the subject matter under discussion. In developing countries, social class or social status may be related not only to socioeconomic factors but may also include specific village-level roles that should be considered carefully when selecting the group.

2. **Lifecycle.** The place where the respondent fits in the lifecycle relevant to the topic under discussion may be critical, and respondents at substantially different points in the lifecycle should generally *not* be included within the same group. For example, new mothers or women who are newly involved in family situations may respond substantially differently from older mothers or mothers with a larger family, even when the basic age of the mothers is similar. In such cases, the less experienced mother is apt to defer to the veteran.

3. **User status.** Generally speaking, it is best to separate users of a given product from non-users, or to separate practicers from non-practicers. However, there may be reasons for including them in the same group, such as when the intention of the group is to explore or highlight the contrasts between such groups. This mixing of user status is only feasible, however, if the product or behavior carries no social stigma. For example, smokers may be considered "bad" by non-smokers. Similarly, if non-users of a particular product would be considered by users to be lazy, stupid or in some other way negative, then the two should not be integrated in a single group session.

On the other side of the issue, it is very difficult to interview both users and non-users in one group since conflicting opinions within the group may

invite either a "rational" defense or a "withdrawal" by those who perceive their opinions to be in the minority. Often, separating users from non-users enables the researchers to see the two points of view more clearly. Additionally, when users and non-users are included in the same group, it generally means that half of the group will have nothing to do while the other half is talking, and vice versa. This does not contribute to positive group dynamics.

4. **Level of expertise.** The level of experience or expertise that a respondent has can greatly affect his or her responses to a particular topic. Respondents who vary widely in their level of experience should not be included in the same group. For example, a respondent who has used a particular product for a considerable length of time may be different from a new user. This is particularly true when length of usage corresponds to the level of the respondent's knowledge and expertise. This may be very important when dealing with focus groups among professionals or semi-professionals in the medical community, for example.

5. **Age/marital status.** Depending on the subject matter under investigation, respondents of substantially different age and/or marital status generally should not be included in the same group. For example, focus groups conducted about the use of contraceptives among married and unmarried women should not include both types of respondents, even though the two groups may be equally sexually active and may have had the same length of history of contraceptive product use.

6. **Cultural differences.** Respondents of vastly varying cultures should not be included in the same group when those cultural differences have an impact upon the attitudes and behaviors of the topics under discussion.

7. **Sex.** There is a sharp division among focus group moderators regarding the effectiveness of mixing sexes within a particular focus group. Some moderators believe this is never wise because it may inhibit conversation or interfere with the order and flow of discussion. Others feel it is highly desirable to mix the sexes when the topics being discussed concern a joint decision. Most moderators will agree that it is acceptable to mix sexes when the discussion topic is not related to or affected by sex stereotypes. One approach for handling this dilemma is to experiment with both conditions and see if the results differ.

DETERMINING THE LENGTH OF THE FOCUS GROUP

On rare occasions all-day or half-day focus group sessions are used for idea generation. As a rule, however, the focus group should not last longer than one and one-half to two hours. Frequently, when very specific information is required—such as reactions to one particular advertisement—the focus group may be as short as forty minutes.

DETERMINING THE SIZE OF THE FOCUS GROUP

The accepted size for a focus group has traditionally been eight to ten respondents, but the trend has been moving to smaller groups, or what is known as mini-groups. An optimal group, therefore, would consist of five to seven respondents. This trend emerged in response to some of the following limitations or problems encountered with larger groups:

- Each participant's speaking time is substantially restricted. Dominant/submissive relationships are almost inevitable.
- The group moderator is forced into a more directive role.
- Frustration or dissatisfaction among group members is likely to result because of some members' inability to get a turn to speak. This produces lower quality and quantity of output.
- Respondents are often forced into long speeches, often containing irrelevant information, when they get to speak only infrequently.
- The tendency for side conversations between respondents increases.

In contrast, smaller group sessions are felt to provide greater depth of response from each participant. The group is often more cohesive and interactive, particularly when respondents are professionals, such as physicians or pharmacists.

The key factor concerning group size is generally that of group purpose. If the purpose of the group is to generate as many ideas as possible, a larger group may be most beneficial. If the purpose of the group is to maximize the depth of expression from each respondent, a smaller group works better.

