RESEARCH MANUAL

Child Protection Systems
Mapping and Analysis in West and Central Africa
Phase II

Child Frontiers
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Prepared for the Regional Reference Group:
Plan International, Save the Children Sweden, Save the Children Finland, UNICEF
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Key Concepts

**Child:** Consistent with the United Nations Convention of the Rights of the Child 1989, children refer to persons under age of 18 years.

**Family:** The term ‘family’ is used as shorthand to refer to those within the caring circle of a child. This caring circle varies according to culture and circumstance; thus, the use of the term ‘family’ recognizes that in many societies the care environment of a child is broader than the immediate family and includes the extended family. The term also recognizes that in some circumstances, children are primary caregivers. However, it is important to clarify that individuals from the community or service providers who are not providing daily emotional, physical and psychological care to children would not be considered family.

**Social Welfare System:** Social welfare refers to a sense of human well-being that exists where “social problems are managed, where human needs are met and when social opportunities are maximized.” A social welfare system is the organization of services and supports to promote social welfare. The distinguishing factors of social welfare system for children and families are the specific objectives of promoting children’s well-being and their protection while enhancing the capacity of the families and communities to perform their responsibilities.

**Child and Family Welfare System:** The child and family welfare system refers to those aspects nested within the social welfare system (or social protection system where applicable) that are aimed at promoting children’s well-being and protection, while enhancing the capacity of families and communities to fulfill their responsibilities.

**Justice for Children:** In keeping with the United Nations’ Common Approach to Justice for Children, “The goal of the justice for children approach is to ensure that children are better served and protected by justice systems. It specifically aims at ensuring full application of international norms and standards for all children who come into contact with justice systems as victims, witnesses and alleged offenders; or for other reasons where judicial intervention is needed, for example regarding their care, custody or protection.

A justice system is comprised of both (1) state-run justice and law enforcement institutions, including the judiciary (criminal and civil), justice and interior ministries, the police, prisons, criminal investigation and prosecution services and (2) non-state justice mechanisms, i.e. the whole range of traditional, customary, religious and informal mechanisms that deal with disputes at community levels.

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1 Krueger & Delaney (2008)
2 As defined by Krueger & Delaney (2008)
3 Justice for children goes beyond juvenile justice – i.e. work with children in conflict with the law – to include all children going through justice systems, for whichever reason (victims, witnesses, care, custody, alleged offenders, etc.). Child Frontiers notes that there is sensitivity around the use of the word “victim” as opposed to “survivor.” In light of the regional context, however, where the word survivor may create confusion – especially when translated into French – Child Frontiers has opted not to use the word “survivor” for this reference manual but rather to attempt to use not only the word “victim” but also the term “child who has experienced violence, exploitation, neglect, and abuse.” Nonetheless, Child Frontiers notes that the use of these terms is in no way intended to diminish or downplay the resilience of children and their families.
**Child Protection:** Strives to prevent, respond and resolve the abuse, neglect, exploitation and violence experienced by children in all settings. It is often a specialist policy and service sector but of necessity works very closely and is sometimes integrated with other sectors.\(^5\)

**Child Protection System:** For the purposes of this research, a child protection system will refer to ‘a set of laws, policies, regulations and services needed across all social sectors – especially social welfare, education, health, security and justice – as well as community and faith based groups and other private service providers. It is part of social protection, and also extends beyond it.’ In keeping with UNICEF’s West and Central Africa child protection framework, the core sectors of the child protection system will be child and family welfare and justice for children while allied sectors will include education, health, labour, and others.

**Prevention Services:** services that might include the promotion of knowledge and skills and strengthen the overall capacity of the community for keeping children safe and cared for. It also includes those services targeting families and children that are experiences difficulties in order to change those situations before they create actual harm to the child.

**Response Services:** Child protection interventions respond to circumstances in which a child is at risk of harm or has been abused, exploited, neglected, abandoned, or without appropriate family care harming the child. These services seek to reduce the possibility that harm will be repeated and to restore a child’s well-being.

**Formal system:** Refers to government, international organisations and local NGOs (including community and faith based organisations) involved in providing child protection, being recognized or endorsed by and subject to supervision and regulation by the government. It is also important to note that some groups, such as traditional leaders, also have clear roles within both the formal and informal systems.

**Informal system:**\(^6\) Refers to child protection initiatives undertaken by families, communities and children themselves.

It is important to note that *Formal and Informal* should be considered as the two ends of a continuum and that there are likely to be elements of cross-over between the formal and informal systems. In several instances it might be challenging to define elements clearly due to ambivalent roles and mandates. Elaborating the nature of the relationship between these groups is an important part of the analysis and mapping and may well require revision as a result of this exercise.

**Congruence:** Congruence is generally understood as the quality or state of agreeing, coinciding. We refer to the importance for a system to be congruent with national, regional and local child caring and child protection realities. The term is used throughout this framework to underpin the positive dynamic between the population and the formal system, which allows the system to support and build upon positive beliefs and practices while promoting rights and challenging those cultural norms, beliefs and practices that are detrimental to children and family wellbeing. In the context of this exercise, congruence does not imply that a system would condone gross violations or ignore aspects of culture that have adverse affects on the wellbeing of children.


\(^6\) Please note that in this document the terms ‘informal’ and ‘non-formal’ are used interchangeably.
I. Background and Rationale

There is increasing recognition among international child protection agencies that traditional approaches to child protection do not sufficiently prevent or respond to child protection issues. Child protection actors now accept the need to shift away from issue-specific, responsive programming towards a systems approach that includes a strong focus on prevention. This new focus on systems aims to move the child protection sector away from small-scale and isolated projects towards a more systematic, efficient approach that considers the child and family in a more holistic fashion. The systems approach is grounded in research that suggests a comprehensive, tailored, well-organized set of measures to prevent and mitigate the incidence of child protection violations is a pre-requisite for supporting social and economic development.7

The current discussion on child protection systems raises a number of critical questions about how child protection systems fit within wider social protection, welfare, or justice systems, whether current approaches to child protection actually lend themselves to integration into an umbrella ‘system’, and, in particular, how a ‘child protection system’ might incorporate both formal and informal protection mechanisms. The current discourse opens a number of debates on just what a child protection system is, including what these systems look like and whether current models and approaches to child protection are appropriate. There is need for critical reflection about what has been effective and ineffective in terms of child protection, challenging many of the existing concepts, approaches and ‘drivers’ of child protection agendas.

At the national level, a systems approach requires strong leadership, long-term investments, changes to established ways of ‘doing’ child protection, and greater consultation with other sectors (e.g. social protection, education, health, etc). Creating a national vision for protecting children requires moving past piecemeal, project-based, and localized initiatives towards a more holistic approach in which a set of core mandates and duties are established. To do this, systems-related evidence is required to create a common understanding of existing structures, build public consensus and guide national decision-making.

Although the new international discourse has advanced general systems thinking, an African perspective has not yet been integrated into the global dialogue. This is fuelled by the predominance of Anglo Saxon and European literature on systems and the lack of African research on the topic. Furthermore, the existing literature on child protection in Africa tends to focus on the negative aspects of cultural practices and traditions in relation to child protection. Little information is available on local definitions of child protection, positive cultural practices and protective mechanisms. This information gap has important implications for systems building in West and Central Africa.

Internationally, different approaches to protecting children and supporting families have evolved over time and are rooted in particular traditions and socio-political-cultural contexts.8 By contrast, the origins of African child protection systems are often based on imported colonial models and approaches which may or may not have incorporated more culturally appropriate practices and local values. As a consequence, many national child protection structures in African countries have developed vertical or top down programmes that are deficit-based and fail to build on positive community practices and assets that foster child

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7 See Krueger & Delaney (2008).
8 See discussions in Fremont & Cameron (2006) and Hetherington, et. al. (1997).
well-being. These positive family and community practices and beliefs are essential components of a systems approach and therefore must be understood in order to develop more effective protection approaches. Recognizing traditional protection mechanisms will also inform and generate effective linkages, or build on existing linkages, between the formal and non-formal protection systems (for example, in some places traditional leaders have a role in both). Understanding and designing child protection systems in West and Central Africa needs to take into account local community and family child caring practices as well as unique governance and development challenges. Issues of congruence between the traditional child protection practices, the national government’s protection approaches, priorities and commitments, and the international community’s child protection agenda are central to this enterprise.

To effectively support systems building efforts in West and Central Africa, an African-specific conceptual and analytical framework needs to be adopted. Systems advocates need to understand the core elements and functions of a formal system and how these can be productively linked to the beliefs, practices and structures of traditional ways of promoting child and family welfare. The contemporary debate on systems, while remaining grounded in the CRC, needs to also take into account specific realities of West and Central Africa and find an appropriate balance among different international, national and local priorities. Of crucial importance is garnering the perspectives of both formal and informal actors about current child protection programmes and practices, and about how to design more congruent child protection systems for West Africa that both build on positive traditional practices while at the same time support fundamental rights.

In 2009, Plan International, Save the Children Alliance, Terre des Hommes and UNICEF came together to initiate a regional child protection systems mapping, assessment and analysis exercise in five pilot countries: Senegal, Sierra Leone, Ivory Coast, Niger and Ghana. The rationale for this initiative was recognition of the need to develop a more African-specific conceptual framework for systems work that includes non-formal systems, as well as to begin to build an evidence base on African experiences. This initiative will provide a macro analysis of how the formal and non-formal child and family welfare systems are currently operating in these countries. It will identify the gaps in existing systems and analyse how well they fit the cultural and economic contexts in which they operate. It will examine the connections between child protection and other relevant service sectors. Finally, this investigation will examine the place of child protection within the overall development framework of these countries.
II. Research Objectives, Scope and Key Questions

2.1 Research Statement: Objective and Scope

The objective of the system mapping and analysis exercise is to provide national stakeholders with a descriptive profile of their existing system, and an initial assessment of its contextual appropriateness and relevance to the populations being served. It will identify essential elements for the development of national child protection systems that resonate with formal authorities, service providers and service users based on a shared understanding of their respective expectations, roles, and responsibilities. The system mapping and analysis exercise will generate the evidence base required to build a common understanding among national stakeholders on the components and nature of their child protection system and to identify opportunities and challenges for systems strengthening.

Unlike previous mapping exercises in industrialized and middle-income countries, this West and Central Africa exercise focuses on both formal (state and non-state) structures and community child protection mechanisms to better capture the specific characteristics of African contexts.

2.2 Core Components of the Analytical Framework

A generic analytical framework has been developed to guide the systems mapping and analysis exercise. The framework has been designed to support comparisons across national settings while at the same time remaining flexible enough to allow for context-specific realities.

2.2.1 Analysis of existing system components

This component of the framework will describe the functioning structures of the child protection system. It focuses on traditional child and family welfare components, as well as the legal system, governance model, social protection policies and wider welfare policies. There will be a specific focus on how these elements are designed to interact with each other to protect children. Specific areas of focus will be clustered around the following areas:

a) **Legal, policy, and strategy framework**, including laws, subsidiary legislation, policies, strategies, and customary and religious laws.

b) **Key institutions and structures** (organizational structures, relationships, mandates) at all levels. This will include the role of traditional leaders and informal community mechanisms, referenced to their relationship to more formal structures.

c) **Coordination, planning and information management** including: identification of coordination platforms for policy development and existing interagency partnerships and dialogue; adequacy of data collection and information management strategies, reporting formats, and statistics; and external complaints mechanisms.
d) **Services for children and families** (prevention and response)\(^9\), including type, availability, coverage and orientation (prevention or response; urban or rural; centre or community based, etc).

e) **Human and financial resources**\(^10\) including human resource capacity and distribution, funding levels, donors and government budget, etc.

### 2.2.2 Analysis of how children and families experience the child protection system

This component will focus on capturing how children and families use the child protection system (formal and informal) and their perceptions of its relevance and functioning, including:

a) **Community perceptions** of factors contributing to children’s well-being and the key protection issues facing children in their community.

b) **Informal family and community protection strategies**, including to whom children and families primarily turn to for help, what types of issues are handled informally rather than through the formal child protection system, and the degree to which these informal mechanisms are linked to the formal system.

c) **Child and family satisfaction with the (formal and informal) child protection system**, including how communities view informal mechanisms and practices in relation to approaches used by the formal system, what factors influence people’s decisions and choices about which parts of the system (formal and informal) that they use, what obstacles and barriers there are between children, communities and formal services, and their degree of satisfaction with how they were treated and the outcomes.

### 2.2.3 Analysis of how the system fits the local context (including the political and socio-economic contexts)

This component examines the congruence or fit between the established child protection system and national, regional and local child caring and child protection realities with an aim to identify potential synergies and points of tension:

a) **Degree of systems integration**, in particular the convergence between the formal child protection system and the wider social welfare, social protection, justice, socio-economic situation and governance frameworks.

b) **Analysis of priorities** and the degree to which these reflect local, national and international priorities and political will.

c) **Relevance and appropriateness of the existing approaches**, including degree of congruence between the formal system and the expectations, beliefs and practices of

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\(^9\) Services might include: (1) preventive programs, including social protection strategies, families and community support services and social change initiatives; and (2) responsive services, including informal community interventions (encompassing informal alternative care arrangements, family strategies for addressing intra-familial protection concerns, etc.), formal reporting, assessment, referral mechanisms, therapeutic and family support services, formal alternative care services, and recovery and reintegration assistance for victims and children in conflict with the law.

\(^10\) In this framework the analysis concerning budget and financial allocation will be an overview subject also to the availability of information.
children, families and communities, the degree to which formal interventions reflect family and community protection strategies, and the interplay of different sets of beliefs and knowledge (government officials, international agencies and NGOs, communities, families, children).

d) **Analysis of the system’s sustainability**, and the extent to which it is able to maintain, develop and improve itself.

## 2.3 Expected Outputs

The expected output for each country is a detailed report mapping and analysing child protection systems in accordance with the core analytical components outlined above. This report will follow the Standard Country Report Outline (see Annex). The findings will be shared with government, donors, child protection agencies and communities to contribute to the discussion about how these different groups can contribute to the on-going process of developing more systematic approaches to child protection.

## 2.4 Key Questions

The systems mapping and analysis will aim to answer the below key questions to inform the three core components of the analysis framework. These key questions have been articulated in greater detail in the Key Questions Matrix (see annex). This matrix will require contextualization to each country and refinement as the initial piloting of the research tools takes place. Clearly efficient means of gathering and analysing this broad swath of information; for example, assessments of how well these child protection systems are functioning will depend on the perceptions of key informants and whatever established performance indicators exist.

### 2.4.1 What formal and informal child protection system components are currently in place?

- What is the legislative, policy, and strategic framework for child protection (policies, laws and regulations)? Does the legislative framework formally recognize traditional structures/practices?
- What organizational arrangements are in place under the formal system? What are the mandates and responsibilities of different government agencies from the national to the local level? Who are the key actors in the informal sector and what roles do they perform? What is the relationship between government, NGOs and community-level protection mechanisms (formal and non-formal)?
- What measures have been taken to promote coordination across services, between administrative levels and different actors, and with the informal sector?
- What information management systems have been put in place for data collection and research on child protection issues? Is data regularly collated and analysed at the national level to inform policy making and service delivery?
- What is the government’s strategy and approach to child protection services? What types of services (prevention and response) are available to children and families, and

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11 It is anticipated that the lines between the formal and non-formal system may be blurred in some cases, for example, in the case of traditional leader, and that the analysis might also have to consider that the formal and non-formal systems are more of a continuum rather than distinct entities.
how do families access support? What are the process and procedures for identifying and responding to children and families in need of support and protection?

- What human resources are available to the formal system, including: the number/coverage ratio of staff to children, distribution and role of key categories of staff; strategies for the development of professionals or para-professionals; the role and status of different types of professionals (or para-professionals); and the training of professional staff?

- Is there a clear overview of the financial resources that are available for child protection services from public sources (budgetary allocations) at different tiers of government, as well as from NGOs, the private sector and other sources? How are these resource allocated in terms of thematic or geographic focus?

2.4.2 How do children and families experience the child protection system?

- What do community members think are the principal child protection issues facing children in their community? What factors do they think impact on children’s well-being?

- How are families and communities addressing child protection and well-being issues? What protection strategies are used by families and communities? When something bad happens to a child, where do people go for help or redress? When a child commits an offense in the community, how is the case handled?

- How do communities view informal mechanisms and practices in relation to approaches used by the formal system? Are these seen as distinct or as part of a continuum? What factors influence their decisions and choice about which parts of the system they use? Do children and families access the formal system for support? If no, what are the barriers or reasons why people do not seek help from the formal system? Are formal policies and services seen as relevant, important and useful?

2.4.3 Is the current child protection system appropriate to the local context, relevant and sustainable?

- What is the context in which the ‘child protection system’ has taken shape? What is the historical background against which interventions have developed (including political and socio-economic developments)?

- Who or what are main drivers of the current national child protection agenda? How are priorities determined and by whom? Is the focus on prevention or response? Does the system explicitly consider gender issues in planning and implementing child protection interventions?

- How does child protection relate to the broader ‘system’ for social protection/welfare and justice? What attempts have been made to integrate child protection as an issue within national or sectoral development plans and poverty reduction strategies?

- How well does the system fit with the context and with the needs of communities? Is there congruence between the current formal system and the cultural context (values and beliefs)? To what degree does the formal system incorporate/reflect existing values (both traditional and rights based) about individual, family and collective rights and responsibilities? Have there been national initiatives to adapt interventions to cultural contexts and traditions, or to identify opportunities for integrating them into service provision?

- What is the level of commitment and ownership on the part of government, NGO and donors to fund child protection activities in the long term or integrate aspects of wider
child and family welfare activities, e.g. social protection, health and education approaches? How have funding levels changed over time – what areas are funded and why?

- Can communities play a role in supporting formal service provision? How sustainable an approach is this given the socio-economic context in many West African countries (e.g. in Senegal, Sierra Leone, Niger and Cote d’Ivoire many international NGOs work primarily through community based child protection approaches)?
III. Ethical Considerations

3.1 Key Research Principles

Key principles underlying this piece of research derive from a framework of ethical requirements laid out by Emanuel, Wendler, and Grady. The specific contextual considerations emanating from each of principles will be addressed below. Members of the research team will refer to these principles actively in the course of the research when ethical concerns or deliberations arise.

The research has been designed to comply with internationally recognised research standards. It aims to set high ethical standards that will allow for trust to be established between the research team and respondents, thus allowing respondents to answer questions honestly and in a way that promotes the research’s accuracy. Members of the research team will refer to the following principles actively in the course of the research when ethical concerns or deliberations arise.

a) The research should have social and scientific value. This research has been designed – in collaboration with a regional inter-agency reference group – to ensure that the knowledge and learning generated are increasing knowledge about child protection and improving the wellbeing of people living in the participating countries. Moreover, on a more macro level, this research will contribute to the global dialogue about child protection systems by presenting findings from the West and Central African region, a vantage that has previously been represented only rarely if at all. The research methodology has also been designed in collaboration with leading research experts to ensure that it is scientifically sound and sufficiently rigorous in its approach. In order to ensure that this knowledge can be put to use, the in-country Advisory Committees will disseminate the final reports in a way that it reaches all those who might benefit from the information contained therein. In addition to key decision-makers, the Advisory Committee will emphasize the importance of sharing the research report with the communities who are consulted over the course of the research.

b) The research will have scientific validity. One of the key questions surrounding research’s scientific validity concern whether or not the concepts and terms used over the course of a piece of research are valid and comprehensible for those participating in the research. Given the multilingualism of the populations of the countries included in this research, this will require that issues of translation are adequately addressed in the research design and implementation. Several steps in the research process will bolster the research’s scientific validity:

- The tools presented in this manual will be adapted and contextualized to each country before the data collection process begins, and they will be adapted as necessary throughout the course of the research.
- The research tools will be piloted in each country at the outset of the data collection process and adjusted following this pilot phase. Systematic research reflection days throughout the research process will allow space for the research team to address potential validity concerns and allow for adaptations to be made as necessary.

