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Child Protection

Analysis Design and   
Planning Tool   
(CP ADAPT)



February 2021

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| **Programming Guidance: Document Status** | |
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The World Vision Asia and Pacific Child Protection Team developed the first draft of this tool in 2010.

Throughout 2011-2016, the CP ADAPT was used in more than 40 countries in all the regions where World Vision works. Due to the tremendous efforts of field staff and the expertise of child protection regional advisers who championed the piloting of this toolkit, this latest version of the ADAPT helps World Vision staff to better serve the communities, especially the most vulnerable girls and boys, with whom we work.

The Global Centre Child Protection and Participation Team and the Ministry Strategy Team, with input from WV regional teams, WVUK, WVUS and support from WV Canada, revised this toolkit in 2017. Minor updates to align with LEAP3 were made in 2021.

We are thankful for the effort of people from across the WV Partnership in helping to make this current draft reflect our global expertise and learning from the application process.

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organisation dedicated to working with children, families, and

communities to overcome poverty and injustice.

As followers of Jesus, World Vision is dedicated to working with

the world’s most vulnerable people. World Vision serves all

people regardless of religion, race, ethnicity, or gender.

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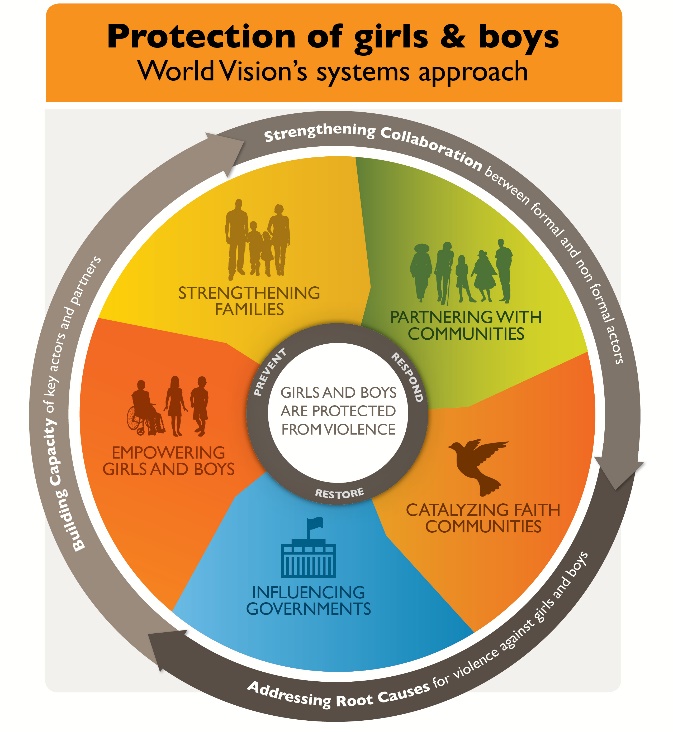
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Introduction

Child protection is critical for all child well-being (CWB) Objectives and Outcomes. Experiencing violence has devastating impacts on all aspects of a child’s well-being, from child’s survival to child’s health and education. It slows economic development of communities and nations and it gradually destroys social capital. Violence or exploitation can undermine any other child well-being outcome, just as a safe environment provides children with the opportunity to develop across all the outcomes.

When we listen to children in programme areas, the most consistent area of concern and request for greater effectiveness is protection from abuse, neglect, exploitation and other forms of violence. Sustained improvement in all our programmes requires that the most vulnerable children will be identified and protected from violence, abuse and discrimination.

World Vision is driven by a desire to show a lasting impact in the world. To this end, achieving the protection of children from violence is essential to our work. Our approach to protection of children seeks to empower children, families, communities, governments and other partners to prevent and respond to exploitation, neglect, abuse and other forms of violence affecting girls and boys, especially the most vulnerable. In light of the shared responsibilities to protect children, WV has adopted a systems approach to child protection to inform and connect its many programming efforts and interventions. A systems approach addresses child protection holistically, brings greater focus on prevention, and strengthens the critical roles and assets of key actors responsible for child protection. We take a systems approach to child protection, helping to strengthen the protective environment around children, as well as the children themselves.

With our systems approach to child protection we understand that complex change must always operationalize the following principles:

* See the whole/big picture
* See how the different parts of the system affect each other
* See various different ways or entry points to change a situation
* Understand how worldview and beliefs affect how people act and the choices they make
* Take a long-term view
* Practice continual learning and make regular adjustments.

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

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

*See more* [*explanation on the CP graphic*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/WVI_CP%20graphic%20description.docx?d=w7894c0a4b49e406dbfd11c67273f9621&csf=1&web=1&e=jNDWoF) *and WVI systems approach in the file attached.*

Child protection issues are challenging, with complex causes, entrenched norms and practices that intersect with culture, society, and religion, as well as driving forces such as poverty, vulnerability, conflict and fragility. Thus, addressing violence against children requires a high level of commitment to multi-sectoral collaboration and intense engagement of multidimensional teams. With this precondition, eliminating violence against girls and boys is possible and feasible, especially when ***actions and interventions are based on addressing the root causes*** of abuse, neglect, exploitation and other forms of violence.

**Key concepts**

**Formal organisations** refer to established or sanctioned by the government and guided by laws, regulations and policies. This includes both those directly working on child protection (police, social work department, criminal justice) indirectly (schools and health), and traditional authorities.