DETERMINING THE GROUP SETTING

In the United States, focus group facilities with audio or video recording equipment, one-way mirrors and observation rooms are the standard. In developing countries, such facilities are rare. Therefore, factors to consider in determining the setting include the following:

1. **The setting should provide privacy for the focus group participants.** Select a location where group participants can talk without observation by others who are not in the group. It may be necessary to station research team members outside the facilities in order to divert or entertain potential observers or intruders.

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2. **Select a location where it is easy to hear respondents speak.** Avoid noisy areas so that respondents can hear one another and the moderator can hear all respondents.

3. **Select a comfortable location.** Extremes of temperature or other factors can adversely affect the quality of the focus groups.

4. **Select nonthreatening environments.** Be sensitive to the socioeconomic status of the respondents and do not attempt to conduct the group in a facility that could inhibit their responses or encourage them to respond in a "socially desirable" manner. Schools or government buildings may induce a desire to respond "correctly."

5. **Select a location that is easily accessible by respondents.** Even if transportation is provided, lengthy travel time to and from the group could affect group results.

6. **If possible, select a group environment in which an observer can be present without disrupting the group.** In countries where observation facilities are not available, this can be accomplished by setting up partitions, using adjacent rooms with open doorways and so forth.

DETERMINING THE GROUP SEATING ARRANGEMENT

Generally, focus groups are conducted around a conference table, in a sitting room atmosphere or in some other room arrangement that seems natural to the respondents. Whatever the environment, respondents should be seated in a manner that encourages involvement and interaction. Some guidelines include the following:

Avoid designating status in the seating arrangement. Respondents seated closest to the moderator or at the head of a table may project a higher status. The moderator should be alerted to the probability that participants seated in these locations may require more control to prevent them from leading or disrupting the group.

Make it possible for the moderator to have good eye contact with all respondents. This is important for controlling the group, bringing out shy respondents and subduing dominant ones. Respondent name tags, enabling the moderator to call on group members by name, also facilitate moderator control and group interaction.

Seat respondents at approximately equal distances from the moderator and clearly in sight of all other participants. This will encourage interaction and a feeling of being part of the group. It will also help discourage side conversations that may occur when some members are off to the side or too far away from the moderator.

In developing countries where makeshift facilities are often used, the research team should be creative with the seating arrangement. A traditional school-house setting can be rearranged so that desks are moved out of rows and into a semicircle. It is not necessary to accept things just as they are—take control of the environment and make it work!

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Facilitator guide – key informant interviews

1. Introduction

Thank you for participating in this interview today. The project staff talking with you today are: (introduce yourself and others on the team, including your organization, position, relevant experience).

Today we are having a discussion about the well-being of your children in your community. The information you provide will be used to help the community and World Vision understand more about the issues affecting children so that everyone can know better what can be done to help children who are in difficult situations.

As a result of these discussions, we as a community, will have a better understanding of the child protection issues that exist in our community and we will think together about what causes theses issues and what are the ways to address them. The information you provide will be used to help World Vision improve existing projects in this community.

Please note:
- Your participation is voluntary. You do not have to take part if you do not want to.
- You do not have to answer a particular question if you don't want to.
- One or two staff will be taking notes to ensure that World Vision records your opinions accurately. Please answer freely, there are no right or wrong answers.
- The report will not mention your name.
- The findings from this assessment will be written into a report for World Vision and used to improve our programmes.
- You can ask questions or provide feedback to the project staff (listed below)

*Child Protection issues may relate to **violence**, or threat of violence (including physical violence, sexual and gender-based violence, trafficking) that occurs at home, community, schools and places where children work, **exploitation** such as child labour or commercial sexual exploitation, **neglect of children** including deliberate deprivation of food, shelter, clothing, attention, and **harmful traditional practices** such as early marriage. . Any immediate threats to child safety, security and dignity must be responded to immediately either directly by World Vision, or by reporting and referring to agencies with the mandate and capacity to respond.*

For each interview, record:

Interview Date: _____ Name of Interviewer: _____

District: _____ Village: _____

Tick all those that apply:
Woman	[ ]	
Man	[ ]	
Community leader	[ ]	Role: _____
Local government authority	[ ]	Role: _____
Service provider	[ ]	Role: _____
Police	[ ]	Role: _____
Other, please specify	[ ]	_____

Note for facilitators: The KII interviews are semi-structured interviews. The questions outlined below may be adjusted and modified to obtain right kind of information. They should not all be used, as it would take far too long to investigate them all in the time allotted to a KII. Focus the discussion according to the context, participants, and interest.