12 Cited in Ellis, et. al. (2007), While the current piece of research is not clinical, per se, the strict ethical guidelines associated with clinical research are appropriate given the sensitive nature of the research topic and the likelihood that a number of research interlocutors will be in positions of relative vulnerability. These guiding principles will require additional adaptation and contextualization at the country level; see guidance for doing so in Wessells (2009). Another useful overview that includes the longer historical view of ethical considerations in social research can be found at Aldden, et. al. (2009).
• Research teams will consistently discuss potential language and literacy issues and devise strategies to ensure that research participants clearly understand the research tools. Strategies might differ by country and will be discussed in the initial stages of the research in each country.

c) Fair subject selection. For the purposes of research on child protection, one must necessarily make an effort to identify and include research respondents who are inherently difficult to locate; child protection systems must be able to reach society’s least socially visible people. To that end, in recruiting respondents for this research, the research team will develop clear recruitment guidance to ensure that respondents represent diverse socio-economic statuses, varying levels of exposure to explicitly defined vulnerability factors, and – when appropriate – a variety of religious, ethnic, and social factors. (Recruitment guidance specific to certain tools will be highlighted in the below sections.) Moreover, the selection of unit of analysis site locations as spelled out below will identify a diverse array of locations, not simply those that are easily accessible to a research team.

d) Best interests of the child.13 This research principle seeks to ensure that whatever decisions are taken during the research process are done so in the best interest of the children participating in the research and any other children who might be affected by the research. In the instance of this research, the research teams will seek to ensure not only the best interests of the child but the best interests of all research participants. As any benefits of participating in this research will not be immediately tangible to the research participants, it will be essential for the research team to be extremely clear with the research participants about the intangible, long-term nature of any potential benefits. Other steps that research teams may take in-country will vary by context but may include:

• Clear communication of the Do No Harm principle and reiteration of the Best Interests of the Child principle to the research team throughout the research process;

• An initial discussion with the in-country Advisory Committee of ways to maximize the research benefits, especially identifying ways to make use of the research after it is produced;

• An analysis with the research team of ways to minimize or eliminate any potential risks to research participants and to ensure that participation in this study is truly voluntary (overlapping with principle “g” below); and

• Data protection measures.

e) Independent Review. Although this research will not have a formal independent review board, two forms of review will serve as a check on these pieces of research:

• The Regional Reference Group will provide regular feedback on the development of the research framework, scope, and tools development as well as the final research reports; and

• The in-country Advisory Committee will provide validation of the findings as they develop and the final research report.

f) Informed Consent. There are difficulties to ensure informed consent in collectively oriented cultures such as the cultures in the countries where this research will take place. In certain contexts, and most obviously in places with high rates of illiteracy, written informed consent forms can be nearly irrelevant.14 This research will make use of informed consent

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13 This research principle is a departure from the framework laid out by Emanuel, Wendler, and Grady.
14 Ellis, et. al., p. 467.
forms for participants participating in group discussions, but additional steps will also seek to address the relevant cultural concerns:

- Discussion during the researcher training about how to ensure voluntary consent at the community levels, notably to identify ways to ensure that children and other community members can truly opt out of the research process if they so choose; and

- Clear recruitment guidelines for research respondents that recruitment should not happen through chiefs or other powerful community members whom it would be difficult for community members not to contradict;

- Training for the researchers on working with children; and

- Potentially inserting multiple opportunities for respondents to evaluate their own consent throughout the implementation of a particular research tool, not only at the beginning.

g) Respect for Potential and Enrolled Participants.

- The research team will always seek ways to minimize power imbalances. One crucial piece of this will be steps to recognize the inherent non-neutrality of researchers as they may be perceived as representatives of the donor organizations who will be supporting this research.

- The research process and products will always be aware not to present research respondents as victims but rather as capable social actors. There will be an explicit focus on resilience rather than victimhood.
3.2 General Guidelines for Researchers

In order to ensure that the assessment is carried out in accordance with standard ethical guidelines, the following general guidelines will be observed by all members of the research team:

**All research participation must be voluntary**
Informed consent must be obtained from all research participants. Researchers will introduce themselves, explain the purpose of the assessment, and then ask respondents if they are willing to participate. No participant should be persuaded or intimidated into giving consent. Particular care must be taken to ensure that all children participating in the consultation, as well as their caregivers, give informed consent and that this is done in a child friendly manner.

It is recognised that obtaining consent in some contexts is especially difficult. For example, children may not be given sufficient correct and comprehensible information to be genuinely able to give ‘informed’ consent. The final section of these Guidelines includes sample letters that may be used for explaining the purpose of the research to children. However, in some contexts, this may not be an appropriate or feasible means of explanation and researchers will have to develop alternative ways to ensure that consent given is truly voluntary.

**Remain Objective**
Researchers, including partners from different agencies, must remain as objective as possible. At all times, researchers will allow participants to express their own views and opinions and will not interrupt, make suggestions or engage in debates about their own views. Participant responses will be recorded in the specific words that they use, regardless of whether the researcher agrees with the statement expressed.

**Protect Research Participants from Harm**
Researchers are responsible for protecting all participants from any potential emotional or physical harm that might occur as a result of their involvement in the research and to protect their rights and interests. Harm can arise from research methods that cause participants to recall distressing experiences or feelings. Participants will not be asked to talk about personal experiences of violence or abuse. Researchers will avoid asking insensitive questions or probing for information when it is clear that participants would prefer not to answer.

Research must stop immediately if the discussion becomes distressing or upsetting to participants. Before the research begins, the team will agree what actions will be taken, in accordance with agency child protection procedures, should a child disclose abuse (actual or potential) of him/herself, or of another child. Similarly, the team will agree upon a procedure to ensure that distress is immediately recognised and mitigated, and that appropriate support is found for ensuring the comfort and wellbeing of the child.

**Respect Participants’ Knowledge, Expertise and Customs**
Researchers will respect and adhere to local codes of dress and behaviour. Researchers will respect participants’ point of view and will not criticize research participants, or act as a teacher or instructor. All opinions are valid and must be respected.

**Minimise the Power Imbalance**
Researchers will aim to minimise the power imbalance between researchers and participants, particularly when working with children.
Avoid Raising Unrealistic Expectations
Researchers must be clear and honest about the research. They will explain the value of learning about communities for more informed decision-making. Researchers will also clarify what will be done with the information gathered. However, researchers will not make promises to children, adults and communities, especially about future action programmes that might improve their situation.

Respect for Confidentiality
All participants should be informed as part of the introductory explanation that their answers will be kept confidential. Their answers will be summarised in the Report, but respondents will not be identified by name. All interviews and group discussion will be conducted in a quiet, private setting without interruptions. Only the researchers and participants will be present during the interview/group discussion.

All information collected during the review will be kept strictly confidential and will not be shared except through the Report. Researcher’s notes and questionnaires will not be shared outside the research team.
Methodology
IV. Methodology

4.1 Overview of Research Design and Methodology

The core methodology for the national child protection systems mapping and analysis processes reflects a dual approach. On one level, the methodology seeks to provide a national-level overview of the various components of the child protection system and their interactions. This mapping and assessment will seek to furnish a full picture of the existing components of the national child protection system, including founding principles and approaches, the legal framework, the rationales informing the functioning of the system, available resources and services and their distribution, coordination efforts, data collection and evaluation mechanisms, as well as the interaction of various actors and decision-makers.

On a second level, however, the methodology seeks to understand how the child protection system actually functions “on the ground” by assessing its actual and/or perceived functioning in selected communities, selected using a sampling methodology that combines purposive and diversity sampling. This aspect of the research will examine how the system interacts with clients (families and children) and probe community beliefs and perceptions about child protection and wellbeing. It will also explore community care practices and protection strategies. The intention is not to be representative of all that is happening in any country’s child protection system, but rather to generate insights into how and why processes are unfolding in settings chosen for their illustrative potential. The combination of general systems mapping and input from selected communities, in addition to illustrative case stories will provide a rich basis for cross-country comparisons and for creating a congruent conceptual framework for understanding child protection approaches in West Africa.

This dual approach reflects the analytical framework’s emphasis on examining congruence between the formal components of the national child protection system and local aspirations, perceptions and practice of child protection. The two elements at times require different kinds of research tools and by the same token different informants, targeting strategies, data collection methods, forms of analyses, and so on. Only a diversity of methodological tools will ultimately provide a full, rich set of perspectives on the functioning of the system. This information will enable the shaping of hypotheses, suggestions and strong “leads” about certain issues that the national system will have to verify with further research or through a national validation process.

One caveat is that, due to time and resource constraints, this exercise has been primarily conceived as a first step in advancing the systems approach at the national level. The mapping exercise will contribute to that process by identify components that might fit within a broader systems approach to child protection. However it is expected that each of the country mapping and analysis exercises will require additional follow-up assessments and studies at the national level.
4.2 Research Team

The research team will consist of:

- **1 international researcher (from Child Frontiers)** who will coordinate the research process
- **1 international research expert (from Child Frontiers)** who will co-facilitate the training of the national researchers and provide technical oversight during the pilot data collection phase
- **2 senior national researchers (provided by the Advisory Committee)**
- **6 national researchers (provided by the Advisory Committee)**
- **1 research logistics coordinator (provided by the Advisory Committee)**

Generic job descriptions for senior national researchers, national researchers and the research logistics coordinator are available in the Country Process Guidelines and can be adapted as needed.

The research team will be divided accordingly to comprise:

- **Team A** (composed of 1 senior researcher and 3 researchers) – will focus on the social welfare elements of the research
- **Team B** (composed of 1 senior researcher and 3 researchers) – will focus on the justice elements of the research

Each team should be balanced with regard to gender and language skills.

The researchers will participate in an initial training (co-facilitated by the international researcher and the international research expert) that will be generic, but each team will also receive specialized training for implementation of the tools according to either justice or social welfare.

The time allocation for the national research team will be addressed in greater detail in section 4.5.2.

4.3 Research Locations

Four research sites will be selected in collaboration with the in-country Advisory Committee during the first country mission of the Child Frontiers using a sampling method that combines both purposive and diversity sampling. As these sites will be used to illustrate how communities perceive and make use of the national child protection system or local alternatives, they should be selected to represent a variety of scenarios, including:

- **A clearly demarcated area of the capital city where government and NGO service provision is assumed to be high.** This site will be used as the pilot location for the research team to test the research tools and practice their application of them;
• An additional urban area with some government and NGO service provision where data about both the social welfare system and the justice system for children can be collected; and

• Two more remote sites where government and/or NGO service availability is reduced or absent. One of these will serve as an additional unit of analysis on the child and family welfare system while the other will serve as an additional unit of analysis location for data collection on the system of justice for children.

4.4 Sources of Information and Methods Used

A literature review of child protection-related documents will analyze documents compiled by in-country Advisory Committee. The desk reviews are scheduled as one of the first pieces of methodology to be undertaken as it was expected that the desk review will provide key background information to inform the other methods used. The documents included in the desk reviews contributed primarily to mapping and analyzing the formal component of the national child protection system. Documents collated for the desk reviews included:

• **Laws and regulations** related to child protection and/or the country's overall government structure, including government documents explaining the structure of various agencies involved in child protection;

• **Strategies and guidelines**, including country- and region-specific planning documents for governments, NGOs, and international institutions;

• **Other documents and reports**, including situation analyses on child protection-related topics; country-specific reports from international donors and NGOs on specific topics related to the research; and

• **Websites** providing relevant information.

The desk review will then be supplemented with information gathered from the following key sources using the listed methodologies:

<table>
<thead>
<tr>
<th>Respondents</th>
<th>#</th>
<th>Method</th>
<th>Selection Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Experts on Child Protection</td>
<td>6-8</td>
<td>SSI</td>
<td>A group of select experts who have an in-depth understanding of the national child protection sector, and whose knowledge would help to inform and scope of the research and to validate the findings of the literature review</td>
</tr>
</tbody>
</table>

Table 1: Sources of Information, Methods Used and Selection Criteria

Legend: **SSI** = semi-structured interview; **SI** = structured interview; **GD** = group discussion
<table>
<thead>
<tr>
<th></th>
<th>Role Description</th>
<th>Level</th>
<th>Type</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Director of department(s) responsible for social welfare</td>
<td>1-2</td>
<td>SSI</td>
<td>Senior manager responsible for social welfare policy development</td>
</tr>
<tr>
<td>3</td>
<td>Director of division/unit responsible for children’s issues, or specifically welfare and protection</td>
<td>1-3</td>
<td>SSI</td>
<td>Senior manager responsible for policy development and service provision relating to children’s welfare and protection, i.e. prevention and response to violence, abuse exploitation and neglect of children</td>
</tr>
<tr>
<td>4</td>
<td>Technical Officers within the division/unit responsible for children’s welfare and protection issues</td>
<td>3</td>
<td>SSI</td>
<td>Technical officers responsible for management of child protection programmes and services, especially pertaining to specific issues or thematic programming</td>
</tr>
<tr>
<td>5</td>
<td>Technical Officer - human resources / training</td>
<td>1</td>
<td>SI</td>
<td>Officer(s) with responsibility for recruitment and training of social welfare staff</td>
</tr>
<tr>
<td>6</td>
<td>Technical Officer – finance</td>
<td>1</td>
<td>SI</td>
<td>Officer with responsibility for budgeting and finance</td>
</tr>
</tbody>
</table>

### Central-Level Justice Agencies

<table>
<thead>
<tr>
<th></th>
<th>Role Description</th>
<th>Level</th>
<th>Type</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Ministry of Justice, Director responsible for child justice issues</td>
<td>1</td>
<td>SSI</td>
<td>Senior manager responsible for policy development regarding child justice issues. If no child-specific focal point, then person responsible for overall justice sector policy development and reform</td>
</tr>
<tr>
<td>8</td>
<td>Ministry of Justice (or Welfare), technical officers within the unit/division responsible for juvenile justice</td>
<td>2</td>
<td>SSI</td>
<td>Technical officers responsible for management of diversion, probation and rehabilitation programmes for children in conflict with the law</td>
</tr>
<tr>
<td>9</td>
<td>Ministry of Justice – technical officer, human resources / training</td>
<td>1</td>
<td>SI</td>
<td>Officer(s) with responsibility for recruitment and training of Ministry of Justice staff.</td>
</tr>
<tr>
<td>10</td>
<td>Police agency, senior officer</td>
<td>1</td>
<td>SSI</td>
<td>Senior police officer responsible for specialist unit / division for children and/or gender-based violence.</td>
</tr>
<tr>
<td>11</td>
<td>Police agency, technical officer human resources/training</td>
<td>1</td>
<td>SI</td>
<td>Officer(s) with responsibility for recruitment and training of the police force</td>
</tr>
<tr>
<td>12</td>
<td>Prosecuting Authority</td>
<td>1</td>
<td>SSI</td>
<td>Senior prosecutor responsible for children’s cases</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Courts Administration</td>
<td>1</td>
<td>SSI</td>
<td>Senior manager who can provide information regarding the court structure (including any specialist courts for children), resources and policy development/reform</td>
</tr>
<tr>
<td>14</td>
<td>Courts, technical officer human resources / training</td>
<td>1</td>
<td>SI</td>
<td>Officer who can provide information regarding appointment and training of judges and magistrates.</td>
</tr>
<tr>
<td>15</td>
<td>Children’s Court Judge/ Magistrate</td>
<td>1</td>
<td>SSI</td>
<td>Judge/magistrate designated to handle cases involving children in need of protection and children in conflict with the law.</td>
</tr>
<tr>
<td>16</td>
<td>Legal Aid Agency or Bar Association</td>
<td>1</td>
<td>SSI</td>
<td>Senior manager from the national legal aid agency (if one has been established) or the Bar Association / Lawyers’ association</td>
</tr>
</tbody>
</table>

### Other Child-Protection Related Ministries

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Health Ministry, senior manager</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>Education Ministry, senior manager</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>Social Protection, senior manager</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>Labour, senior manager</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>National Inter-agency Committees</td>
<td>4</td>
</tr>
</tbody>
</table>

### Community Level

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Chiefs / traditional leaders</td>
<td>2</td>
</tr>
<tr>
<td>23</td>
<td>Adolescent girls</td>
<td>1 group of 6 - 10 per site</td>
</tr>
<tr>
<td>24</td>
<td>Adolescent boys</td>
<td>1 group of 6 - 10 per site</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>25</td>
<td>Adolescents (either boys or girls but not mixed)</td>
<td>1 group of 6 - 10 per site</td>
</tr>
<tr>
<td>26</td>
<td>Adult men</td>
<td>1 group of 6 – 10 per site</td>
</tr>
<tr>
<td>27</td>
<td>Adult men</td>
<td>1 group of 6 - 10 per site</td>
</tr>
<tr>
<td>28</td>
<td>Adult women</td>
<td>1 group of 6 - 10 per site</td>
</tr>
<tr>
<td>29</td>
<td>Adult women</td>
<td>1 group of 6 – 10 per site</td>
</tr>
<tr>
<td>30</td>
<td>Child protection committee or women’s association</td>
<td>1 group per site</td>
</tr>
<tr>
<td>31</td>
<td>Juvenile Justice or Child protection committee</td>
<td>1 group per site</td>
</tr>
<tr>
<td>No.</td>
<td>Group Description</td>
<td>Sample Size</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| 32  | Frontline workers – social welfare                                                | 1 group of 6 - 10 per site | GD on social welfare and frontline workers’ survey | Key officers who are directly responsible for developing, managing and providing services for prevention and response to violence, abuse, neglect and exploitation of children.  
- Social Workers  
- Police (protective services)  
- Health Workers  
- Teachers  
- NGO Frontline Workers |
| 33  | Frontline workers – children in conflict with the law                             | 1 group of 6 - 10 per site | GD on children in conflict with the law and frontline workers’ survey | Key officers who are directly responsible for developing, managing and providing services for children in conflict with the law (diversion, mediation, rehabilitation and reintegration).  
- Social Workers / probation officers  
- Police  
- Legal aid providers  
- Teachers  
- NGO Frontline Workers |
| 34  | Frontline workers – social welfare                                                | 2 per site   | Case story                           | Selected from GD participants. Description of an illustrative case of provision / non-provision of services for a child or family following an incident of violence, exploitation, or abuse |
| 35  | Frontline workers – children in conflict with the law                             | 2 per site   | Case story                           | Selected from GD participants. Description of an illustrative case of provision / non-provision of services for a child in conflict with the law |
| 36  | Child protection committee or women’s association                                  | 1 per site   | Case story                           | Selected from GD participants. Description of an illustrative case of provision / non-provision of services for a child or family following an incident of violence, exploitation, or abuse |
| 37  | Juvenile Justice or Child protection committee                                     | 1 per site   | Case story                           | Selected from GD participants. Description of an illustrative case of provision / non-provision of services for a child in conflict with the law |

**International Agencies and Donors**

<table>
<thead>
<tr>
<th>No.</th>
<th>Group Description</th>
<th>Sample Size</th>
<th>Event Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>Child protection agencies</td>
<td>1</td>
<td>Multi-agency meeting and SS</td>
<td>Senior representatives from key international agencies currently focused on child and family welfare and protection, justice and social protection issues.</td>
</tr>
<tr>
<td>39</td>
<td>World Bank, EC, bilateral cooperation agencies</td>
<td>3</td>
<td>SSI</td>
<td>Donors that are currently focused on child protection, justice and social protection issues. As indicated by literature review and/or recommendations from the Management Team.</td>
</tr>
</tbody>
</table>
Figure 1: Data Collection Process (Phase II)

Training of researchers

Test data collection-tools adjustment

SITE I
Social Welfare + Justice
Team A+B

SITE II
Social Welfare + Justice
Team A+B

SITE III
Justice
Team A

Central Level
Interviews
International researcher

SITE IV
Social Welfare
Team

Research team debriefing /
Preliminary findings briefing
4.5 Description of Research Methods

4.5.1 Key Expert Interviews

A select group (6-8) of key child protection experts will be interviewed by the Child Frontiers researcher during their first in-country visit. The purpose of these interviews is to: elicit key child protection issues; to complete, validate, and expand the research team's understanding of the child protection system in-country; and to situate the child protection system in the wider policy and development framework, including historical considerations. They will help in the formulation of the research hypotheses (e.g., various pros and cons of the actual system; issues of congruence between the formal system and community-level beliefs and practices), provide ideas for investigation, and provide context to the information obtained through the desk review. Taken together, these interviews suggested research hypotheses (e.g., various pros and cons of the actual system; issues of congruence between the formal system and community-level beliefs and practices), provide ideas for investigation, and gave colour and life to the information contained in the desk review.

Selection for expert interviews: The key experts to be interviewed will be selected by the Advisory Committee following the guidance contained in the Country Process Guidelines (summarized above in Table 1).

Data collection for key expert interviews: These interviews will be conducted by the Child Frontiers international researcher and entered into Microsoft Word as soon as possible after the interviews have been conducted.

4.5.2 Semi-Structured Interviews

These interviews will be conducted in the capital city during the field research phase. The purpose is to complete and clarify key information from central-level agencies who contributed significantly to the functioning of either the formal or informal child protection systems.

Selection for semi-structured interviews: Respondents will be selected based on the title/position they hold, or their unique knowledge and expertise in child protection. The respondents who will participate in semi-structured interviews are listed above in Table 1.

Data collection for semi-structured interviews: The semi-structured interviews will be conducted by the Child Frontiers international researcher. Using the guides below, the researcher will conduct a semi-structured interview. The bulleted questions are intended as a guide only, and the exact structure and content of the interview will be tailored according to the information received from other sources. The researcher will take detailed notes throughout the interview. These notes will be entered into an MS Word document as soon as possible, preferably at the end of each day. Notes will later be coded in accordance with the Key Questions Matrix, and then analysed and triangulated against information obtained through the desk review, other structured and semi-structured interviews, and group discussions.
4.5.3 Structured Interviews

Structured interviews will be conducted with a range of respondents, including:

a) Traditional community leaders: The interviews will focus on how the child protection system operates in the community in question.

Selection: One or two traditional community leaders per research location will be identified in the course of the research preparation.

b) Chairpersons of national coordination mechanisms: These interviews are designed to gather information about the structure and functioning of these committees, as well as their linkages to national policy making.

Selection: All committees with a child protection mandate will be identified through the desk review and discussion with the Advisory Committee. Wherever possible, the Chairperson of each committee will be interviewed.

c) Key informants for data on human resources, budgets and finances, and statistics pertaining to child protection issues.

Data collection for structured interviews: These interviews will be conducted by the national researchers, accompanied by a note-taker, using a standard questionnaire. For b) and c) it is expected that some data will not be immediately available during the interview. The researcher should inform the respondent in advance about the type of information required and ensure that any data not collected during the interview can be collected at a later point. The research team may also require some assistance from the Advisory Committee to collect some of the data contained in the structure interviews.

4.5.4 Group Discussions

The group discussions are a core element of the research as they provide many of the community-level perspectives on the relevance and functioning of the child protection systems. Group discussions will be held with people at the community level as per the above table: adolescent boys, adolescent girls, men, women, frontline workers, and child protection committees. The process will be essentially the same for each group. However, half of the GDs will focus on how communities deal with concerns related to child abuse and exploitation while the other half of the GDs will focus on how communities handle cases of children committing crimes or other offences.

The methodology will combine: adapted versions spontaneous listing and ranking of indicators exercises\textsuperscript{15}, and an adapted version of a case vignette methodology.\textsuperscript{16}

The Group Discussions will involve the following Participatory Learning and Action (PLA) exercises:

\textsuperscript{15} See Stark, et. al. (2008), for an in-depth discussion of these two elements adapted by researchers at the Columbia University Mailman School of Public Health to develop culturally relevant indicators of reintegration for girls formerly associated with armed forces and groups. Stark et al.’s work based its theoretical backing in Morgan, David (1997) and Chambers, Robert (1983).

\textsuperscript{16} Hetherington, Rachael (2006). Hetherington’s chapter provides an in-depth discussion of the method and its use in similar exercises – e.g., as a tool understand the functioning of national child protection systems in an international comparative setting.
Participative ranking (spontaneous listing and prioritization process): In the social welfare-focused GDs, the discussion group participants spontaneously list the factors that make children feel bad, unsafe, and insecure. In the GDs focused on children in conflict with the law, the spontaneous listing exercise will ask participants to identify problematic acts or behaviours that children demonstrate in the community. In both groups, participants then rank these factors from most to least important along a scale traced on the ground. This exercise allows an understanding of the perceptions of various segments of the case study communities, notably:

a. the factors contributing to child protection and well-being;
b. child protection and child justice issues presenting in the community; and

c. community perceptions of the importance and frequency of these issues.

Case Vignette: In the social welfare-focused GDs, a locally relevant case of child abuse or exploitation will be described to the group participants. For the GDs focused on children in conflict with the law, the case vignette will focus on the handling of a case of a child who has committed a minor crime. Participants then describe the steps that would be taken and the various people involved at the different stages of “resolving” the case in question. This exercise will allow an understanding of the kinds of services and help perceived to be available to child victims of abuse/exploitation and children in conflict with the law, and the key people involved in the process. This exercise will enable us to determine the level at which community-level help is connected to and interacting with formal services provided by government or NGO services providers.

Selection for group discussions: A key concern for selecting participants for the GDs will be ensuring that “hard-to-reach” and marginalized community members are included in the group of participants. Selection criteria have been spelled out in the above table and should be closely adhered to in the selection of GD participants. Special care should be taken not to identify participants through a local chief or other authority but rather through networks that can ensure that marginalized populations are able to participate in the discussions.

Data collection for group discussions: Data collection for GDs will be conducted by members of the national research team with one facilitator and one note taker. In addition to the detailed guides below, the group discussion facilitators will receive training that addresses: the appropriate physical setting and arrangements, logistical concerns for participants (with special concern for child participants), discussion facilitation (question formulation, probing) and note taking guidance specific to GDs.

Narrative data emanating from the group discussions will be shared at the daily debriefings held with the research team and entered immediately into Microsoft Word.

4.5.5 Case Stories
The case stories are designed to provide a rich, qualitative description of the experiences of children and their families with the social welfare and justice systems. The goal of these case stories is to understand the functioning of the social welfare and justice systems at the individual level. Specifically, we will be seeking to understand how children and families have come into contact with the formal welfare and justice systems, the various steps that they went through once “in the system,” and the perceived outcomes of the experience.

This method will take the form of a semi-structured interview. However, the tool is designed to allow ample space for the respondents to provide their perceptions of the functioning of the system.
Selection for case stories: Two frontline workers from the social welfare sector and two frontline workers from the justice sector will be selected from the frontline worker GDs in each research location. When possible, two committee members (one representing management of a welfare case and the other a justice case) will also be selected from the GDs conducted with child protection/welfare committees, women’s associations, or juvenile justice committees (see numbers 30 and 31 in table 1 above). They will be selected on the basis of their participation in the GDs as having particularly relevant experience and examples to share. We understand that this sample is inherently biased to present a positive view of the functioning of the protection and justice systems; nonetheless, we will take this bias into account when analysing the data collected using this tool, and we will encourage the respondents to speak frankly and openly.

Data collection for case stories: The interviews will be conducted by a member of the research team, and a note-taker will also be present.

4.5.6 Surveys

The mapping and analysis exercise will include two surveys – the first of manager-level positions of child protection sector organizations, and the second of frontline workers.

Sector Survey for Child Protection Agencies: This survey will cover the following topics: program strategies and scope, including planning and needs assessments; human resources; training and education available in-country; coordination and collaboration; finances; data management, monitoring and evaluation; policies and standards; and key presenting issues in-country. The sector survey will contribute primarily to the national-level mapping and assessment of the child protection system, aiming to provide a top-line view of “formal” services that were being offered through government and non-government channels.

Survey(s) for Frontline Workers: The frontline workers survey will be administered to government and non-government workers to provide more information about these workers’ individual roles within the system and also offer their qualitative perspectives about the functioning of the system. The survey will gather information on: the workers’ roles, the kinds of organizations that they represented, their qualifications and background, their number of years of experience, their experience working with children, their analysis of child protection problems, collaboration and interaction with child protection sector organizations, job satisfaction, allocation of time to different activities, and improvements for collaboration among key child protection actors. The frontline workers survey will contribute to both a better understanding of the priorities for children based upon their professional perspectives and also to the national-level mapping and assessment, particularly in the human resources section.

Selection for surveys: The Sector Survey for Child Protection Agencies will be administered to programme manager-level managers in government and non-government agencies – that is, the people directly responsible for implementing programmes that deliver child protection services to children.

The Frontline Workers Survey will be administered to those individuals who participate in the frontline workers’ group discussions.
Data collection for surveys

The Sector Survey will be administered online through Survey Monkey to the extent possible. After an e-mail invitation is sent directly to programme managers, respondents (one per computer) will be able to access a web link to the survey instructions and complete the survey over the course of several sessions if they wish. Reminders to complete the survey online will be sent out regularly with a final reminder close to the survey’s closing date. If internet access proves difficult, Child Frontiers will work with the Advisory Committee members to determine the best method for programme managers to complete the survey.

Child Frontiers will perform a test of the Sector Survey by requesting three or four respondents from different organizations (UN, Government, NGOs…) to take a test exercise and feedback on their experience. Following this, Child Frontiers will assess the answers provided to ensure that the questions are able to elicit relevant and appropriate responses. Appropriate changes to the survey will be made if significant problems are reported.

The Frontline Workers Surveys will be completed in hard copy at the end of the group discussions. In addition to written instructions on the first page, the instructions will be verbally explained and an opportunity for asking clarification questions given. Support will be provided to those participants who do not read easily. The hard copies will be coded and sealed in coded envelopes, then entered into Survey Monkey by a member of the research team to be analyzed by the international consultants after the field research visit.

4.5.7 Services Mapping Exercise

The services mapping exercise will seek to create a snapshot of the services and activities (both prevention and response as well as those services or activities that overlap) provided by government and non-government actors throughout the country. The services mapping exercise will seek to answer the basic question: who provides what services where in the country.

Selection for services mapping exercise: The organizations who participate in the services mapping exercise will include at least all of those organization identified to participate in the sector survey. Although Child Frontiers understands that this exercise cannot be comprehensive due to time and resource constraints, it will nonetheless attempt to capture the nature and scope of organizations working in the three regions/departments/districts (according to the administrative organization of each country) being studied. The data for this exercise will be self-reported, which implies inherent limitations, but the information for certain regions will be triangulated against the data collected during the community consultation process.

Data collection for services mapping exercise: The services mapping exercise will be started at the national workshop to launch the research process. The participants at that workshop will agree a list of country-specific services and begin to map services. This initial exercise will be completed in a manner that is mutually agreed at the country level with the Advisory Committee. Some options for completion include a questionnaire or regional-level workshops. The literature review will also contribute to the finalization of the service maps.
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5.1 Key Experts

CONTEXTUAL BACKGROUND

- What do you consider to be the most important achievements in the past five years for enhancing the child protection system?
- What do you consider to be the most pressing / significant welfare / justice issues that children currently face?

COORDINATION AND PLANNING

- Are there national coordination mechanisms for child protection? Are these organized in thematic sectors, or according to administrative levels?
  - Do you think the agencies involved in child protection (government and NGO) are well-linked and coordinated? How is the coordination between and among these agencies operating in practice?
  - How would you rate the coordination between different agencies with a focus on the child and family welfare / child justice with other sectors (e.g. health, education, social protection, justice, etc.)?
  - What makes the national coordination mechanisms for child protection effective/ineffective? Give examples of effective and ineffective coordination.
  - To what extent do these formal coordination mechanisms link to community based structures and mechanisms?
- How are child protection priorities decided? Is strategic development of the child protection sector a collaborative effort between these agencies / individuals?
  - What are the key processes for this interagency strategy development?
  - Who is involved in the planning process?
  - What priorities have been identified?
  - Are there opportunities for community members and children to be involved in the planning process?
- Which agencies / individuals have the most influence on the strategic development of the child protection system?
  - Government Ministry
  - International NGOs / UN agencies
  - Regional bodies
  - Local NGOs
  - Traditional leaders (chiefs / religious)
  - Donors
  - Communities and children
- How are CP planning processes linked to other national processes, such as poverty reduction strategy planning or decentralization processes?
- How are child justice processes linked to national justice processes?
- How much has research influenced national child protection priorities and practice?
- To what extent do you feel there is currently agreement among stakeholders on common priorities for the protection of children?
How much has research influenced national child protection priorities and practice? To what extent is the current plan appropriate and sufficient for the context in which you are working?

To what extent do current priorities focus on prevention of abuse and exploitation, or alternatively focus on responding to problems after they happen? Please explain why this is the case.

To what extent do existing interventions primarily focus on particular categories of children (e.g. former combatants, street children, child labourers etc.)?
  - Why do you think the current focus of activities has developed in this way?
  - Who influences that current focus? Donors, communities, NGOs?

LEGAL AND POLICY FRAMEWORK

To what extent do you think agencies and individuals are aware of their legal mandate and duties to protect and provide justice for children?

Which [Child and Family Welfare / Justice Law/s and Policies] are being effectively implemented?
  - Please describe an example where implementation of a law / policy has had a positive impact. What do you think contributes to its effective implementation?
  - Which of these guidelines/policies do you think are difficult to implement?
  - Please describe a situation where non-implementation of a law / policy has had a negative impact.
  - What could be done to help child and family welfare / justice sector workers better apply these legal and policy frameworks?

Do you think that existing laws and policies are relevant and appropriate to the lives of people in communities?

Have these laws and policies had an impact on children’s lives?

Do you think additional national laws, guidelines or policies are needed or feel that existing ones need to be revised?

RELATIONSHIP WITH COMMUNITIES

Have the needs and responses been defined by communities?

Do you think that government child and family welfare / justice services available in the formal sector are perceived as culturally relevant and appropriate by communities?

What do you think has been the impact of formal services for children and families?

Could you please give some examples of local beliefs, customs and practices that are positive for the protection / justice of children? To what extent do you think the government protection initiatives support these types of positive practices?
  - Are there any examples of positive links?
  - Are there examples / instances where positive beliefs and practices have been overlooked?

Could you please give some examples of local customs and practices that are harmful to the welfare of children? To what extent do you think the government welfare / protection / justice initiatives help to change these practices?
- Are there any groups or key individuals who could be better linked/integrated into service delivery to promote child well-being?

- In what ways could lessons or insights from communities and community-based organizations be generated to help improve the design, appropriateness and effectiveness of current initiatives for protecting children and families / ensuring justice for children?

**RECOMMENDATIONS**

- Please provide any key recommendations (not already mentioned) for improving the existing child and family welfare / justice system with regard to:
  - Laws and policies
  - Planning and prioritization of initiatives
  - Interagency coordination
  - Services
  - Resources

- What difference / impact do you think such recommendations would make?
5.2.a Head of Leading Ministry / Agency For Social Welfare

STRUCTURES

- What is the overall mandate of the Ministry?
- What is its mandate in relation to child and family welfare?

COORDINATION AND PLANNING

- Do you think the agencies involved in child and family welfare (government and NGO) are well-linked and coordinated?
  - How is the coordination between and among these agencies operating in practice?
  - How would you rate the coordination between different agencies with a focus on the welfare sector across other systems (e.g. health, education, social protection, justice etc.)?
  - What makes the national coordination mechanisms for welfare effective/ineffective? Give examples of effective and ineffective coordination.
  - To what extent do these formal coordination mechanisms link to community based structures and mechanisms?

- How are child and family welfare priorities decided?

- Is strategic development of the welfare sector a collaborative effort between these agencies / individuals?
  - What are the key processes for this inter-sectoral strategy development?
  - Who is involved in the planning process?
  - What priorities have been identified?
  - Are there opportunities for community members and children to be involved in the planning process?

- Which agencies / individuals have the most influence on the strategic development of the child and family welfare system? Please explain.
  - Government Ministry
  - International NGOs / UN agencies
  - Regional bodies
  - Local NGOs
  - Traditional leaders (chiefs / religious)
  - Donors
  - Communities and children

- To what extent is there currently agreement among stakeholders on common priorities for the protection of children?

- How are CP planning processes linked to other national processes, such as poverty reduction strategy planning or decentralization processes?

- How much has research influenced national child and family welfare priorities and practice?

- To what extent do current priorities focus on prevention of abuse and exploitation, or alternatively focus on responding to problems after they happen? Please explain why this is the case.
To what extent do existing interventions primarily focus on particular categories of children (e.g., former combatants, street children, child labourers etc.), including age-based categories? Is there a different focus for boys and for girls? Why do you think the current focus of activities has developed in this way?

To what extent is the current plan appropriate and sufficient for the context in which you are working?
- For example, does the main focus of programme reflect the needs of children, families and communities? Please explain

HUMAN AND FINANCIAL RESOURCES

- What are main constraints regarding human resources in the child protection sector?
- What are the main constraints regarding financial resources in the child protection sector?

LEGAL AND POLICY FRAMEWORK

- Which [Child Protection Law/s and Policies] are being effectively implemented?
  - Please describe an example where implementation of a law / policy has had a positive impact. What do you think contributes to its effective implementation?
  - Which of these guidelines/policies do you think are difficult to implement? Why?
  - Please describe a situation where non-implementation of a law / policy has had a negative impact.