2. KIIs – questions for local authorities and service providers

Child Protection Issues

1. What are the priority child protection issues within this community? (*For facilitators- you may go straight to question 2 if KI are already familiar with child protection issues*)
2. Are any of the following issues a problem in this area or community? (*For facilitators – you may skip this question if you already receive the answer through question 1*).

Abduction	[ ]
Trafficking of children	[ ]
Domestic violence	[ ]
Other gender-based violence such as rape	[ ]
Female genital mutilation/cutting	[ ]
Early marriage	[ ]
Lack of access to documentation such as birth certificates	[ ]
Child labour	[ ]
Abuse and neglect through lack of care	[ ]
Excessive/violent corporal punishment	[ ]
Discrimination against certain groups	[ ]
Other forms of violence/abuse not noted	[ ]

   If yes, please provide more details, including what impact or affects this has on children in community.
3. Who is mostly affected by the identified child protection issues and why? (Identify who is vulnerable for each of the protection risks you listed in questions 1and 2)
4. How are different groups affected by same issues depending on their gender, ability, caste, ethnicity, etc..?
5. What are the root causes of the priority child protection issues that have been identified?

Prevention Mechanisms

6. Are there any services/strategies/measures aimed at preventing violence, abuse, exploitation and neglect including supporting vulnerable families and children at risk in the community?
7. What types of social benefits are provided for vulnerable families and children?
8. What roles are children playing in helping this community to become safer, among their peers, in their families and in the wider community?

Identification, Reporting and Response Mechanisms

9. Who (police, individuals, institutions, govt. bodies, etc...) is by law responsible for protecting children against violence and abuse in this area (reporting cases and/or dealing with them)?
10. Are these authorities *willing* to respond to child protection issues? Why or why not?
11. Are these authorities *able* to respond? Why or why not?
12. *For service providers only* – Are you requested or required by law to report suspected cases of violence, abuse, exploitation or neglect against children? Have you ever been in position to report and what did you do?
13. How are potential cases of violence, abuse, exploitation and neglect usually identified?
14. What do people usually do when a child is abused or exploited in this community?
    - To whom do they report cases?
        - If "police", why?
        - If not "police", why not? To whom they report the cases?
    - What is the response of [whoever the cases are reported to] to the case?
15. Which, if any other government agencies, institutions or local groups get involved in resolution of child protection issues and in which way(s)?
16. Who else is usually expected to do something about the reported case in this area?
17. How are cases of violence, abuse, exploitation, trafficking usually resolved – what happens to child and to perpetrators (what is the process for investigating and addressing cases)?
18. Is the child involved in the decisions on what happens?
19. Do actors involved in response to violence, abuse exploitation, and neglect cooperate and coordinate their activities? How? And if no, why not?
20. Do you know which, if any, government or NGO agencies in this area provide the following for child victims of violence, exploitation or abuse:
    a. Healthcare?
    b. Legal services?
    c. Psychosocial care/counseling?

d. Other services?
21. How are the support and response services financed?
22. Who is deciding on budget allocations at community level?

YOUR PERSONAL EXPERIENCE

23. Has anyone ever reported a case to you/your organisation/institution? Have you or your organisation/institution ever been involved in a response?
24. What is your response when cases occur?
25. What types of services is your organisation providing?
26. What are the key challenges or problems in providing services?
27. How are your services financed?
28. Are you bound by professional standards or code of conduct in your field?
29. Is your service licensed and monitored by the government and how?
30. Are you trained to identify and report cases of violence, abuse, exploitation and neglect?
31. How do you build your skills, knowledge and ability to work with children at risk or affected by abuse, violence and/or exploitation?

Improving Prevention and Protection against Violence, Abuse and Exploitation

32. What could the community do to change the way protection problems affect children?
33. What is needed to support affected families and children better?
34. What could government do to facilitate these changes?