Do you think additional national laws, guidelines or policies are needed or feel that existing ones need to be revised?

RELATIONSHIP WITH COMMUNITIES

- Do you think that existing laws and policies are relevant and appropriate to the lives of people in communities?
- Do you think that government child and family welfare services available in the formal sector are perceived as culturally relevant and appropriate by communities?
- What do you think has been the impact of formal services for children and families?
- In what ways could lessons or insights from communities and community-based organizations be generated to help improve the design, appropriateness and effectiveness of current initiatives for protecting children and families / ensuring justice for children?

RECOMMENDATIONS

- What do you consider to be the most important achievements in the past five years for enhancing the protection of children?
- What key challenges remain?
- Please provide any key recommendations (not already mentioned) for improving the existing child and family welfare system
- What difference / impact do you think such recommendations would make?
5.2.b Child and Family Welfare / Child Protection Department Directors & Technical Officers

STRUCTURES AND ORGANISATIONAL ARRANGEMENTS

- What is [Directorate / Department] overall mandate?
- How is the [Directorate / Department] structured / organized (organogram) at national / sub-national level?
- What is the scope of the agency at sub-national level?
- What are the [Directorate / Department] main roles and responsibilities in relation to the prevention of and response to violence, abuse and exploitation of children?
  - Policy development
  - Service provision for families and children
  - Programme monitoring
- What are the specific [Directorate / Department] programmes for children who are vulnerable to abuse and exploitation?
- Are there special programs to help the families of these children? If yes, what are these programmes? If no, why not? In this case, which agency would be responsible for providing help to these families?

COORDINATION

- What other key agencies or organizations are involved in prevention of and response to abuse, neglect and exploitation of children? Who does your department primarily coordinate and partner with?
- Do you think the agencies involved in child protection (government and NGO) are effectively linked and coordinated?
  - How do the national coordination mechanisms between and among these agencies operate in practice?
  - What makes the coordination effective/ineffective, in your opinion?
  - Is this interagency coordination based on any formal / informal policy or agreements?
  - How does your agency coordinate at the sub-national level?
  - How does your agency coordinate at the community level? For example: do you work with local child protection networks / committees, volunteers?
- How do you think key stakeholders perceive the effectiveness of coordination between agencies?

SERVICES

Prevention

- Have there been any awareness campaigns related to violence, abuse and exploitation of children? What issues have been addressed? Please give examples. Have there been awareness campaigns related to other wider issues, such as family problems (e.g. domestic violence, disciplining of children, or alcohol use)? Are any of these campaigns specific to boys or girls or to specific age categories of children?
- What has been the scope / coverage of these campaigns? Were they implemented at the national or local level?
- Who is responsible for organising and implementing such campaigns?
- How do communities generally respond and do you think they find the campaigns relevant?
- Have campaigns had any measurable impact? Why is this so, and in what ways?

- Do communities ‘self-mobilise’ to deal with children and family issues?
- Is there a monitoring system in place at the local level to identify families and children with problems?
- Does [Directorate / Department] provide any family support services for families and children identified as having difficulties / at risk?
  - How do children and families access these services?
  - Is there any monitoring or data collection regarding early intervention services?
  - Are there other key agencies at national or local level that offer early intervention services for families and children (government or NGO)?

**Response**

- Is there one designated authority for receiving reports of violence, abuse and exploitation of children? Who generally receives reports and how are they received?
- Are there standard protocols or procedures for how to deal with reported cases of child maltreatment (step-by-step process)? Do these differ for boys and girls or for different age categories of children?
- Who makes decisions regarding what interventions are required to protect and support a child who has experienced violence, abuse and exploitation? Is there a structured process for assessment, case management and decision-making? Is the Court involved?
- Who is responsible for organizing and managing services to support children who have experienced violence, abuse or exploitation?
- What inter-agency coordination mechanisms exist at the local level for delivery of services?
  - Are these mechanisms organised around specific welfare issues?
  - Which agency leads these coordination mechanisms and which agencies participate?
  - At which level do the coordination mechanisms operate? (Village/district?)

- What types of services are provided to children who have experienced maltreatment and their families? Please list them, stating who provides them.
- Is support generally provided to children while they are still living with their families, or only once they are outside the home?
- What types of alternative care is available or considered (kinship, foster, institutional care)? In general, what option is used most frequently (% breakdown)?
- Have there been any initiatives in the province to promote foster care and kinship care as alternatives to institutionalization? Have there been national efforts to deinstitutionalize children? Please describe.
- How many a) special protection homes, b) street children shelters and c) child care institutions are there in the province? How many are run by government, CBOs?
- Are all special protection homes and child-care institutions registered and accredited? What is the process for this?
Is there someone designated to monitor and inspect these homes? If yes, how often are they inspected?

What minimum standards govern the delivery of services? To what extent are they applied? Please give an example.

Are there groups/organizations providing CP services that fall outside of this regulatory framework (e.g., NGOs / faith-based organizations)?

What entity is responsible for granting permission to operate?

Are child protection policies or codes of conduct required for registration?

Are there any services specific to child protection in emergencies?

PLANNING

How are child and family welfare service priorities decided? Is strategic development of the welfare sector a collaborative effort between agencies / individuals?
- What are the key processes for strategy development?
- Who is involved in the planning process?
- What priorities have been identified?
- Are there opportunities for community members and children to be involved in the planning process?

Which agencies / individuals have the most influence on the strategic development of the child and family welfare sector? Please explain.
- Government Ministry
- International NGOs / UN agencies
- Regional bodies
- Local NGOs
- Traditional leaders (chiefs / religious)
- Donors
- Communities and children

To what extent do you feel there is currently agreement among stakeholders on common priorities for the welfare and protection of children?

To what extent do communities have the opportunity to contribute?

To what extent do children have the opportunity to contribute?

How are CP planning processes linked to other national processes, such as poverty reduction strategy planning or decentralization processes?

To what extent do you think there is an appropriate balance between prevention and response services?

To what extent does the system focus on providing services to categories of children?

How are gender and age taken into account when planning services?

To what extent are formal service structures linked to informal community based services or caring mechanisms?

INFORMATION MANAGEMENT SYSTEMS

What child protection information management systems are in place?

Are these centralized and integrated with other national information management systems or managed separately? Is there a standard reporting format?
What data is collected, and how is this data disaggregated? Are there mechanisms for aggregating this data and for regular analysis?

How is information/data shared to influence/inform policy development and service delivery planning?

Do children and families have access to a complaints mechanism to raise concerns about child protection processes and outcomes?

HUMAN RESOURCES

What are the recruitment processes for selecting government staff to work in the social welfare sector?

Are any staff dedicated specifically to services for children (provincial, district and sub-district level)? Specifically for children in need of special protection and their families?

Are they also responsible for wider groups of people (elderly, disabled) or other programs (social protection, the management of cash transfers)?

Do you think that you have appropriate staff (number and qualifications) to carry out your department’s mandate on child protection? What are the main constraints regarding human resources in the child protection sector?

Is there a professional body governing social workers, e.g. the social work profession? Is social work professionally accredited?

What academic training is available? Is there a national agreed curriculum for social work?

What kind of induction training and/or in-service professional development is available for staff working with children?
  - Is this training mandatory?
  - How frequently does this occur and what topics are covered?
  - Is there a legal requirement to undergo training before working with vulnerable children?

Is there a national strategy / program for professional training and development in the child and family welfare sector?

FINANCIAL RESOURCES

Is there a standard practice for costing laws, policies, strategies and plans of actions in the child protection sector?

How is the budget planned and allocated for child protection?
  - Which agencies / portfolios are able to influence the consideration of expenditure plans for child protection?
  - To what extent do province / district level agencies have the autonomy to decide their allocations to child protection?

Do you think the currently available budget and resources are adequate to carry out your mandate? Please explain and provide detailed examples.

LEGAL AND POLICY FRAMEWORK

What are the processes for developing new legislation and policy for the protection and welfare of children and families?
- Which stakeholders are consulted / involved: children and communities; NGOs and INGOs; line-ministries?
- How much has research influenced national CP priorities and practice?

- What regulations, policies, directives, guidelines or operational manuals have been developed to guide implementation of child protection legislation?
- How are policies, directives, regulations and guidance communicated from central / national level down to the different departments and local level staff?
- Are these policy directives also disseminated to other sectors (e.g. health, education or law enforcement professionals)? Please provide an example.
- To what extent and how is the implementation of national and local laws and policies related to child protection monitored and what mechanisms are in place to ensure that service providers comply?

- Which [Child Protection Law/s and Policies] are being effectively implemented? 
  - Please describe an example where implementation of a law / policy has had a positive impact. What do you think contributed to its effective implementation?
  - Which Child Protection guidelines/policies do you think are difficult to implement? Why?
  - Please describe a situation where non-implementation of a law / policy has had a negative impact.
  - What could be done to help child protection workers better apply these legal and policy frameworks? Please specify

- Do you think that existing laws and policies are relevant and appropriate to the lives of people in local communities?
- Have these laws and policies had an impact on children’s lives?
- Are there other areas where you think additional national laws, guidelines or policies are needed or where existing ones need to be revised?

RECOMMENDATIONS

- What could be done differently to improve the protection and promotion of child and family wellbeing?

- Please provide any key recommendations (that have not already been mentioned) for improving the existing child and family welfare sector?
  - Laws and policies
  - Planning and prioritization of initiatives
  - Interagency coordination
  - Services
  - Resources

- What difference / impact do you think such recommendations would make?
5.2.c Agencies Contributing to Child Protection: Education, Health and Labour Sectors [Managerial / Advisor Position]

LEGAL AND POLICY FRAMEWORK

- What is the mandate / role of your agency in promoting child protection?
- What laws and policies guide your own agency-specific responsibilities and functions in relation to child protection?
- Which child protection laws and policies (local or national) do you think are being effectively implemented?
  - What do you think contributes to their effective implementation?
  - Which of these guidelines/policies do you think are difficult to implement? Why is this so?
- Have the laws, in your opinion, had an impact upon people’s attitudes and behaviour concerning child protection?
- Are there other areas where you think additional national laws, guidelines or policies are needed or where existing ones need to be revised?

COORDINATION AND PLANNING

- To what extent is your agency a formal / informal part of the social welfare and justice sectors? (government, NGOs, local administration)?
  - What are the interagency protocols or guidelines that link the work of your agency to other social welfare and justice agencies?
  - At what level do you have linkages: e.g. at national (policy level) or local level (service delivery)?
  - Are there joint areas of planning and programming between your agency and core social welfare / justice agencies?
  - Are joint assessments, research or evaluations undertaken?
  - Are there national inter-agency coordination meetings?

- Please give specific examples of where inter-sectoral coordination has been effective or ineffective. Explain the reasons for this in/effectiveness.

- At the service level, is your agency accountable only to your own agency or also to other agencies (coordination accountability)?
  - Are there agreed protocols for your staff to report suspicions or disclosures of abuse and exploitation to another social welfare agency, or within your agency?

- Does your agency have an information management system? If so, what kind of protection data is collected?
  - Are you expected to keep records of cases coming to the attention of your services? Do you collect data and analyse it? (If statistics are available, please share)
  - Is the information collected by your services shared / integrated with data of other agencies? Is there a confidentiality protocol to be followed?
SERVICES

- Does your agency provide specific services to support child and family welfare / child justice?
- Are these services targeted at any particular categories of children and families? More specifically, are any services targeted to boys or to girls, or to specific age categories of children?
- How are those organized across the country? Are they universally accessible, at local and national, rural and urban areas?
- What kinds of professionals are involved in those services for vulnerable children and families?
- How have they been developed? Through your agency’s initiative or as a result of inter-agency/ministerial policy?
- What are the mechanisms in place to coordinate service delivery at the sub-national level?
- Has the impact of any of these activities been evaluated?

For the Ministry of Education

- How are schools mandated to play a role within the child protection system?
- Have there been any school based campaigns or education related to violence and abuse (in schools / through schools)? Related to crime prevention? Are any of these campaigns specific to boys or girls or to one age category of children?
- How do teachers collaborate with social services and other sectors professional in the area of child protection? Are there any formal agreements or procedures? e.g. mandated within formal reporting and referral procedure?
- Do the school teachers/social workers work with families and community networks in the area of child protection?
- Does the ministry have its own procedures for dealing with disclosures, allegations, actual instances of abuse in schools? What are those procedures and how effective are they?
- Are there other professional figures in the school system in charge of dealing with children with problems (e.g. school counselors, social workers)? If yes, how are they organized, mandates and distribution across the country?
- Are there structures within schools that have a role to play in protecting children (PTAs, staff associations, peer-to-peer clubs)?
- To what extent are all school staff inducted or trained on the child protection procedures?
- Are those procedures also shared with children? Is there an official channel / child sensitive complaint mechanism for children to report abuse?
- Is there a clear code of conduct that all staff in education premises have to sign? If so, please elaborate.
- Is there a procedure for dealing with school staff who abuse or are violent towards children in their care? How effective is it?
For the Ministry of Health

- How are health workers mandated to play a role within the child protection system?

- Have there been any health based campaigns or education related to violence and abuse? Are any of these campaigns specific to boys or girls or to one age category of children?

- What is the role of community based health workers to prevent child abuse, neglect and violence?

- Are health workers trained to identify children at risk?

- How do health workers collaborate with social services and other sectors professional in the area of child protection? Are there any formal agreements or procedures? e.g. mandated within formal reporting and referral procedure?

- Do health workers work with families and community networks in the area of child protection?

- Are there community level home visiting services for new mothers or families in crisis?

- Does the health system provide emergency services for child and women victims (e.g. forensic examinations)?

- Do you have specialized units providing those services? What is the scope of their services across the country?

- Does the Ministry provide therapeutic services for children and women victims of violence?

- Does the Ministry provide mental health services for victims?

- Does the Ministry have therapeutic programs for substance and alcohol abuse, mental illness and for offenders?

- Are any of these services provided free of charge?

- Do Ministry staff (medical doctors, nurses, public health agents) receive specialized training for working with victims of abuse and violence? Please specify.
For the Ministry of Labour

- How are officers within the labour department mandated to play a role within the child protection system?

- Have there been any campaigns or education to prevent exploitation through child labour?

- What initiatives have been implemented to prevent child labour?

- Have initiatives been implemented to support child victims of the worst forms of child labour?

- Have initiatives been implemented to support child victims of exploitive labour situations?

- Does the ministry have specific income generating schemes / vocational training programs for vulnerable populations? Are any of these programs specific to boys or girls or to one age category of children?

- Does the ministry have schemes for young people to improve their living and working conditions? If so, what is the coverage of these initiatives? Are any of these programs specific to boys or girls or to one age category of children?

- How do officers from the labour department staff collaborate with social services and other sectors professional in the area of child protection? Are there any formal agreements or procedures? e.g. mandated within formal reporting and referral procedure?

- Are labour department officers trained to identify children at risk through labour?

- Do labour department officers work with families and community networks in the area of child protection? If so, please describe.
HUMAN RESOURCES

- What is the number of staff with child protection responsibilities in your agency? What are their specific roles?
  - What is the coverage of these specific staff around the country?
  - Do you think that you have appropriate staff (number and qualifications) to carry out your department’s mandate on child protection? If not, why?

- Are your staff given a child protection orientation? If yes, please indicate:
  - Who provides this orientation or training?
  - What type of orientation is conducted?
  - What category of workers might normally receive such training?

- Are staff working directly with children required to sign a code of conduct covering how they should work with children? If yes:
  - Is this a common code across sectors or something that has been developed specifically within your sector?
  - Are there any groups of staff within NGOs or Government Ministries who work across different sectors?
  - Are you aware of any joint capacity building strategy for these groups or is this normally dealt with on a sector basis?

FINANCIAL RESOURCES

- What financial resources are available for child protection services within your agency?
- How are these resources determined?

RECOMMENDATIONS

- What recommendations would you have for improving the linkages between your sector and child protection activities?
5.2.d Agencies Contributing to Social Protection [Managerial/Advisor Position]

Background Context:

- Briefly outline the development of social protection activities and programmes. Please describe the main actors involved in social protection and the role they have played?

- What focus have social protection activities taken? For example:
  - Social Assistance
  - Social Services
  - Social Insurance
  - Social Equity Measures
  - Other

- Is there a national policy in place and has a national social protection programme been developed / implemented?

If YES

- What groups/organisations were involved in the development of the social protection policy/programme?

- Please outline the structure, if any in place, for overseeing and implementation of social protection programmes at a national and sub-national level?

- What are the main initiatives included in this policy? Please list.

- What considerations were taken into account when these initiatives were selected?

- Is there any overall steering or technical committee that participates, in terms of government ministries, donor organisations, NGOs, etc.
  - How often does this group meet and which agencies participate?

- In terms of resources for social protection, who are the main contributors and if possible please give a breakdown? For example, what is the contribution from donor organisations, the government, NGOs, etc?
  - Is funding contributed on the basis of a pooled funding mechanism or on a project/programme basis?

- How does the social protection strategy link with the national policy framework for children? Please identify how these links are made with particular reference to joint co-ordination bodies, programmes, etc. For example:
  - Are children’s issues dealt with as a specific target group in the national policy/programme?
  - Were child protection agencies involved in the development of this programme?
  - Are they participating in existing coordination mechanisms?

If NO

- Please describe how social protection programmes are implemented in the absence of a national policy or overarching framework.
Initiatives for Children and Families

- How and to what degree are children targeted as core beneficiaries of social protection initiatives - directly or indirectly?
- Please detail universal initiatives.
- Please detail the initiatives where children are targeted directly and explain how this targeting is done?
  - Are the initiatives universal or based on certain categories of children – orphans, children formerly associated with armed forces, child headed households, etc? Boys or girls? Specific age categories of children?
  - What is the coverage of these initiatives: national, sub-national?
  - Are the initiatives primarily focused on children or on their families also? Please provide examples.
  - To what extent are the initiatives prevention focused or response focused? Please provide examples.
  - Are there any specific initiatives for children affected by abuse and exploitation or those in conflict with the law? Please explain.
- How are priority initiatives or levels of vulnerability determined?
  - Are communities involved in targeting priority groups of children?
  - What criteria are used for assessing the need of particular communities / families?
  - How do children and families access these initiatives?
  - How is this monitored?
  - Are there any measures in place for children to receive other forms of support after they turn 18?
  - Are there any specific measures for targeting girls?
- What are the initiatives where children are targeted indirectly and what is the rational in terms of the perceived ‘knock on or trickle’ down benefits are for children?

Coordination and Accountability

- To what extent is your agency a formal / informal part of child protection system? (government, NGOs, local administration)?
  - What are the inter-sectoral protocols or guidelines that link the work of your agency to other child protection agencies?
  - At what level do you have linkages: e.g. at national (policy level) or sub-national level (service delivery)?
  - Are there joint areas of planning and programming between your agency and core child protection agencies? Please elaborate.
  - Are joint assessments, research or evaluations undertaken?
  - Are there national inter-agency coordination meetings? If yes, please specify.
- Please give specific examples of where inter-sectoral coordination has been effective or ineffective. Explain the reasons for this in/effectiveness.
- At the service level, is your agency accountable only to your own agency or also to other agencies (coordination accountability)?
- Are there agreed protocols for your staff to report suspicions or disclosures of abuse and exploitation to another social welfare agency, or within your agency?

- **Does your agency have an information management system? If so, what kind of child protection data is collected?**
  - Are you expected to keep records of groups of children or individual cases that come to the attention of your services? Do you collect data and analyse it? (If statistics are available, please share)
  - Is the information collected by your services shared / integrated with data of other agencies? Is there a confidentiality protocol to be followed? Please specify.

**Capacity and Training:**

- **Do social protection sector staff receive training or any orientation on child protection?**
  
  **If yes, please indicate:**
  - Who provides this orientation or training and any key resources used in this training?
  - Please also indicate what category of workers might normally receive such training.

- **Are staff working directly with children required to sign a code of conduct before working with children?**
  
  **If yes:**
  - Is this a common code across the social protection sector or something that has been developed specifically within your department/organisation?
  - Are your staff expected to report to any authority about suspicion or disclosure of child protection concerns?
  - Is the information collected by your services shared with other agencies? Is there a confidentiality protocol to be followed? Please specify

- **Are child protection issues discussed and integrated into the roll out of social protection initiatives and especially in relation to not placing children at risk or creating ‘incentives’ that might inadvertently result in child protection concerns.**
  
  1. For example, if child headed household or orphans are targeted is there a risk that parents might distance themselves from children or place them with relatives/other care givers in order to benefit from social protection or in the case of food for work or asset programmes are safe guards in place to ensure that these are not pulling children away from education, etc.

  2. If there monitoring in place to ensure that children benefiting from social protection are not harassed or put under pressure to pass the benefits on to others in the community?

- **Do you think that you have appropriate staff (number and qualifications) to carry out your department’s mandate on child protection? If not, why not?**
Monitoring and Impact Assessment:

- Was an initial baseline carried out for the different social protection initiatives? How were children targeted as part of this process and what were the main findings?

- Are there any conditions put in place to encourage different aspects of child development and well-being as part of social protection initiatives? For example, universal transfers such as children’s allowance, school feeding programmes, top-ups on transfers to encourage children of school going age to remain in school, etc. How are these monitored at community level?

- Are there mechanisms in place to monitor both the benefits of social protection programmes for children where they are either direct or indirect beneficiaries?

- Are social protection programmes demonstrating any impact for children? If yes what are the main benefits for children. For example,
  - Parents able to meet basic needs in terms of food and shelter
  - Improve their social economic status and support children in school
  - Delayed early marriage for girls
  - Children no longer required to work
  - Improved access to health service

- Have social protection programmes demonstrated any positive benefits or impact in terms of poverty reduction and improving the social-economic status of beneficiaries?

- Do you feel that these benefits are sustainable? Is follow-on support required? If there are different answers for different groups please specific. For example, social insurance related activities might help to reduce the shocks felt by low income families who are involved in some form of income generation and thereby allow them to break out of poverty. On the other hand the most vulnerable labour constrained groups might require social welfare, the benefits of which might cease if welfare was terminated.

Recommendations / Final Comments

- Do you have any observations or recommendations on how the child protection and could work more effectively as part of a wider social protection and welfare system?
5.2.e Ministry of Justice: Director responsible for child justice issues

STRUCTURES OF THE JUSTICE AGENCY

- What is the overall mandate of the Ministry of Justice?
- Does the Ministry have a specific mandate with respect to justice for children?

COORDINATION AND PLANNING

- Are there any ongoing justice sector reform initiatives at the national level? Is there a justice sector reform strategy or plan of action? Inter-agency task force or committee? Are child justice issues incorporated into these broader justice sector reforms, or are they separate?

- Is there a mechanism (committee/task force) to promote coordination in the child justice / juvenile justice system?
  - At the national and sub-national levels?
  - Who are the stakeholders involved?
  - How often do they meet?
  - Do you think it is functioning effectively?
  - Are NGOs involved in the child justice system? If yes, how is coordination achieved between NGOs and state actors in the child justice system?
  - Do they interact with broader justice sector coordinating bodies?

- How are child justice priorities decided? Is strategic development of the justice sector a collaborative effort between these agencies / individuals?
  - What are the key processes for this interagency strategy development?
  - Who is involved in the planning process?
  - What priorities have been identified?
  - Are there opportunities for community members and children to be involved in the planning process?

- Which agencies / individuals have the most influence on the strategic development of the child justice system?
  - Government Ministry
  - International NGOs / UN agencies
  - Regional bodies
  - Local NGOs
  - Traditional leaders (chiefs / religious)
  - Donors
  - Communities and children

- Does the Ministry of Justice have formal / informal links with other child protection agencies (government, NGOs)?
  - Do child protection coordination bodies interact with justice sector coordinating bodies? Is the Ministry of Justice represented on the national child protection coordinating body?
  - At what level do you have linkages: e.g. at national (policy level) or local level (service delivery)?
  - Are there joint areas of planning and programming?

- Do you think the agencies involved in child protection (government and NGO) are well-linked and coordinated?
- How is the coordination between and among these agencies operating in practice?
- What makes the national coordination mechanisms for welfare / protection / justice effective/ineffective? Give examples of effective and ineffective coordination.
- To what extent do these formal coordination mechanisms link to community based structures and mechanisms?
- How would you rate the coordination between different agencies with a focus on the welfare / protection sector across other systems (e.g. health, education, social protection, etc.)?

HUMAN AND FINANCIAL RESOURCES

- Is there a human resources policy or strategy for the justice sector? What plans are in place for capacity building of officials working in the justice system (police, prosecutors, courts, probation officers, corrections officials, etc)?
- Have measures been taken to promote child justice specialisation within the justice agencies (e.g. designation and/or training of specialist judges, police, prosecutors)?
- How is the justice system funded? Is there a central budget for all agencies involved in the justice system, or are funds allocated to different government departments (e.g. police, prosecution, welfare and probation authorities)? Are budgetary allocations generally sufficient?
- Can spending on the child justice system be disaggregated and identified in national, provincial or local budget processes? If so, what proportion of allocation for criminal justice generally does it constitute?
- Has the implementation of child justice policies and reform plans been costed? Have sufficient resources been allocated?
- Which donor /development partners are active in the justice sector? Do they provide funding specifically for justice for children projects/initiatives?

INFORMATION MANAGEMENT

- How is justice sector data collected and analysed? Is data from the different agencies - e.g. police and court – synthesized? Is the Ministry of Justice responsible for aggregating and analysing data from the various justice agencies? If yes,
  - What data is collected and how is it disaggregated? Are separate statistics kept regarding children in conflict with the law? Child victims/witnesses in criminal proceedings?
  - How is data collected? Is there a standard reporting format used by all justice agencies? Is data recorded manually or is there an automated system?
  - Is data accurate and reliable? What quality control mechanisms are in place?
- Are there mechanisms through which data and research can be used to inform policy development and service delivery planning? How much has data and research influenced child justice planning and priorities?

LEGAL AND POLICY FRAMEWORK

- What legislative or policy initiatives have been undertaken in relation to child protection?
- How is legislation/policy formulated? Who is involved in process? Are there opportunities for community members and children to be involved in the process?
Which [Child Protection Law/s and Policies] are being effectively implemented?
- Please describe a situation where implementation of a law / policy has had a positive impact. What do you think contributes to their effective implementation?
- Which of these guidelines/policies do you think are difficult to implement? Why?

Please describe a situation where non-implementation of a law / policy has had a negative impact.

Do you think existing laws in relation to child protection are appropriate to the local context, cultural and traditions? Do you think they are relevant and appropriate to the lives of people in communities?

Are there areas where you think additional national laws, guidelines or policies are needed or where existing ones need to be revised?

RELATIONSHIP WITH THE COMMUNITY

Are there traditional or customary law dispute resolution systems that are used to resolve offences committed by children? Crimes against children? Domestic relations? What types of cases are resolved through these traditional mechanisms?

Have these traditional mechanisms been formally recognised as part of the child justice system (e.g. as channels for diversion / alternative dispute resolution)? How are they linked to the formal system?

What is the government approach to regulate, supervise, support, strengthen and build upon the traditional and community system?

Have any studies or evaluations been undertaken of these traditional dispute resolution systems? What are their strengths / weaknesses? Are children's rights adequately protected in these processes?

Do you think that formal government justice system is perceived as culturally relevant and appropriate by communities?

In what ways could lessons or insights from communities and community-based organizations be generated to help improve the design, appropriateness and effectiveness of current initiatives for protecting children and families / ensuring justice for children?

RECOMMENDATIONS

What do you think are the main strengths of the child justice system? What have been the main accomplishments of the child justice reform process thus far?

What do you think are the key gaps or weaknesses?

What do you think should be done to strengthen the child justice system?
5.2.1 Technical Officers: Diversion, Rehabilitation and Reintegration of Children in Conflict with the Law
(Ministry of Justice or Social Welfare)

STRUCTURES AND SERVICES

- What are the Department’s main roles and responsibilities in relation to children in conflict with the law?

**Community-Based Supervision and Rehabilitation**

- What structures or organisational arrangements are in place (national and sub-national level) to provide supervision and rehabilitation for children who have been given a non-custodial sentence [insert national terminology as per juvenile justice legislation]?
- What types of rehabilitation programs and services are available (counselling, life skills, education, vocational training, substance abuse treatment, mental health services)? What is the coverage and geographical distribution of these services?
- Are there other key agencies at national or local level that offer rehabilitation services for children in conflict with the law (government or NGO)?
- Are special programmes/services available for girls in conflict with the law? Are specialized services available for children with special needs, such as drug or other substance dependency?

**Institutions/Rehabilitation Homes**

- How many specialised institutions are there for the detention and rehabilitation of children in conflict with the law?
  - Capacity and geographical coverage?
  - How many are run by government / NGOs?
  - Facilities for girls?
- Do these institutions also cater to other categories of children in need of protection (street children, orphans, child victims of abuse or exploitation)?
- Are children also detained in facilities operated by the prison authority? If yes, are they separated from adult detainees?
- Of all children in conflict with the law under the Department’s care/supervision, approximately what percentage is subject to non-custodial supervision vs institutional care?
- Are all institutions for children in conflict with the law (government and NGO) registered and accredited? What is the process for this?
- Is there someone designated to monitor and inspect these homes? If yes, how often are they inspected?
- Are there mechanisms in place to support children when they return to the community after a period spent in an institution? If yes,
  - Who is responsible for supporting children’s reintegration?
  - What support and services are available?

**Diversion**
Is there a formal diversion programme for children in conflict with the law? Who is responsible for diversion and what structures or organisational arrangements are in place (diversion panels/committees, mediation / ADR mechanisms, etc)?

Are community-based programmes available to support children who have been diverted?
- What kinds of programs/services are available?
- What is the coverage and geographical distribution of these services?

Are special programmes/services available for girls in conflict with the law? For children with special needs, such as drug or other substance dependency?

RELATIONSHIP WITH THE COMMUNITY

Are there traditional or customary law dispute resolution systems that are used to resolve offences committed by children? Crimes against children? What types of cases are resolved through these traditional mechanisms?

Have these traditional mechanisms been formally recognised as part of the child justice system (e.g. as channels for diversion / alternative dispute resolution)? How are they linked to the formal system?

What is the government approach to regulate, supervise, support, strengthen and build upon the traditional and community system?

Have any studies or evaluations been undertaken of these traditional dispute resolution systems? What are their strengths / weaknesses? Are children’s rights adequately protected in these processes?

Do you think that formal government justice system is perceived as culturally relevant and appropriate by communities?

In what ways could lessons or insights from communities and community-based organizations be generated to help improve the design, appropriateness and effectiveness of current initiatives for protecting children and families / ensuring justice for children?

COORDINATION AND PLANNING

What other key agencies or organizations are involved in the juvenile justice system? Who does your department primarily coordinate and partner with?

Do you think the agencies involved in the justice for children sector (government and NGO) are well linked and coordinated?
- How does the coordination between and among these agencies operate in practice?
- Is this interagency coordination based on any formal / informal policy or agreements?
- How is the implementation of this coordination monitored and assessed?
- What makes it effective/ineffective, in your opinion?

Is there a plan in place for the reform / continued development of the child justice system?

How are child justice priorities decided? Is strategic development a collaborative effort between agencies / individuals?
- What are the key processes for this interagency strategy development?
- Who is involved in the planning process?
- What priorities have been identified?
- Are there opportunities for community members and children to be involved in the planning process?

Which agencies / individuals have the most influence on the strategic development of the justice system? Please explain.
- Government Ministry
- International NGOs / UN agencies
- Regional bodies
- Local NGOs
- Traditional leaders (chiefs / religious)
- Donors
- Communities and children

- How much has research influenced national justice for children priorities and practice?
- To what extent do you feel there is currently agreement among stakeholders on common priorities for justice of children?
- To what extent are current priorities focused on formal justice system reforms rather than community or restorative dispute resolution? Why do you think the current focus of activities has developed in this way?
- To what are services and resources geared towards institutional care and rehabilitation rather than community-based alternatives? Why do you think the current focus of activities has developed in this way?

HUMAN RESOURCES
- Are there staff members (probation/welfare officers) at the regional, district and sub-district level dedicated specifically to services for children in conflict with the law? Do they have other duties in relation to other categories of children in need of protection? To adult offenders? If yes, how much of their time is spent working with children in conflict with the law as compared to other duties?
- What are the recruitment processes for selecting government staff to work with children in conflict with the law? What qualifications are required?
- What kind of induction training and/or in-service professional development is available for staff working with children?
  - Is this training mandatory?
  - How frequently does this occur and what topics are covered?
- Do you think that you have appropriate staff (number and qualifications) to carry out your department’s mandate?
- Do you think the currently available budget and resources are adequate to carry out your mandate? Please explain and provide detailed examples.
- To what extent is there discrepancy between the declared justice for children policy and the resources allocated? Would you define this as severe, relative or moderate?
- Which donor /development partners are active in the justice sector? Do they provide funding specifically for justice for children projects/initiatives?

LEGAL AND REGULATORY FRAMEWORK
What regulations, policies, guidelines or operational manuals have been developed to guide implementation of child justice legislation and provide guidance to the work of probation officer/welfare officers?

Are there minimum standards for services in relation to all aspects of juvenile justice, including:
- diversion programmes
- rehabilitation and reintegration programmes
- treatment of children deprived of their liberty (police custody, pre-trial detention facilities, education/rehabilitation institutions, prisons)

Are staff working directly with children required to sign a code of conduct covering how they should work with children?

How is the implementation of these standards monitored and what mechanisms are in place to ensure that service providers comply?

Do you think existing laws and policies in relation to children in conflict with the law have been implemented effectively? Which [Child Protection Law/s and Policies] are being effectively implemented?
- Please describe an example where implementation of a law / policy has had a positive impact. What do you think contributed to its effective implementation?
- Which Child Protection guidelines/policies do you think are difficult to implement? Why?
- Please describe a situation where non-implementation of a law / policy has had a negative impact.
- What could be done to help child protection workers better apply these legal and policy frameworks? Please specify

Do you think existing laws and policies are appropriate to the local context, cultural and traditions? Do you think they are relevant and appropriate to the lives of people in communities?

Are there areas where you think additional national laws, guidelines or policies are needed or where existing ones need to be revised?

INFORMATION MANAGEMENT

What information management systems does the department have in place to collect information on children in conflict with the law? Are these centralized and integrated with other national information management systems or managed separately? Is there a standard reporting format?

What data is collected, and how is this data disaggregated? Are there mechanisms for aggregating this data and for regular analysis?

Are there mechanisms through which data and research can be used to inform policy development and service delivery planning?

Do children and families have access to a complaints mechanism to raise concerns about justice for children processes and outcomes?

RECOMMENDATIONS

What do you think are the main strengths of the child justice system? What have been the main accomplishments of the child justice reform process thus far?

What do you think are the key gaps or weaknesses?

What do you think should be done to strengthen the child justice system?
5.2.g Technical Officers: Child Victim / Witness Support Services

STRUCTURES AND SERVICES

- Who is responsible for providing support to child victims / witnesses participating in criminal proceedings?
- Are support services available for child victims at all stages of the criminal process, including:
  - Crisis intervention
  - Accompaniment during all investigation and trial proceedings
  - Court familiarisation
  - Post-trial follow-up support
- Who provides these services (government welfare officers, volunteers, NGOs)?
- Do individuals supporting child victims/witnesses through the criminal process receive any specialised training in this role? If yes,
  - Is this training mandatory?
  - How frequently does this occur and what topics are covered?

COORDINATION, PLANNING AND INFORMATION MANAGEMENT

- What other key agencies or organizations are involved in providing support to child victims / witnesses (social welfare, legal advice and representation, etc)? Do you think the agencies involved in providing support to child victims/witnesses (government and NGO) are well linked and coordinated?

RECOMMENDATIONS

- What do you think are the main strengths of the child justice system? What have been the main accomplishments of the child justice reform process thus far?
- What do you think are the key gaps or weaknesses?
- What do you think should be done to strengthen the child justice system?

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17 These services typically fall under the management of the Ministry of Justice, the Ministry responsible for social welfare, or the Prosecutor’s office. In the absence of a formal government program, there may be an NGO(s) performing this function through formal/informal agreement with the justice agencies.
5.2.h Police Service

STRUCTURES AND ORGANISATION

- Does the police service have a special division/unit for working with children? If not, has there been any discussion regarding the establishment of specialized units?
- If yes, what is the mandate of the special unit?
  - Children in conflict with the law, violence against children/women, or both?
  - All types of offences committed by/against children?
  - Are they also responsible for crime prevention work?
- How many specialised units are there? Does every provincial/district police station have a special police unit to work with children?
- How many staff do the special units have (police officers and others)? Are these full-time positions or are the police officers responsible for other types of cases as well?
- Have any special facilities been established for processing children who have been arrested? Do police stations have separate holding cells/lock-up facilities for children?
- Are there guidelines or standard operating procedures for handling cases involving children? Do these differ for boys and for girls or for different age categories of children?

SERVICES

Children in Conflict with the Law

- Are police authorities required to notify social services whenever they apprehend or arrest a child?
- What alternatives are available to holding children in police custody (bail, release to parents, fit person or social welfare authority)? Are these alternatives used in practice? If no, why not?
- Do police have the authority to divert children to a diversion programme as an alternative to arrest? If yes -
  - Approximately what percentage of children are diverted?
  - If diversion is not being used widely, why? (lack of training/awareness for police, legal limitations, diversion programmes not available/perceived to be ineffectual, etc)
- Has the police service undertaken any juvenile crime prevention initiatives?

Child Victims

- How are child victims referred to the unit/police?
- What are the most common types of child victim cases handled by the unit/police?
- Do child victims have a social worker or support person to help them at all stages of the criminal investigation (accompaniment during forensic medical exams, photographing or other evidence collection, etc?)
- Does unit/police inform the social services of criminal cases involving a child victim? Are the police obligated to report all child protection cases to the social services?
- Does the unit/police refer child victims to other types of support services? What kinds of services?
- Is the unit/police involved in the districts and community to raise awareness about issues of abuse, violence and exploitation or domestic violence?