3. KIIs – questions for police

Protection risks, threats, crime and reporting

1. What are the priority child protection issues within this community?
2. What are the main causes of these problems and why?
3. What are the main violence, safety or crime problems in this area? Affecting men and boys? Affecting young women and girls?
4. What types of these crimes are usually reported to the police?
5. What crimes are usually not reported to the police? Why?
6. What do people usually do when a child is abused or exploited in this community?
7. What is the response of police when abuse, exploitation or violence against children is reported? (For example when a child is raped, assaulted in family or community, child is working, is trafficked, etc…)
   NOTE: In this question, you really need to probe: what are the procedures, who is involved, is the police understanding of the law accurate and do they know how to deal with child victims/witnesses (have they received training in this area)
8. What is the response of police when children commit these crimes or other crimes? Is child detained, where, etc…?
9. Are there any issues which make it difficult for police to maintain law and order, and investigate or address violence and crime against boys and girls in this area?
10. Is there a person or special unit within the police that is responsible for responding to reports of sexual abuse, trafficking or exploitation? If yes, what training have they received?
11. Are there special codes of conduct or behavioral protocols you need to follow when addressing cases of abuse, exploitation and violence or when dealing with children?
12. What problems are there for people in accessing the police and judicial system?
13. Do you know which, if any government or NGO agencies in this area provide the following for child victims:
    a. Healthcare?
    b. Legal services?
    c. Psychosocial care/counseling?
    d. Other services?
14. Do you know if any other government and NGO agencies/institutions get involved in resolution of child protection cases and in which way?
15. Do you collaborate and coordinate your activities with any of these agencies and actors? How?
16. Are there any other child protection issues that we should know about?

17. Of the child protection issues we have discussed, which do you think is the most important to address?

Compiling data – key informant interviews

Summarise the information gathered from the interviews in the fourth column of the table – identifying the information by the key informant (i.e. teacher, police, etc.). Please note that even though the interview questions do not cover all seven elements of the child protection system, there could still be information received during the interviews related to any of the elements.

Element	Guiding questions	KII for local authorities and service providers	Compile learning generated from the KIIs in this column on the row next to the appropriate element.
Identify priority child protection issues and their root causes	• What are the priority child protection issues within this community? • What are the root causes of the priority child protection issues that have been identified?	• Are there any children trafficked, sexually abused, physically abused, missing, etc…? • What are the main causes of these problems and why? • Who is mostly affected by the identified child protection issues and why? • How are different groups affected by same issues depending on their gender, ability, caste, ethnicity, etc.? • What are the main violence, safety or crime problems in this area? Affecting men and boys? Affecting young women and girls?	
1. Laws, policies, standards and regulations *(determine the system's structures, mandates and functions)*	• How are child protection laws and/or regulations implemented in the community? • What are the barriers to effective implementation of the child protection laws and/or regulations?	• Apart from police who else (individuals, institutions, govt. bodies, etc.) is by law responsible for protecting children against violence and abuse in this area? • *For service providers only* – Are you requested by law to report cases and abuse against children?	
2. Services and service delivery mechanisms *(provide protection for children)*	• What is being done to prevent abuse, exploitation and/or neglect in the community? • How is it reported when a child is affected by abuse, violence or exploitation by whom and to whom? • Are there any mechanisms to refer children to appropriate services and assistance? • What services exist in the community (formal and	• Who usually reports cases of violence? • When cases occur do people report them to the police? • If they do not report it to police, to whom they report the cases? • What are the formal or informal processes for dealing with cases of violence against, abuse and exploitation of children in the community: • What is the response from police when abuse, exploitation and violence against children are reported? • Which, if any government and NGO	

informal) to protect and provide support to children who are at risk or have experienced abuse, neglect, or exploitation?	agencies get involved in resolution of child protection issues and in which way?
	• Who else gets involved in resolution of child protection cases and in which way?
	• What is their response when cases occur?
	• Which if any government and NGO agencies in this area provide affected children with:
	  • Healthcare?
	  • Legal services?
	  • Psychosocial care/counseling?
	• How are cases of violence, abuse, exploitation, trafficking usually resolved – what happens to child and to perpetrators? Is that good for the child?
	• Are there any services/strategies/measures applied to prevent abuse, exploitation and abuse including supporting families and children at risk in the community?
	• What is needed to support families and children at risk better?
	
	• *For police*
	  • What types of crimes are usually reported to the police?
	  • What crimes are usually not reported to the police? Why?
	  • Who commits these crimes – are children involved?
	  • What is the response of police when abuse, exploitation and violence against children are reported?
	  • What is the response of police when children commit these crimes or other crimes? Is child detained, where, etc…?
	  • Are there any issues that make it difficult for police to maintain law and order and investigate or address violence and crime against boys and	

		girls in this area?
		• What problems are there for people in accessing the police and judicial system?
		