**RELATIONSHIP WITH THE COMMUNITY**

- Are there traditional or customary law dispute resolution systems that are used to resolve crimes committed by children? Crimes against children? What kinds of cases are handled through traditional mechanisms?
- What is the relationship between them and the police? Have these traditional mechanisms been formally recognised as part of the child justice system (e.g. as channels for diversion / alternative dispute resolution)?
- What do you think are the strengths / weaknesses of these traditional dispute resolution mechanisms? Are children’s rights adequately protected in these processes?
- In what ways could lessons or insights from communities and community-based organizations be generated to help improve the design, appropriateness and effectiveness of current initiatives for protecting children and families / ensuring justice for children?

**HUMAN AND FINANCIAL RESOURCES**

- What standard induction training do new police recruits receive? Does this training include sessions/modules on handling cases involving children? Does it address both child victims / witnesses and children in conflict with the law?
- Do police receive in-service training on handling cases involving children?
  - How frequently does this occur and what topics are covered?
  - Is this training mandatory for police who are part of the specialist unit?
- Do you think the current induction and in-service training programme provides police with sufficient skills to handle cases involving children?
- Do you think the police service has appropriate specialist staff (number and qualifications) to carry its mandate for handling cases involving children? If not, why not?
- Do you think the police force have adequate financial and material resources to carry out its mandate in relation to child protection effectively?

**COORDINATION AND PLANNING**

- Is the police service part of any inter-agency protocols or agreements with other agencies (social services, health, etc..) at the national and sub-national levels?
- Are there any mechanisms, protocols/agreements to promote inter-sectoral coordination between the police and other agencies involved in the child protection system (welfare officers, probation officers, prosecutors, courts, etc)
- Do you think the agencies involved in child protection(government and NGO) are well-linked and coordinated?
  - How is the coordination between and among these agencies operating in practice?
What makes the national coordination mechanisms for child protection effective/ineffective? Give examples of effective and ineffective coordination.

To what extent do these formal coordination mechanisms link to community based structures and mechanisms?

INFORMATION MANAGEMENT

- Do the police have an information management system?
  - What data is collected and how is it disaggregated? Are separate statistics kept regarding children in conflict with the law? Child victims/witnesses?
  - How is data collected? Is there a standard reporting format used? Is data recorded manually or is there an automated system?
  - Are police statistics centralized and integrated with other national information management systems or managed separately?

- Does the police service have research staff or a unit to evaluate data? Do the police publish annual reports of crime statistics?

- Is there regular evaluation of the unit/police services and operations in relation to children? Who undertakes these evaluations?

RECOMMENDATIONS

- What do you think are the main strengths in the role of the police service in handling cases involving children? What have been the main accomplishments in terms of improving police handling of children in conflict with the law? Child victims?

- What do you think are the key gaps or weaknesses?

- What do you think should be done to strengthen the existing system?
5.2.i Prosecuting Agency

STRUCTURES AND ORGANISATION

- Does the prosecuting authority have a special unit / designated specialist to handle cases involving children? If not, has there been any discussion regarding the establishment of a specialised unit / designated specialists?
- If yes, what is the mandate of the designated specialists?
  - Children in conflict with the law, violence against children / women, or both?
  - All types of offences committed by/against children?
  - How many specialists are there?
- Are there any practice directives or guidelines regarding prosecution of cases involving children? Does this provide guidance in the exercise of prosecutorial discretion in relation to both child victims and children in conflict with the law?
- Does the prosecutor's office have a separate case management process for handling children’s cases? Are cases involving children expedited or given priority over those involving adults? How long, on average, does it take a case to be completed?

SERVICES

Children in Conflict with the Law

- Do prosecutors have authority to divert children to a diversion programme as an alternative to formal trial? If yes -
  - what mechanisms are in place to screen cases and decide what cases to divert?
  - approximately what percentage of children are diverted?
  - if diversion is not being used widely, why? (lack of training/awareness for prosecutors, legal limitations, diversion programmes not available/perceived to be ineffectual, etc)
- Are there specialised courts to hear all cases involving children in conflict with the law? How many are functioning in practice, and how regularly do they sit? Are child-friendly procedures followed in practice?
- Do you think children are able to participate effectively in court proceedings and to express their views? Why or why not?

Child Victims

- What special procedural protections are available to assist child victims/witnesses giving evidence in criminal proceedings? Do you think existing special procedures for child victim/witnesses are adequate and effective? What challenges or difficulties do prosecutors face in successfully prosecuting these cases?

HUMAN AND FINANCIAL RESOURCES

- Is there a standard induction training programme for new prosecutors? Does this training include sessions/modules on handling cases involving children? Does it address both child victims / witnesses and children in conflict with the law?
- Do prosecutors receive in-service training on handling cases involving children?
  - How frequently does this occur and what topics are covered?
  - Is this training mandatory for prosecutors who routinely handle children’s cases?
Do you think the current induction and in-service training programme provides prosecutors with sufficient skills to handle cases involving children?

RECOMMENDATIONS

What do you think are the main strengths in the current process for handling cases involving children? What have been the main accomplishments in terms of improving the handling of children in conflict with the law? Child victims?

What do you think are the key gaps or weaknesses?

What do you think should be done to strengthen the existing system?
5.2.j Courts Administration

COORDINATION AND PLANNING

- Are there any ongoing justice sector reform initiatives at the national level? Is there a justice sector reform strategy or plan of action? Inter-agency task force or committee? Are justice for children issues incorporated into these broader justice sector reforms, or are they separate?

- Is there a plan in place for the reform / continued development of the child justice system?
  - Who is involved in the planning process?
  - What priorities have been identified?
  - Are there opportunities for community members and children to be involved in the planning process?
  - How is progress monitored and evaluated?

- Who or what are main drivers of the current national child justice agenda? Which agencies / individuals have the most influence on the strategic development of the child justice system?

- Is there a mechanism (committee/task force) to promote coordination in the child justice / juvenile justice system?
  - At the national and sub-national levels?
  - Who are the stakeholders involved?
  - How often do they meet?
  - Do you think it is functioning effectively?
  - Do they interact with broader justice sector coordinating bodies?

- Does the Court have formal / informal links with child and family welfare agencies (government, NGOs)? Is the Court represented on the national child protection coordinating body?

- Do you think the agencies involved in child protection (government and NGO) are well-linked and coordinated? What makes the national coordination mechanisms for child protection effective/ineffective (ask for examples)?

STRUCTURES AND ORGANISATION

- What Court has jurisdiction over the following types of cases -
  - child protection hearings
  - maintenance/custody
  - children accused of crimes
  - child victims/witnesses of crimes

- What structures or organizational arrangements do the courts have in place to deal with these cases? Are there any specialised courts for children? If yes,
  - what is their composition (judge alone, or panel?)
  - any structural / physical differences from the regular courtroom?
  - how many, and where are they located?
  - do these specialist courts operate on a full-time basis, or do they also deal with other cases? If the latter, how frequently do they sit as a children’s court?
Does the court have a separate case management process for children’s cases? Are cases involving children expedited or given priority over those involving adults? How long, on average, does it take a case to be completed?

**HUMAN AND FINANCIAL RESOURCES**

- Is there a human resources policy or strategy for the justice sector? What plans are in place for judicial capacity building / professional development? Does this include specialisation in justice for children?
- Which donor /development partners are active in justice sector reform / judicial capacity building? Do they provide funding specifically for justice for children projects/initiatives?
- Is there a standard induction training programme for judges? Does this training include sessions/modules on handling cases involving children? Does it address both child victims / witnesses and children in conflict with the law?
- Do judges receive in-service professional development on handling cases involving children?
  - How frequently does this occur and what topics are covered?
  - Is this training mandatory for judges assigned to the children’s court?
- Do you think the current induction and in-service training programme provides judges with sufficient skills to handle cases involving children?

**INFORMATION MANAGEMENT**

- Does the Court have an information management system?
  - What data is collected and how is it disaggregated? Are separate statistics kept regarding children in conflict with the law? Child victims/witnesses? Child protection cases?
  - How is data collected? Is there a standard reporting format used? Is data recorded manually or is there an automated system?
  - Are court statistics centralized and integrated with other national information management systems or managed separately?
- Are there mechanisms through which data and research can be used to inform policy development and service delivery planning? How much has data and research influenced child justice planning and priorities?

**RECOMMENDATIONS**

- What do you think are the main strengths of the child justice system? What have been the main accomplishments of the child justice reform process thus far?
- What do you think are the key gaps or weaknesses?
- What do you think should be done to strengthen the child justice system?
5.2.k Children’s Court Judge / Magistrate

STRUCTURES AND ORGANISATION

- What types of children’s cases does the Court handle?
  - child protection
  - maintenance/custody
  - children accused of crimes
  - child victims/witnesses of crimes

- Does your court operate as a special children’s court on a full-time basis, or do you deal with other cases as well? If the latter, how frequently do you sit as a children’s court?

SERVICES

Children in Conflict with the Law

- Does the Court have authority to divert children to a diversion programme as an alternative to formal trial? If yes -
  - at what stage of the process does diversion take place?
  - approximately what percentage of children are diverted?
  - if diversion is not being used widely, why? (lack of training/awareness for prosecutors, legal limitations, diversion programmes not available/perceived to be ineffectual, etc)

- How are trial procedures involving children in conflict with the law different from those involving adults?
- Do you think children are able to participate effectively in court proceedings and to express their views? Why or why not?

- What factors are considered when sentencing a child? Are there any practice directives or judicial precedents regarding principles for sentencing children?

- Approximately what percentage of children in conflict with the law receive a sentence involving deprivation of liberty? For what kinds of offences?

- What types of non-custodial sentencing options are available in practice? Do you think there sufficient alternatives available under the law? Are there adequate programmes / services to support non-custodial sentencing?

Child Victims/Witnesses in Criminal Proceedings

- What special procedural protections are available to assist child victims/witnesses giving evidence in criminal proceedings?

- Do you think existing special procedures for child victim/witnesses are adequate and effective? What challenges or difficulties do prosecutors face in successfully prosecuting these cases?

Child Protection Hearings

- Are the courts involved, in practice, in making decisions about protective interventions for children who have experienced violence, abuse, neglect and exploitation? How often does the court deal with these types of cases? How are these cases referred to the Court?
What special procedural protections are available for children participating in these proceedings?

What types of orders can the court make to ensure the child’s care and well-being? In practice, were measures are used most frequently?

What information is generally available to assist judges in making their decisions? Are social inquiry reports prepared in all cases? By whom?

What factors or criteria are taken into consideration in making decisions about protective interventions? Are there any policies or practice directives guiding judicial decision-making?

HUMAN AND FINANCIAL RESOURCES

Is there a standard induction training programme for new judges? Does this training include sessions/modules on handling cases involving children? Does it address both child victims / witnesses and children in conflict with the law?

Do judges receive in-service training on handling cases involving children?
- How frequently does this occur and what topics are covered?
- Is this training mandatory for prosecutors who routinely handle children’s cases?

Do you think the current induction and in-service training programme provides judges with sufficient skills to handle cases involving children?

RECOMMENDATIONS

What do you think are the main strengths in the current process for handling cases involving children? What have been the main accomplishments in terms of improving the handling of children in conflict with the law? Child victims?

What do you think are the key gaps or weaknesses?

What do you think should be done to strengthen the existing system?
5.2.1 Lawyers’ Association / Legal Service Provider

STRUCTURES AND ORGANISATION

- Is there a government-funded legal aid system? If yes, is legal aid provided by designated staff legal aid lawyers, or general members of the Bar (staff vs certificate system)?
  - If staff system: how many legal aid offices are there throughout the country? Where are they located? How many staff members does each office have?
  - If certificate system: how many lawyers are there who accept work through the legal aid system? Are they evenly distributed throughout the country? Are legal aid fees competitive?

SERVICES

- Are there any NGOs, paralegals or advice centres that provide free legal representation and/or legal advice to children? What is their distribution and coverage, and what kinds of legal assistance do they provide?
- Is free legal aid available to all children in conflict with the law? For all child victims of violence, abuse and exploitation?
- Approximately what percentage of children in conflict with the law is represented by a lawyer? What percentage of child victims of violence, abuse and exploitation? Does that vary across the country, and between rural/urban areas?

LEGAL AND REGULATORY FRAMEWORK

- Are there any special guidelines, standards or policies that lawyers must follow when representing children?

INFORMATION MANAGEMENT

- Are there statistics on the number of children receiving legal representation?

HUMAN AND FINANCIAL RESOURCES

- Is there a professional development / continuing legal education programme for lawyers? For paralegals? Who provides the training, and how is it funded?
- Do lawyers and paralegals have access to specialised training on laws and regulations relating to children? On skills and ethical considerations for providing legal assistance to children? What does the training cover and how frequently is it provided? Who provides the training, and how is it funded?

RECOMMENDATIONS

- Do you think access to and quality of legal assistance available to children is adequate?
- Do you have any recommendations for strengthening access to and quality of legal assistance for children in conflict with the law? For child victims?
### 5.3 Structured Interviews

#### 5.3.a National Coordination Committees / Taskforces

**INTRODUCTION**

[insert standard explanation of the mapping exercise]

| Name: | ____________________________________________ |
| Position: | ____________________________________________ |
| Committee: | ____________________________________________ |

1. What is the mandate of [Committee]?

----------------------------------------------------------------------------------------------------------------------
----------------------------------------------------------------------------------------------------------------------
----------------------------------------------------------------------------------------------------------------------
----------------------------------------------------------------------------------------------------------------------
----------------------------------------------------------------------------------------------------------------------

2. Does the [Committee] have a written Terms of Reference? If so, please provide copy

Y / N

3. Does the [Committee] have written operational guidelines? If so, please provide copy

Y / N

4. Does the [Committee] have an action / strategic plan? If so, please provide copy

Y / N

5. What year was the [Committee] established? [______________]

6. Who are the members of the [Committee]? Please list / or obtain membership list

   ·
   ·
   ·

7. What percentage of these members are actively involved? [______________%]

8. How often is the [Committee] mandated to meet? [______________ X month/year]
9. How often does the [Committee] meet in reality?  

10. Does the [Committee] have sub-committees?  

If yes, please name and list these:
  
  

11. Is the [Committee] represented at the sub-national level?  

If yes, please explain

----------------------------------------------------------------------------------------------------------------------
|                                                                                                                     |
|                                                                                                                     |
|                                                                                                                     |
|                                                                                                                     |
----------------------------------------------------------------------------------------------------------------------

12. What are the principal functions of the [Committee]? E.g.

- General information sharing
- Interagency strategy development
- Service delivery coordination organization
- Individual case management

----------------------------------------------------------------------------------------------------------------------
|                                                                                                                     |
|                                                                                                                     |
|                                                                                                                     |
|                                                                                                                     |
----------------------------------------------------------------------------------------------------------------------

13. What have been the main achievements of the [Committee] this year?

  
  
  

14. Please explain how the [Committee] interlinks with other coordination committees / bodies:

----------------------------------------------------------------------------------------------------------------------
|                                                                                                                     |
|                                                                                                                     |
|                                                                                                                     |
|                                                                                                                     |
----------------------------------------------------------------------------------------------------------------------

15. Has this [Committee] influenced national policy development?  

Yes / No
If yes, please explain:

----------------------------------------------------------------------------------------------------------------------
----------------------------------------------------------------------------------------------------------------------
-------------------------------------------------------------------------------
----------------------------------------------------------------------------------------------------------------------

16. How does the [Committee] use experience and data from communities to inform its discussion?

   If yes, please explain:

   ==========================================================================================================================
   ==========================================================================================================================
   ==========================================================================================================================
   ==========================================================================================================================

17. What factors make the [Committee] effective?

   
   
   

18. What challenges does the [Committee] face to be effective?

   
   
   

19. Has funding been allocated for the functioning of this [Committee]?

   If yes, how much per year?

   Which agency provides the funding?

20. How could the [Committee] contribute more to the child protection system in [country]?

   ---------------------------------------------------------------------------------------------------------------
   ---------------------------------------------------------------------------------------------------------------
   ---------------------------------------------------------------------------------------------------------------
   ---------------------------------------------------------------------------------------------------------------
5.3.b Social Welfare Agency (Human Resources, Financial Resources, Statistics)

INTRODUCTION

[insert standard explanation of the mapping exercise]

Name: ____________________________________________
Department: _______________________________________
Position: __________________________________________

HUMAN RESOURCES

1. How many staff does the department/bureau have at the central level?

________________________

2. Of these staff, how many hold positions as:

(a) Managers: __________________________

(b) Social welfare officers: _______________________
   a) Clerical/administrative? _______________________

3. How many social welfare officers are there at:

   (a) Provincial / Regional Level: _______________________
   (b) District Level: _____________________________
   (c) Sub-district level: ___________________________
   (d) Working in institutions: _______________________

4. Are any of these social welfare officers dedicated specifically to services for children?

☐ Yes ☐ No

If yes, how many?

(a) Central Level: ___________________________
   (b) Provincial / Regional Level: ________________
   (c) District Level: ___________________________
(d) Sub-district level: 

5. What qualifications are required to be appointed as a government social welfare officer? 

6. How many of these social welfare officers are trained as professional social workers? 

7. How are staff members selected? 

TRAINING AND PROFESSIONAL DEVELOPMENT 

8. Is there an induction training program for all new professional staff members who join the department? □ Yes □ No 

If Yes - 

a) What kind of induction training is available for staff working with children? 

b) Is this training mandatory? □ Yes □ No 

c) How frequently is the induction program offered? 

9. Is in-service training provided for staff working with children? □ Yes □ No 

If yes -
a) What topics are covered?

b) Who provides the training?

c) How frequently is training offered?

STRUCTURES

How many institutions (government and non-government) provide residential care for children (excluding rehabilitation homes for children in conflict with the law)?

Government: ___________ Non-government: ___________

What is the total number of children currently in institutional care? ______________

FINANCIAL RESOURCES

10. What was the total budget available to the department in 2009?

11. What is the allocation of that total budget for child and family welfare?

12. What is the allocation of that budget:

   a) to the central level? ______________

   b) to the provincial / district level? ______________

13. To what extent do province / district level agencies have the autonomy to decide their allocations to child and family welfare?
14. What is the allocation of the provincial / district budgets are dedicated to child and family welfare?

15. Of the amount given in number 14, what allocation is spent in actual service delivery to children and their families?

16. How is the budget decided and allocated for child and family welfare?

17. Which agencies are able to influence the consideration of expenditure plans for child and family welfare?
18. Is there a specific medium term (5 year) expenditure plan for promoting child and family welfare? □ Yes □ No

19. Is child and family welfare included in any wider medium term expenditure framework? □ Yes □ No

20. Is child protection clearly mentioned in any expenditure framework of national strategies such as development, social protection/poverty reduction? □ Yes □ No

21. What percentage of the department’s funds for child and family welfare programs, projects and activities come from:
   a) National Budget
   b) Donors
   c) Other (specify):

Please provide budget and expenditure details broken down in central level and subnational, per recurrent costs (please include details on wages, identifying the portion spent on operations service provision units) and ad hoc expenditures.

This should include, where available/relevant, program allocations per potential target populations/priorities within child protection (e.g., staff training/development; children without parental care; sexual exploitation/abuse; children affected by armed conflict; etc.).
5.3.3 Agency Responsible for Justice for Children Services (Human Resources, Financial Resources, and Statistics)

INTRODUCTION

[insert standard explanation of the mapping exercise]

Name: _____________________________________________
Department: _________________________________________
Position: ___________________________________________

HUMAN RESOURCES

1. How many staff does the department/bureau have at the central level who have responsibilities for children in conflict with the law (probation officers or social welfare officers)?

___________________________________________

2. How many staff does the department/bureau have at the central level who have responsibilities in relation to child victims participating in criminal proceedings?

___________________________________________

3. How many probation officers / social welfare officers with child justice responsibilities are there at:

   (a) Provincial / Regional Level: ______________________

   (b) District Level: _________________________________

   (c) Sub-district level: ______________________________

   (d) Working in institutions: _________________________

4. What qualifications are required to be appointed as a probation officer / social welfare officer within the Department?

   ______________________________________________

   ______________________________________________

   ______________________________________________

5. How are staff members selected?
TRAINING AND PROFESSIONAL DEVELOPMENT

6. Is there an induction training program for all new professional staff members who join the department? □ Yes □ No

    If yes -

    a) What kind of induction training is available for staff working with children?

    b) Is this training mandatory? □ Yes □ No

    c) How frequently is the induction program offered?

7. Is in-service training provided for staff working with children? □ Yes □ No

    If yes -

    1. What topics are covered?

    2. Who provides the training?

    3. How frequently is training offered?
FINANCIAL RESOURCES

8. What was the total budget available to the department in 2009? 

9. What is the allocation of the total budget dedicated to children? 

10. What is the budget allocation:
    c) to the central level? 
    d) to the provincial / district level? 

11. To what extent do province / district level agencies have the autonomy to decide their allocations for child justice? 

12. What is the allocation of the provincial / district budgets dedicated to child justice?
13. Of the amount provided in number 12, what is the allocation spent in actual service delivery to children and their families?

____________________________________________________________________________________

____________________________________________________________________________________

14. How is the budget decided and allocated for child justice services?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

15. Which agencies are able to influence the consideration of expenditure plans for child justice?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

16. Is there a specific medium term (5 year) expenditure plan for promoting child justice?
   □ Yes       □ No

____________________________________________________________________________________

____________________________________________________________________________________

17. Is child justice included in any wider medium term expenditure framework?
   □ Yes       □ No

____________________________________________________________________________________
18. Is child justice clearly mentioned in any expenditure framework of national strategies such as justice sector development, social protection/poverty reduction?

☐ Yes  ☐ No

19. What percentage of the department’s funds for child justice programs, projects and activities come from:

   a) National Budget  _____________
   b) Donors  _____________
   c) Other (specify): _____________

Please provide budget and expenditure details broken down in central level and subnational, per recurrent costs (please include details on wages, identifying the portion spent on operations service provision units) and ad hoc expenditures.

This should include, where available/relevant, program allocations per potential target populations/priorities within child protection (e.g., staff training/development; children without parental care; sexual exploitation/abuse; children affected by armed conflict; etc.).

STATISTICS

Please provide national statistics on the following indicators for 2009, disaggregated by region/district, and by age and gender of the child.

<table>
<thead>
<tr>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of children arrested</td>
</tr>
<tr>
<td>Number of children in pre-sentence detention</td>
</tr>
<tr>
<td>Number of children in detention (reform schools, rehabilitation homes and prison)</td>
</tr>
<tr>
<td>Percentage of children in detention not wholly separated from adults</td>
</tr>
<tr>
<td>Percentage of children sentenced receiving a custodial sentence</td>
</tr>
<tr>
<td>Number of children diverted away from the criminal justice system</td>
</tr>
<tr>
<td>Number of child victims receiving victim support services while participating in criminal proceedings</td>
</tr>
</tbody>
</table>
5.3.d Police Services (Human Resources, Statistics)

INTRODUCTION

[insert standard explanation of the mapping exercise]

Name: ________________________________________________
Department: __________________________________________
Position: _____________________________________________

TRAINING AND PROFESSIONAL DEVELOPMENT

1. What kind of induction training do new police recruits receive?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Is this training mandatory? □ Yes □ No

3. How frequently is the induction program offered?

________________________________________________________________________

4. Is there any specialized in-service training available on handling cases involving children? □ Yes □ No

   If yes -

   a) What topics are covered?

      ______________________________________________________________________
      ______________________________________________________________________
      ______________________________________________________________________
b) Who provides the training? 

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

c) How frequently is training offered? 

_______________________________________________________________________

_______________________________________________________________________

d) Is this training mandatory for police officers who are assigned to specialist units and/or routinely work with children? 

_______________________________________________________________________

_______________________________________________________________________

STATISTICS

Please provide national statistics on the types of children’s cases dealt with by the police in 2009, disaggregated by region/district, and by age and gender of the child.

<table>
<thead>
<tr>
<th>Child Offenders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of children arrested</strong></td>
</tr>
<tr>
<td><strong>Number of children cautioned or diverted by the police</strong></td>
</tr>
<tr>
<td><strong>Number of children in pre-sentence detention</strong></td>
</tr>
<tr>
<td>Crimes against Children</td>
</tr>
<tr>
<td><strong>Rape and other forms of sexual abuse</strong></td>
</tr>
<tr>
<td><strong>Physical abuse / assault</strong></td>
</tr>
<tr>
<td>Trafficking</td>
</tr>
<tr>
<td>Sexual Exploitation</td>
</tr>
<tr>
<td>Other: [specify]</td>
</tr>
</tbody>
</table>
5.3.e Courts (Administration, Human Resources and Statistics)

INTRODUCTION

[insert standard explanation of the mapping exercise]

Name: ________________________________________________

Department: __________________________________________

Position: _____________________________________________

STRUCTURES

1. Have any specialized courts for dealing with children been created?
   ☐ Yes ☐ No

If yes,

   a) How many specialized courts are currently functioning?

   ______________________________________________________

   ______________________________________________________

   b) How frequently do the specialized courts sit?

   ______________________________________________________

   ______________________________________________________

   c) Where are they located?

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________
d) What types of children’s cases do they deal with?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

e) What is their composition (judge alone, or panel?)

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

TRAINING AND PROFESSIONAL DEVELOPMENT

2) Is there an induction training program for all newly appointed judges?

☐ Yes  ☐ No

If Yes -

a) Does this include modules / sessions on handling cases involving children?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

b) Is this training mandatory?  ☐ Yes  ☐ No

c) How frequently is the induction program offered?

________________________________________________________________________________

3) Do judges receive any in-service specialized training on handling cases involving children?

☐ Yes  ☐ No
If yes,

a) What topics are covered?

b) Who provides the training?

c) How frequently is training offered?

d) Is this training mandatory for judges appointed to the children’s court?
☐ Yes ☐ No

d) How many trained child specialist judges are there throughout the country?

STATISTICS

Please provide national statistics on the types of children’s cases dealt with by the courts in 2009, disaggregated by region/district, and by age and gender of the child.

<table>
<thead>
<tr>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Offenders</td>
</tr>
<tr>
<td>Number of child offenders referred to the Court</td>
</tr>
<tr>
<td>Number of children convicted</td>
</tr>
<tr>
<td>Percentage of children sentenced receiving a custodial sentence</td>
</tr>
<tr>
<td>Crimes against Children</td>
</tr>
<tr>
<td>Rape and other forms of sexual abuse</td>
</tr>
<tr>
<td>Physical abuse / assault</td>
</tr>
<tr>
<td>Trafficking</td>
</tr>
<tr>
<td>Sexual Exploitation</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Other: [specify]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Civil Cases</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Children in need of protection [use terminology in national laws]</td>
<td></td>
</tr>
<tr>
<td>Custody and Maintenance</td>
<td></td>
</tr>
<tr>
<td>Guardianship</td>
<td></td>
</tr>
<tr>
<td>Adoption</td>
<td></td>
</tr>
<tr>
<td>Other [specify]</td>
<td></td>
</tr>
</tbody>
</table>
5.3.f Chiefs / Traditional Leaders (Social Welfare Focus)

INTRODUCTION

[insert standard explanation of the mapping exercise]

Name: _______________________________________________
Location: ____________________________________________
Title: _______________________________________________

CONTEXT:

1. What are the key challenges facing children in your community? Are these different for boys and for girls? Are they different for different age categories of children?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

INFORMAL HELPING AND COMMUNITY RESPONSES:

2. As a leader of the community, what is your own role in addressing issues affecting children’s well-being and protection?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
3. How do you keep updated about the problems children in the community are facing?

4. Do children and young people come to you to discuss their own issues? □ Yes □ No
   If yes, what are the channels for telling you?

5. Do other people (children or adults) inform you if they have concerns about a child’s well-being and protection? □ Yes □ No
   If yes, what are the channels for telling you?

6. What are the main types of family / children’s problems that you are called to intervene?

7. Please provide a case example of a problem you have recently dealt with (Link into case studies methodology)

8. What guides you in making the decisions you make? (personal experience, local customs, national laws?)
9. Do you make decisions on your own or do you consult others? Who do you consult when making a decision?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

10. Do you make decisions together with the family or child involved?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Links between Formal and Informal:

11. When something bad happens to a child, do you sometimes refer children/families to other services (government or NGO) for help / redress?

☐ Yes  ☐ No

If yes, who would you refer them to?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

12. For what kinds of cases would you refer or advise children / families to seek services or redress within the formal child protection system? Why?
13. For what kinds of cases would you deal with the case yourself or in the community? Why?

__________________________________________

__________________________________________

__________________________________________

14. Do you think the formal system complements the traditional ways of protecting children? Please explain.

__________________________________________

__________________________________________

__________________________________________

15. Does the government and NGOs consult with traditional leaders about the programs, services and assistance it plans to implement? Please explain.

__________________________________________

__________________________________________

__________________________________________
Perceptions of Opportunities for Reform:

16. What do you think could be done differently to improve the protection and promotion of child wellbeing?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

17. How would you describe the relationship between traditional leaders and the formal child protection system? How can this be improved?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
5.3.g Chiefs / Traditional Leaders (Justice Focus)

INTRODUCTION

[insert standard explanation of the mapping exercise]

Name: ______________________________
Location: ______________________________
Title: ______________________________

CONTEXT:

1. What are the key challenges facing children in your community? Are these different for boys and for girls? Are they different for different age categories of children?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

INFORMAL HELPING AND COMMUNITY RESPONSES:

2. As a leader of the community, what is your role in addressing crimes and other misbehaviour by children?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

__________________________________________________________________________
3. What are the main types of behaviour problems that you deal with?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. Please provide a case example of a problem you have recently dealt with (Link into case studies methodology)

5. What guides you in making the decisions you make? (personal experience, local customs, national laws?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. Who do you consult when making a decision, and what process do you follow?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. Does the child participate in the discussions or in suggesting solutions?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
8. What types of actions are usually taken to resolve the crime and prevent the child from committing the same actions in the future?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

LINKS BETWEEN FORMAL AND INFORMAL:

9. Do you sometimes refer children who are committing crimes to the police or other government authorities?
   □ Yes    □ No
   If yes, who would you refer them to?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

10. For what kinds of cases would you report children to the formal authorities? Why?
     ______________________________________________________________________
     ______________________________________________________________________
     ______________________________________________________________________

11. For what kinds of cases would you deal with the case yourself or in the community? Why?
     ______________________________________________________________________
     ______________________________________________________________________
     ______________________________________________________________________
12. Do you think the formal system complements the traditional ways of resolving crimes and other disputes? Please explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

13. Does the government and NGOs consult with traditional leaders about the programs, services and assistance it plans to implement? Please explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

PERCEPTIONS OF OPPORTUNITIES FOR REFORM:

14. What do you think could be done differently to improve the way children who commit crimes are handled?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

15. How could traditional leaders be more integrated into formal justice systems?

________________________________________________________________________

________________________________________________________________________
5.4 Group Discussions
5.4.a Group Discussion Facilitator’s Guide – Social Welfare

Target Group: Adolescent Boys and Girls, Men, Women, Frontline Workers, Child Protection/Welfare Committees

Method: Free Ranking and Prioritization, Case Vignette

Requirements: 6 -10 participants
1 facilitator
1 note taker
Flip Chart Paper
Index Cards (at least 5 per participant)
Markers
Tape for the floor

Introduction and Objective of Discussion

Researcher: Hello everyone, my name is NAME and I work as a researcher for a project by AGENCIES. This is NAME (introduce note-taker), who is here to assist me.

We think that all children/young people need cared for and to be safe. However, some children/young people and families may have problems that they cannot handle by themselves. They may not feel safe or may need help. We are here to find out more about children who face these difficult problems, and to learn about the kinds of support and care that children receive in your community and which people are there to help them.

Some of these issues may be difficult to discuss in public, but it is really important for us to hear your opinions and ideas about the way families, communities and services for young people can be made better. We promise to listen to your ideas and make sure that other adults get to hear about them too.

We will be writing down your views and opinions, but we will not use your name. The information you tell us here will not be attributed to individuals, and no one but the researchers will know who said what. We will not write down your names. We will compile a report with your discussion as well as several other similar discussions that are taking place across the country; we will share this report with key decision-makers and hope that the information you tell us will have a positive long-term impact. However, there will not be any immediately visible effect in your community from participating in this study.

We are very interested to know about your views, but if you do not want to talk to us you do not have to. Does everyone want to stay and talk with us? You can also leave at any time if you decide you don’t want to stay.

Do you have any questions before we begin?
Introduction:

Begin with a song or a prayer according to local customs. The research team will also develop an icebreaker exercise that would make participants more relaxed and open. Explain that the discussion is organized into two activities and will take about 2 hours.

Ask participants to introduce themselves [name, where they are from]. At this time, the note taker should assign each participant with a unique identifying letter to facilitate documentation.

Activity 1: Listing and ranking
Time: 45 minutes

Objective: To understand participants’ perspectives on child wellbeing and child protection challenges.

Steps:
1. Ask participants to identify factors that make children feel bad, unsafe, and insecure. The note-taker or a pre-identified group recorder will write these on index cards. Alternatively, participants can choose to identify objects that represent each of the answers.
2. Ask participants to think about whether there is something else that should be considered.
3. Ask participants to rank all of the answers in order of importance along a line that has been created with tape on the ground (see below). Participants can discuss, explain and debate among themselves, further explaining why different things are important.

| Very important | | Less important |

4. Once the ranking has been finalized ask the group to explain why this ranking was agreed upon and highlight areas of doubt or where disagreement could not be resolved.

5. Repeat steps (1 to 4) to answer the question of: what makes children feel good, safe, and secure?

Activity 2: Case vignette
Time: 60 to 75 minutes

Objective: To elicit information about known help or services available to children and families, the perceptions about those, along with recommendations for improvement.
**Activity:** Read aloud a locally relevant vignette about a child protection challenge relevant to the community. The vignette should also be written or drawn on a flip chart that is easily visible to all participants.

**Researcher:** 'I'm now going to read you a short story about a child having a problem. When listening to this story, I’d like you to think about what might happen to this child if this happened in your community.'

**[READ VIGNETTE]**
Make sure everyone has understood the story well. You might even ask a participant to re-tell the story. Then ask the group the following questions:

**Researcher:** If this child lived in your community, what do you think might happen to him/her?

<table>
<thead>
<tr>
<th>Exploratory Questions:</th>
<th>Examples of Neutral Probes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Would the child get help?</td>
<td>- Tell me more.</td>
</tr>
<tr>
<td>- What could the child do?</td>
<td>- Please give me an example?</td>
</tr>
<tr>
<td>- Would anyone offer to help?</td>
<td>- What do others think?</td>
</tr>
<tr>
<td>- Who could they ask for help?</td>
<td>- How does that work?</td>
</tr>
<tr>
<td>- Where could they go for help?</td>
<td>- What else?</td>
</tr>
<tr>
<td>- Would they know how to get help?</td>
<td>- Why? Why not?</td>
</tr>
<tr>
<td>- Would they feel safe asking for help?</td>
<td>- What happens next?</td>
</tr>
<tr>
<td>- What would happen to the other people</td>
<td>- Please explain.</td>
</tr>
</tbody>
</table>

If the discussion comes to a halt despite having used the neutral probes to facilitate the natural flow of discussion among the group, the researcher should stimulate further debate with more concrete questions about:

1. The **people** who would / should help in the community
   - Chief / Teacher / Health worker / Neighbour / Parent / Family / Friends

2. The **process** for dealing with such issues in the community
   - Reporting / Referring / Decision-making / Family Mediation / CWC

3. The types of **help / services** available within / outside the community
   - Medical / Psychological / Family support / Shelter

4. How the problem would be resolved or the final **outcome**
   - What would happen in the end to the child / perpetrator / siblings?

---

*The research team will develop two vignettes related to social welfare during the initial training – one focused on violence and abuse, the other focused on exploitation. The research team will decide during the training how to distribute these two vignettes over the course of the data collection process.*
Ask the participants what recommendations they would make for better ensuring that the child is protected from harm and that the risk of the harm re-occurring are minimized. Potential probing questions include:

- What might have made it easier for the child to seek or access help?
- How could the help / services that the child received have been made better?
- Who else should have been involved in the process? What could be changed so that they become involved in the future?
- Is the risk that the harm will re-occur still present? If so, what could be done to minimize this risk?

Conclude by thanking the participants for their time.
5.4.b Group Discussion Note-taker Instructions – Social Welfare

Your job is to take detailed notes of the discussion in your notebook. Starting on a fresh page, create the following headings:

Target Group: [indicate gender of participants and, for children/young people, whether they live with their parents or in a residential centre.]

Town, Village:

Date:

Facilitator:

Note taker:

Number of Participants:

Time commenced: Time completed:

As the participants speak, write as quickly as possible to capture what they are saying. You will not be able to capture what they are saying verbatim, but you should be able to summarize the gist of the discussion.

At the end of the group discussion, record any comments or observations you have about the group discussion, including whether participants seemed open and actively engaged, whether the group seemed to be dominated by one person, whether there was anyone else present in the room, etc.

At the end of the group discussion, collect all of the flip-chart paper, make sure that each sheet is properly labelled and number them. Staple the sheets together, then fold them together and label the outside with the following:

Target Group:

City:

Date:

Facilitator:

Note taker:

Place the folded papers in an envelope and label the envelope with the same information.

Take a few hours as soon as possible following the group discussion to fill out your notes and ensure that you have captured all of the necessary information. You must
have completed your notes on the same day that the group discussion took place. These should be typed into a Microsoft Word document.

Once you have completed typing up all of the notes, you should create a second Microsoft Word document that will regroup the information. Using your completed, typed notes as source material, fill in the following template. This should be primarily an exercise of copying and pasting your notes into a new template and a new arrangement, not creating new material.

Activity 1: Listing and ranking

What makes children feel bad-unsafe-insecure (undermines wellbeing)?

Factor 1:
Comments and discussion:

Factor 2:
Comments and discussion:

Factor 3:
Comments and discussion:

Factor 4:
Comments and discussion:

Factor 5:
Comments and discussion:

Factor 6:
Comments and discussion:

Factor 7:
Comments and discussion:

Factor 8:
Comments and discussion:

Factor 9:
Comments and discussion:
Ranking of Factors:
Note the ranking along the line with an identifying number:

Very important  ---  Less important

Circle the more debated factors where there is no agreement.