		• *For service providers*:
		  • What types of services is your organisation providing?
		  • Has anyone ever reported a case to you/your organisation/institution?
		  • Have you or your organisation/institution ever been involved in a response?
		  • What is your response when cases occur?
		  • What are the main problems in providing these services?	

3. Capacities *(provide and perform the child protection services, including capacity building, human and financial resources, and adequate infrastructure)*	• Do relevant formal and informal authorities have capacity to perform their roles in relation to prevention and protection of children from violence, abuse and exploitation? • Do service providers such as teachers, health workers, police, social workers, counselors, etc… have capacity to identify, report and/or respond to cases of abuse, violence and exploitation according to their roles? If not, why? • How are the support and response services financed?	• Are those responsible by law for protecting children against violence, abuse and exploitation willing to respond to child protection issues? Why or why not? • Are they able to respond? Why or why not? • Are service providers (teachers, health workers, social workers and para social workers) trained to identify and report cases of violence, abuse and exploitation? • How do local service providers build their skills, knowledge and ability to work with children at risk or affected by abuse, violence and/or exploitation? • Which services are provided by trained professionals? • Is there a person or special unit within the police that is responsible for responding to reports of abuse, violence against children or exploitation? If yes, what training have they received? • Who is deciding on budget allocations at community level?	

4. Co-operation, co-ordination and collaboration mechanisms *(ensure that all elements of the system work in a holistic and coordinated manner to ensure protection of children)*	• Do formal and informal actors working with or for children at risk or affected by abuse, violence and/or exploitation collaborate and coordinate their activities?	• Do actors involved in response to violence abuse and exploitation cooperate and coordinate their activities? How? And if no, why not? • *For Police:* • Do you collaborate and coordinate your activities with any of these agencies and actors? How?	

5. Accountability mechanisms
(ensure that the system is effectively responding to key child protection concerns, and functioning according to the CRC, relevant laws and in the best interest of the child)
	• Are the social services aimed to vulnerable children and their families monitored by government and provided in alignment with national sets of standards?_	• *For service providers:*
		  • Are you bound by professional standards or code of conduct in your field?
		  • Is your service licenced and monitored by the government and how?
		• *For Police:*
		  • Are there special codes of conduct or behavioral protocols you need to follow when addressing cases of abuse, exploitation and violence or when dealing with children in conflict with the law?	

6. Circle of care *(includes attitudes, values, behaviors and traditional practices; and a caring, supportive and protective immediate social environment)*	• What are the prevailing attitudes and believes in community and how they affect prevalence and response to child protection issues?	• What are the root causes of priority child protection issues that have been identified?	
7. Children's resilience, life skills and participation: *(children's agency to contribute to their own protection and that of others)*			
Improving Prevention and Protection against Violence, Abuse and Exploitation	• What should be done to improve prevention and protection against violence, abuse and exploitation in the community?	• What is needed to support families and children at risk better? • What could community do to change the way protection problems affect children? • What could government do to facilitate these changes?	

Child Protection Issues Matrix

Purpose: This tool is used to review and analyze the key child protection issues identified during the assessment. It can also be used to present findings and stimulate discussions during the debriefing meeting.

How to use the tool: Transfer the results obtained from the assessment into the Matrix below. Review results and note the three to four child protection issues that are most frequently mentioned. Note if there are any differences between issues identified by children and adults, as well as between male and females. These differences should be noted in report.

Identified by:	Priority Child Protection Issues			
Children (Girls)				
Children (Boys)				
Adults Workshops (Male)				
Adults Workshops (Female)				
FGDs (Male)				
FGDs (Female)				
KIIs				

SUMMARY SHEET FROM CAUSAL ANALYSIS

Purpose: This tool is used to summarize findings on root causes of identified child protection issues.

How to use the tool: Once the key child protection issues are selected, transfer the results obtained from the Child Protection Issues Matrix into the Summary Sheet from Causal Analysis table. Using findings from the assessment, note causes at different levels and explain links between them for each issue. Note the common causes at each level for different issues and note similarities in how they are linked with each other.

Child Protection Issues (For example domestic violence, trafficking, labour, etc)	Immediate Causes	Underlying Causes	Root Causes	Links between levels of causes (describe how are causes at different levels linked)
1.				
2.				
3.				
Etc.				
Common Causes				

Purpose: This toll is used to analyze the effectiveness and gaps in the child protection system at the community level. In this tool the findings from the National Community Level Child Protection Assessments are compared.

How to use the tool: This tool consolidates the information collected through consultations, FGDs and KIIs as well as the National Level Child Protection Assessment. It is organized according to the WV understanding of the elements of a child protection system and consists of minimum standards for functioning of the system. These standards are derived from the Convention on the Rights of the Child and National Level Assessment tool and should be contextualized when necessary. For each statement, three possible answers are given (yes, no, partially). Before answering check appropriate categories in the National Level Assessment to inform answers. Include notes of why answers are chosen and provide evidence for it. At the end of the exercise, look where the key gaps are occurring. The picture of strengths and weaknesses in functioning of the system will emerge.

Standard	Yes (describe and document)	Partially (describe what exist and what is lacking)	No (describe what is different/lacking)
1. Laws, policies and regulations			
Community definition of violence, abuse and exploitation against children is consistent with the national law.			
People in the community are aware of laws and policies against child abuse, violence and exploitation.			
2. Services and service delivery mechanisms			
There are effective efforts to prevent abuse, exploitation and neglect in the community.			
There are clear procedures put in place by government on where and how the cases should be reported (for example, police, social welfare services, SOS hotlines, etc…).			
There are informal community led mechanisms and protocols on where and how the cases of abuse, violence,			

Standard	Yes (describe and document)	Partially (describe what exist and what is lacking)	No (describe what is different/lacking)
exploitation and neglect can be reported (for example, traditional justice mechanisms).			
There is an effective body/institution/service that assesses reported cases and decides what is needed and best for child (referral mechanisms)			
Cases of child abuse, exploitation, and all crimes of violence against children are registered in the police data base.			
There are police who are trained and mandated to respond to child protection cases			
There is a traditional or informal community body/mechanism that refers cases of violence, abuse and exploitation occurring in the community to appropriate services.			
Decisions made by the informal/traditional mechanisms are always in the best interest of the child and in alignment with child rights.			
Children who have been victims of violence, abuse, or exploitation have access to and can afford adequate medical services.			
Children who have been victims of violence, abuse, or exploitation have access to and can afford legal support.			
Children at risk and those who have been victims of violence, abuse, or exploitation have access to government mandated support social services which are adequate and of good quality.			
There are informal and non-government services at the community level that provide support to children at risk and those who have been victims of violence, abuse, exploitation.			
Children at risk and those who have been victims of violence, abuse, or exploitation have access to adequate and good quality support social services provided through informal mechanisms and NGOs/CBOs.			
There are appropriate community based and family type alternative care options for children who are deprived of parental care.			
Children at risk and those who have been victims of violence, abuse, or exploitation have access to appropriate community based			

Standard	Yes (describe and document)	Partially (describe what exist and what is lacking)	No (describe what is different/lacking)
care and alternative care options.			
Any institutions for children (boarding schools, orphanages) are transparent and accountable regarding the safety and condition of children, and following best practice for child care, protection and development.			
Most Vulnerable Children have access to all child protection and social services			
3. Capacities (including capacity building, human and financial resources)			
Social support services are provided by skilled and qualified professionals			
Social support services are free of charge and adequately funded.			
Police are specially trained and know how to assist child victims of violence, abuse, or exploitation as well as those in conflict with law.			
Teachers are trained and know their duties in terms of protecting children in schools from abuse, neglect, violence and exploitation (recognition, reporting, responding)			
Health officers are trained and know their duties in terms of protecting children from abuse, neglect, violence and exploitation (recognition, reporting, responding)			
Religious leaders know their duties in terms of promoting the protection of children form abuse, neglect, violence and exploitation.			
Parents are aware of risks and know their duties in terms of protecting children from abuse, neglect, violence and exploitation			
Dutybearers in child protection have adequate funding to fulfill their duties.			
4. Cooperation, Coordination and Collaboration Mechanisms			
There is an effective local mechanism which brings together different dutybearers and stakeholders for preventing and responding to child abuse, neglect and exploitation.			
There are effective linkages between formal and informal parts of the child protection system.			