Notes from the discussions on the ranking:

What makes children feel good-safe-secure?

Factor 1:
Comments and discussion:

Factor 2:
Comments and discussion:

Factor 3:
Comments and discussion:

Factor 4:
Comments and discussion:

Factor 5:
Comments and discussion:

Factor 6:
Comments and discussion:

Factor 7:
Comments and discussion:
Factor 8:
*Comments and discussion:*

Factor 9:
*Comments and discussion:*

**Ranking of Factors:**
Note the ranking along the line with an identifying number:

```
| | | |
```

Very important → Less important

Circle the more debated factors where there is no agreement.

Note the discussions on the ranking:

Activity 2: Case Vignette

Try to structure the key findings under the following headings:

<table>
<thead>
<tr>
<th>Type of help</th>
<th>Who provides it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comments and observations about the group discussion:
5.4.c Group Discussion Facilitator Guidelines – Children in Conflict with the Law

Target Group: Adolescent Boys, Adolescent Girls, Men, Women, Frontline Workers, Child Justice / Protection Committees

Method: Free Ranking and Prioritization, Case Vignette

Requirements: 6 -10 participants
1 facilitator
1 note taker
Flip Chart Paper
Index Cards (at least 5 per participant)
Markers
Tape for the floor

Introduction and Objective of Discussion

Researcher: Hello everyone, my name is NAME and I work as a researcher for a project by AGENCIES. This is NAME (introduce note taker), who is here to assist me.

We know that adolescence (teenage years) is a time when young people are going through the difficult transition from being a child to being an adult. For many young people, this involves challenging their parents and other authority figures, and sometimes committing crimes or creating other problems for the community. We want to learn how these children are perceived in the community, what support is available to families whose children are demonstrating such behaviour, and what happens when these children commit an act that is considered unacceptable in the community.

Some of these issues may be difficult to discuss in public, but it is really important for us to hear your opinions and ideas about the way families, communities and services for young people can be made better. We promise to listen to your ideas and make sure that other adults get to hear about them too.

We will be writing down your views and opinions, but we will not use your name. The information you tell us here will not be attributed to individuals, and no one but the researchers will know who said what. We will not write down your names. We will compile a report with your discussion as well as several other similar discussions that are taking place across the country; we will share this report with key decision-makers and hope that the information you tell us will have a positive long-term impact. However, there will not be any immediately visible effect in your community from participating in this study.

We are very interested to know about your views, but if you do not want to talk to us you do not have to. Does everyone want to stay and talk with us? You can also leave at any time if you decide you don’t want to stay.

Do you have any questions before we begin?
Introduction:

Begin with a song and or a prayer according to local customs. The research team will also develop an icebreaker exercise that would make participants more likely to share openly. Explain that the discussion is organized into two activities and will take about 2 hours.

Ask participants to introduce themselves [name, where they are from]. At this time, the note taker should assign each participant with a unique identifying letter to facilitate documentation.

Activity 1: Listing and ranking
Time: 45 minutes

Objective: To understand participants’ perspectives on children who are demonstrating behavioural problems in the community and the relative severity and frequency of these problems

Steps:
1. Ask participants to identify what kinds of crimes or other offences children are committing in their community. The note-taker or a pre-identified group recorder will write these on index cards. Alternatively, participants can choose to identify objects that represent each of the answers.

2. Ask participants to think about whether there is something else that should be considered.

3. Ask participants to rank all of the answers in order of severity along a line that has been created with tape on the ground (see below). Participants can discuss, explain and debate among themselves, further explaining why different things are important.

Very problematic  -------- Less problematic

4. Once the ranking has been finalized ask the group to explain why this ranking was agreed upon and highlight areas of doubt or where disagreement could not be resolved.

5. Ask the participants to rank the same items again but in terms of frequency in the community rather than severity.
6. Once the ranking has been finalized ask the group to explain why this ranking was agreed upon and highlight areas of doubt or where disagreement could not be resolved.

Activity 2: Case Vignette

**Time:** 60 to 75 minutes

**Objective:** To elicit information about known help or services available to children demonstrating behavioural problems and their families, the perceptions about those, along with recommendations for improvement.

**Activity:** Read aloud a locally relevant vignette about a child who has committed a minor crime. The story should also be written or drawn on a flip chart that is easily visible to all participants.

**Researcher:** 'I'm now going to read you a short story about a child whose behaviour is creating problems in the community. When listening to this story, I'd like you to think about what might happen to this child if this happened in your community.'

**[READ VIGNETTE]**

Make sure everyone has understood the story well. Then ask the group the following questions:

**Researcher:** If this child lived in your community, what do you think might happen to him/her?

---

19 The research team will develop this vignettes related during the initial training. In addition to the two vignettes developed for the GDs about social welfare, therefore, there will be a total of three case vignettes developed during the initial training.
If the discussion comes to a halt despite having used the neutral probes to facilitate the natural flow of discussion among the group, the researcher should stimulate further debate with more concrete questions about:

1. The **people** who would / should intervene in the community, or maybe from outside the community
   - Chief / Elders / Teacher / Police / Neighbour / Parent / Family / Friends

2. The **process** for dealing with such issues, and who participates in the decision-making
   - Chief / Mediation / CWC / Police and Court

3. The **measures** that would be taken to resolve the problem and prevent the child from doing it again
   - Punishment (if applicable) / Compensation or Restitution / Family Support / Counsel / Supervision / Sent to Institution

4. How the problem would be resolved or the final **outcome**
   - What would happen in the end to the child / family / victim (if relevant)?

**Conclude** the conversation by asking the participants what recommendations they would make for better ensuring that the child’s behavioural problems are addressed in a productive way. Potential probing questions include:

- What might have prevented the child from acting in such a way?
- How could the help / services that the child (and potentially, his or her victim, if relevant in the case vignette) received have been made better?
- Who else should have been involved in the process? What could be changed so that they become involved in the future?
- Is the risk that the child will continue to behave this way still present? If so, what could be done to minimize this risk?
5.4.d Group Discussion Note-Taker Instructions – Children in Conflict with the Law

Your job is to take detailed notes of the discussion in your notebook. Starting on a fresh page, create the following headings:

**Target Group:** [Indicate gender of participants and, for children/young people, whether they live with their parents or in a residential centre.]

**Town, Village:**

**Date:**

**Facilitator:**

**Note taker:**

**Number of Participants:**

**Time commenced:**  **Time completed:**

As the participants speak, write as quickly as possible to capture what they are saying. You will not be able to capture what they are saying verbatim, but you should be able to summarize the gist of the discussion.

At the end of the group discussion, record any comments or observations you have about the group discussion, including whether participants seemed open and actively engaged, whether the group seemed to be dominated by one person, whether there was anyone else present in the room, etc.

At the end of the group discussion, collect all of the flip-chart paper, make sure that each sheet is properly labelled and number them. Staple the sheets together, then fold them together and label the outside with the following:

**Target Group:**

**City:**

**Date:**

**Facilitator:**

**Note taker:**

Place the folded papers in an envelope and label the envelope with the same information.

**Take a few hours as soon as possible following the group discussion to fill out your notes and ensure that you have captured all of the necessary information. You must**
have completed your notes on the same day that the group discussion took place. These should be typed into a Microsoft Word document.

Once you have completed typing up all of the notes, you should create a second Microsoft Word document that will regroup the information. Using your completed, typed notes as source material, fill in the following template. This should be primarily an exercise of copying and pasting your notes into a new template and a new arrangement, not creating new material.

**Activity 1: Listing and ranking**

**Crimes/offences**

Crime/offence 1:
*Comments and discussion:*

Crime/offence 2:
*Comments and discussion:*

Crime/offence 3:
*Comments and discussion:*

Crime/offence 4:
*Comments and discussion:*

Crime/offence 5:
*Comments and discussion:*

Crime/offence 6:
*Comments and discussion:*

Crime/offence 7:
*Comments and discussion:*

Crime/offence 8:
*Comments and discussion:*

Crime/offence 9:
*Comments and discussion:*
**Ranking of Severity of Crimes/offences:**
Note the ranking along the line with an identifying number:

| Very problematic | | Less problematic |

Circle the more debated factors where there is no agreement.

Note the discussions on the ranking:

**Ranking of Frequency of Crimes/Offences:**
Note the ranking along the line with an identifying number:

| Very common | | Less common |

Circle the more debated factors where there is no agreement.

Note the discussions on the ranking:

**Activity 2: Case vignette**

**NOTES OF DISCUSSION**

Try to structure the key findings under the following headings:

<table>
<thead>
<tr>
<th>Type of intervention</th>
<th>Who provides it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comments / Observations:
5.5 Case Stories

5.5.a Case Story: Interviewer Guidelines (Generic Version)

Q: Without naming any names, please describe step by step a recent child protection case that you managed.

Ensure that the respondent includes the following details:

- How the respondent came into contact with the child and/or family;
- The people or services to whom the respondent referred the child and/or family;
- Where the child is today, and whether or not the respondent is still in contact.

At this point, the note-taker should create a step-by-step outline of the case management process.

When the respondent has finished the story, please repeat the story back to him or her to ensure that you have not missed any details and that you have captured all of the steps.

For each step of the process, ask the following questions:

Q: Who decided that this would be the action taken? Were there other options available? If so, why was this specific option chosen?

Q: Do you that the child was satisfied or dissatisfied with the action taken at this point? If so, how do you know?

Once you have asked these questions for each of the steps, ask the respondent if there is anything he/she would like to add, or if he/she has any questions for you.
5.6 Surveys

5.6.a Sector Survey

1. My agency is a:

- Government agency
- UN agency
- International NGO
- National NGO
- Faith-Based Organization
- Other (please specify)

2. My agency is primarily focused on:

(If single focus, select one option. If multi-focus, select maximum 3 options)

- Child Protection
- Education
- Health
- Gender
- HIV/AIDS
- Water Sanitation & Hygiene
- Community Development
- Rule of Law / Justice
- Human Rights
- Social Protection
- Humanitarian assistance (emergencies)
- Other (please specify)

3. My agency:

(Select one option)

- Implements programmes funded by international agencies
- Provides funds to local agencies to implement programs

4. My agency’s child protection programming is primarily driven by:

(Select maximum 2 options)

- Convention on the Rights of the Child
- National child protection legislation
- Government strategy and priorities
- My agency’s agenda and priorities
- Donor agenda and priorities
5. The work of my agency is guided by evidence from research:

(Select one option)

- Always
- Sometimes
- Rarely
- Never

6. Local traditional beliefs and practices influence the design of my agency’s programs:

(Select one option)

- Substantially
- In a limited way
- Not at all

7. My agency participates in national level coordination mechanisms for child protection:

- Yes
- No

If yes:

8. My agency participates in the following national level coordination mechanisms:

- National Committee for Child Protection
- Thematic Group on Justice for Children
- Thematic Group X
- Thematic Group Y
- Thematic Group Z...

*to be updated with the listing of coordination mechanisms present in each country

9. In my opinion, the following interagency coordination mechanisms are:

Inclusive (open to wide membership and active participation)
Effective (consistently achieves agreed outcomes)
Efficient (coordination is good and purposeful)

- National Committee for Child Protection
- Thematic Group on Justice for Children
- Thematic Group X
- Thematic Group Y
- Thematic Group Z...

*chart to be updated with the listing of coordination mechanisms present in each country*

10. What factors make national level coordination mechanisms function well?

- 
- 
- 

11. What factors make national level coordination mechanisms function poorly?

- 
- 
- 

12. My agency collects data about children who use its services:

- Yes
- No

**If Yes to Question 12:**

13. The information management system (database) for child protection that my agency uses is:

(Select one option)

- An internal agency system
- An interagency shared system
- Part of a national shared system

If answered “an inter-agency system” or “part of a national shared system,” **please name the information management system (database) that you use.**

**If Yes to Question 12:**

14. The data my agency collects is:

(Select one option)

- Available to anyone
- Available to the government
- Available to other child protection agencies
Only used internally
Confidential and is disclosed only on a case by case basis
Shared only after aggregation (individual information no longer identifiable) with anyone interested

15. My agency is able to obtain information from databases of other agencies to inform our work:

- Yes
- No

16. My agency has a Child Protection Policy and/or Staff Code of Conduct:

(Select one option)

- Yes, an internal agency policy
- Yes, a common interagency policy
- No, we have no policy or code of conduct

If Yes,

17. My agency conducts orientation on this policy / code with all staff/volunteers working with children:

- Yes, all staff
- Yes, only salaried staff
- No, we do not conduct orientation

18. My agency has a confidential, child-friendly reporting mechanism for children and others to report child protection concerns or incidences?

- Yes
- No

19. The role of my agency is:

Exclusively Mostly Partially None
- Advocacy
- Awareness raising
- Capacity Building
- Coordination
- Research and data collection
- Provision of services to children and families
- Community development
- Other (please specify)
20. My agency works on the following child protection concerns:

(Select the 5 issues most relevant)

- Child sexual abuse
- Child physical abuse / violence
- Gender-based violence
- Child neglect
- Child labour
- Sexual exploitation
- Child trafficking
- Child marriage
- Female genital mutilation/cutting
- Street children
- Children in conflict with the law
- Children in institutions
- Orphans
- Children without adequate parental care
- Children affected by HIV/AIDS
- Children with disabilities
- Unaccompanied & separated children
- Children affected by armed conflict
- Child psychological & mental health
- Children without birth certificates / documents
- Children affected by natural disasters
- Other (please specify)

*other specific relevant categories to be added or taken out according to the context (e.g., talibé in Senegal and Niger)*

21. My agency conducts program evaluations:

(Select as appropriate)

- Annually
- Periodically during the program cycle
- At the end of the program cycle
- On donor request
- Never

22. My agency provides welfare / justice services to:

(Select one option)

- Children exclusively
- Both children and their families
- Child, family and the wider community in which they live
- Communities in general
23. My agency provides services that are:

(Select options as relevant)

- Residential or centre-based only
- Residential/centre-based AND community outreach
- Community outreach only
- Other (please specify)

24. Children and families in need of help are referred to my agency by:

(Select as relevant)

- Children and/or families directly
- Our agency workers in communities
- Community leaders
- Religious leaders
- Local government welfare agencies
- The police
- The tribunal/courts
- Teachers
- Health workers

25. My agency prefers to provide services:

- On its own because it is more effective
- On an ad hoc basis with other organizations
- Systematically with many other organizations

26. My agency is a member of a sub-national/local level coordination mechanism for providing services for children and families:

- Yes
- No

If Yes,

27. My agency is a member of:

(Select as relevant)

- Local Administration coordination
- Local Committee for Child Protection
- Thematic Group on Justice for Children
- Thematic Group X
- Thematic Group Y
- Thematic Group Z...

*to be updated with the listing of coordination mechanisms present in each country*

### 28. The sub-national / local level service coordination mechanism is used for:

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
</table>
- General information sharing
- Interagency strategy development
- Service delivery coordination organization
- Individual case management

### 29. The sub-national / local level coordination mechanism is:

(Select one option)

- Inclusive (open to wide membership and active participation)
- Effective (consistently achieves agreed outcomes)
- Efficient (coordination is good and purposeful)

- Local Administration coordination
- Local Committee for Child Protection
- Thematic Group X
- Thematic Group Y
- Thematic Group Z...

*chart to be updated with the listing of coordination mechanisms present in each country*

### 30. What factors make coordination mechanisms function well?

- 
- 
- 

### 31. What factors make coordination mechanisms function poorly?

- 
- 
- 

### 32. The local referral mechanism for helping children and families in crisis is:

(Select one option)

- Formalized and functioning well
- Formalized but not functioning
- Informal and functioning
- Not in place at all

33. To improve the service coordination at the local level, I would recommend:

- 
- 
- 

34. My agency has the following number of staff involved in child protection programs:

(Put a number in the box. For those that do not apply please type 0):

- Managers / coordinators
- Technical advisors
- Professional social workers
- Para-social workers
- Youth workers / community outreach workers
- Counsellors
- Community volunteers

35. In my opinion, the following professionals are trained and qualified to conduct their responsibilities for protecting children:

<table>
<thead>
<tr>
<th>Well</th>
<th>Satisfactory</th>
<th>Poorly</th>
<th>Not trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Workers Specialist child protection social workers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counsellors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probation officers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police officers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prosecutors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magistrates / judges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*to be updated based on the national training opportunities and professionals available in the system

36. If you are able to divulge the following budgetary information, this would greatly benefit the analysis of child protection budgets.

The annual budgets of my agency are as follows:

| Budget (USD) | Actual Expenditure (USD) |
Year 2007
Year 2008
Year 2009

37. In my opinion:

(Select one option)

- It is essential to work together with traditional community structures
- It is helpful to work with traditional community structures, but not necessary
- It is better not to work with traditional community structures

38. In my agency, children and families are consulted and participate in service planning:

- Yes
- No

39. In my agency, children are directly involved in monitoring and evaluation activities:

- Yes
- No

40. Three key recommendations to improve the child protection system are:

- 
  -
  -

41. Are there any other comments that you would like to make?
5.6.b Frontline Worker Survey

1. I work for:

(Select one option)

- Government social welfare services
- Probation services
- Government health services
- Government education services
- Government Local Administration
- Police
- International NGO
- National NGO
- Faith Based Organization
- Child Protection Committee
- Informal group (volunteers, women's groups, parents' groups...)
- Village Leadership
- Other (please specify)

* to be contextualized according to agencies and services available in each country

2. I currently work as a:

(Select one option)

- Doctor
- Nurse
- Teacher
- Psychologist
- Social worker
- Probation officer
- Educator /Teacher
- Police
- Para-professional social worker
- Para-professional health worker
- Para-professional educator
- Community Welfare Volunteer
- Other (please specify)

3. I have the following academic / professional qualification:

(Select the highest level you have)

- University degree (or higher)
4. I have received specialized training to perform the child protection related tasks of my job:

(Select one option)

- Yes
- No

If yes, please detail course or training received:

5. I have been working in this current service/program for:

(Select one option)

- 1 year
- 2 years
- 3 years
- 4 years
- Between 5 -10 years
- Between 10 and 15 years
- Between 16 and 20 years
- More than 20 years

6. In an average working week, I spend (%) of my time:

(Place a percentage in the relevant box)

- Administrative work
- Attending meetings
- Coordination tasks
- Working directly with children
- Working directly with families
- Working with communities
- Doing research

7. The 3 most rewarding aspects of my work are:

- 
- 
-
8. The 3 most challenging aspects of my work are:


9. In my opinion, individuals and agencies work together to respond to children’s welfare needs:

(Select one option)

- Very well
- Fairly
- Poorly
- Not at all

10. In my opinion, individuals and agencies work together for responding to the needs of children in conflict with the law:

(Select one option)

- Very well
- Fairly
- Poorly
- Not at all

11. My 3 main recommendations for improving collaboration among services/organizations are:


12. My main 3 recommendations for improving the national child and family welfare system are:


13. My 3 main recommendations for improving the national child justice system are:

- 
- 
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Bibliography


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