Standard	Yes (describe and document)	Partially (describe what exist and what is lacking)	No (describe what is different/lacking)
5. Accountability Mechanisms			
Children are generally satisfied with how child protection incidents are reported and responded to, and the corresponding outcome for affected children.			
Adults are generally satisfied with how child protection incidents are reported and responded to, and the corresponding outcome for affected children..			
At community level there is an independent complaint mechanism where children and their families can place child protection complaints (for example, SOS hotlines).			
6. Circles of Care			
Positive and protective parenting practices are common in this community			
There are no traditional or cultural practices that harm children in the community			
Parents, immediate caregivers and other members of the community exhibit positive and protective attitudes in regards to children			
There are no attitudes and behaviors which discriminate against or exclude certain groups of children			
Faith-based organizations are playing a positive role in preventing abuse, neglect and exploitation.			
7. Children's resilience, life skills and participation			
Children affected by abuse, violence or exploitation know whom to contact for help, and are confident to do so.			
There is no difference between children's understanding of prevalent child protection issues and those of adults.			
Children are not practicing risky behaviours, especially those that would put them at risk of violence or exploitation			
Children treat each other well and are not			

Standard	Yes (describe and document)	Partially (describe what exist and what is lacking)	No (describe what is different/lacking)
violent with each other			
Children are positively influencing their direct environment and the community to be safer for children			

AGENDA AND PLAN FOR DEBRIEFING MEETING			
Steps	**Objectives**	**Activities/Tools**	**Time**
Introduction/Purpose/Process	• To introduce the facilitators and participants • To explain purpose and objectives of the meeting • To outline the process	• Explaining the purpose and objectives of the meeting. For example the following statement may be used: *"The main purpose of the meeting is to share and verify or correct the information gathered through the assessment process as well as to discuss together how the situation of children in the community may be improved".* Facilitators should share about the assessment process (both at the national and community level), as well as how the community including key informants participated in it. • Introductions of facilitators and participants. Facilitators may use any type of introduction activity that is culturally and context appropriate. • Explain the agenda, requirements from participants and time planned for the meeting.	30 min

Presenting findings of the Analysis of Child Protection Issues	• To verify or correct findings from the assessment of child protection issues.	• Show and present to the participants the *Summary Sheet from Causal Analysis.* Explain how were the conclusions made and what were the sources of information.
		• Use *Development Café* or group work to discuss 3 questions:
		  o Is this picture accurate in terms of issues and relevance?
		  o Is something missing?
		  o What needs to be added/removed and why?
		• Ask groups to present group work. Note any significant discrepancies among groups.
			60 min

Presenting findings of the Analysis of Child Protection System (or responses to child protection issues if system is too difficult term to understand)	• To present the findings from National Level Child Protection Assessment	• Using a power point presentation or flip charts, present key features of the system from the National Level Child Protection Assessment and how they influence functioning of system at community level. The presentation should be very simple – preferably in the form of picture showing the CP system.	30 min
Presenting findings of the Analysis of Child Protection System (or responses to child protection issues if system is too difficult term to understand)	• To verify or correct the findings from the Community Level Child Protection Assessment.	• Using the presentation of strengths and gaps in the child protection system at the community level which was prepared at the end of Step Four "Analyzing and Reflecting", (for example if the Assessment Team developed a Child in the Middle picture) - present and explain the findings of the assessment. The focus of the presentation should be the	60 min

		strengths and gaps in the CP System at the community level, and should discuss linkages (or gaps) between the formal and informal parts of the CP System. Prevention and Response to child protection issues should be discussed. .
		• Use *Development Café* or group work depending on the number of participants to discuss 3 questions:
		  ○ Is this picture accurate in terms of how system functions?
		  ○ What is missing?
		  ○ What needs to be added/removed and why?
		• Ask groups to present group work. Note any significant discrepancies among groups.	

Brainstorm of Initial Recommendations for Programme Response Stage	• To identify key areas for action at community, provincial and national levels
	• To identify actors that can undertake these actions
		Divide the participants in the groups and ask them to reflect on the finding s of assessment and answer the questions:
		  ○ What could be done to decrease risks for children and improve prevention and protection against violence, abuse and exploitation?
		  ○ Who should do it government, police, service providers, other actors such as NGOs, CBOs, etc…?
		• They can put their answers on the flip charts. Put up all the flipcharts ask participants to walk around and then open space for questions and discussions.
		• After this exercise ask them to rank priority activities, by sticking green stickers next to the three- five most important actions.
		• Count the votes and note any issues for further discussion.
			40-80 min

Closure	• To close the meeting and outline future steps	• Facilitators should thank participants and explain the next steps from the report finalization. A small celebration ceremony may be appropriate.	20 min