**Informal and voluntary organisations** refer to those roles that do not have state/government mandates for protective functions. Instead, they are shaped by attitudes, values, behaviours, social norms and traditional practices in society. These groups and organisations vary by context and can include faith-based organisations, community-based organisations, and child, adolescent or youth organisations.

The ***Analyses, Design and Planning Tool for Child Protection* (CP ADAPT)** was specifically designed to help field offices conduct a prioritisation and root causes of child protection issues, **as well as a mapping of the formal and informal systems that are in place to protect children**. The CP ADAPT then guides the process of developing a responsive pathway of change that intentionally addresses the identified root causes and identified gaps in the child protection system.

For a comprehensive context analysis, it is important to assess and compare the data from both the National and Local level analyses.

Structure of the CP ADAPT

The structure of the CP ADAPT reflects WV’s commitment to the well-being of children and child-focused programming. Thus, **listening to children’s voices is prioritised**, as they are best placed to   
describe the issues affecting them as well as contribute to the solutions. All processes in the CP ADAPT are built upon the priorities described by girls and boys, especially the most vulnerable.

The **CP ADAPT** consists of two parts:

**PART I:** **Context Analysis**

Part 1 guides field office staff through a national and local level child protection analysis and system mapping.

**PART II: Strategising for CP Action**

Part 2 guides field office staff through a reflection on the generated data and the development of a responsive pathway of change.

Each part contains two sections. Each section contains guidance and suggested tools for the analysis team.

**PART I:**

**Context Analysis**

**PART II:**

**Strategising for CP Action**

**CP ADAPT**

Brief description of each part of the CP ADAPT

**PART I** has two sections:

**Section 1: National level analysis** guides field office technical staff through a national level child protection analysis

**Section 2: Local level analysis** guides field office staff through a local level child protection analysis.

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**Section 1:** **National level analysis –** This part of the *CP ADAPT* collects and analyses data on the strengths and gaps of the country’s child protection system and the most critical violence against children issues. The National level analysis also provide insights into how the structures, policies, and mechanisms, etc. in place to protect children; and any linkages between formal and informal aspects of the child protection system.

The **National level** **analysis** is done primarily through a desk review of existing data, analysis and research conducted by various state and non-state actors. Data generated from the desk review is summarised by the most critical VAC issues and around the four Domains of Change, providing a substantial overview of the status of the formal and informal elements of the country’s child protection system.

The **National level analysis** is the starting point for the Local level analysis, because it provides an understanding of the overall child protection system in the country and how it is meant to function at the local level.

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**Section 2: Local level analysis –** This part of the *CP ADAPT* guides the analysis team through a participatory context analysis in a sample of area programmes.

The **Local level analysis** is conducted through interactive engagement with children, adults, dutybearers and civil society representatives. The process guides an analysis team through a series of qualitative methods to identify the issues that concerns children first. It also helps to gain joint understanding at the local level on root causes of violence against children, as well as recognising the existing strengths and protective factors that keep girls and boys, especially the most vulnerable, protected from violence.

**PART II** has two sections:

**Section 1: Reflecting and designing a pathway of change**

**Section 2: Debriefing with partners and communities**

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**Section 1:** **Reflecting and designing a pathway of change –** Includes a suggested process for the analysis team and partners to reflect on all of the information that has been gathered to priortise the most critical violence against children issue of focus. The group then thinks strategically about the change that needs to happen to address the root causes of the prioritised VAC issue. This process will result in developed Pathway of Change to address Violence against Children in a given context, forming the basis of a field office Technical Programme Design.

**Section 2:** **Debriefing with partners and communities –** Supports with planning and sharing the findings with those who participated in the analysis and other key stakeholders. Debriefings take place at both the national and local levels. This process contributes to increasing the ownership over the context analysis and its findings. It includes a presentation of the findings and a dialogue about the proposed Pathway of Change, including a reflection on how local partners can contribute to strengthening the protective mechanisms in reducing childhood risk factors, and thus strengthening the protective environment for all children, especially the most vulnerable.

When and how to use the CP ADAPT

The CP ADAPT is conducted to analyse the situation in a given context related to protection of children from abuse, neglect, exploitation and violence, and to mobilise action around issues of concern. This context analysis is meant to inform the decision-making on strategic directions and potential interventions to address root cases of violence against children.

**When:** The CP ADAPT is conducted every three to five years, corresponding to the programme cycle. It is recommended that the ADAPT is updated based on major changes in context.

The CP ADAPT is used prior to designing a Technical Programme. The prioritised child protection issues and root causes, and the identified strengths and gaps in the child protection system form the basis of the pathway of change developed through this process; and forms the foundation of the Technical Programme design.

**How:** It is recommended that the CP ADAPT tools, sampling approach, stakeholders, and process are adapted to meet the needs of each context. This includes translation of the Local level analysis tools.

While all efforts have been made to make the tools as user-friendly as possible, it is important to involve child protection, gender and DME technical specialists in the process of design and analysis.

**Budget considerations:** The table below outlines the major costs needed to conduct the CP ADAPT.

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| --- | --- |
| **Major activities/sections** | **Potential costs** |
| **Orientation training** | Training venue and materials  Transportation, food, and accommodation for participants |
| **National level analysis** | Fees for consultant/technical specialist if needed |
| **Local level analysis** | Workshop venue for boys and girls and materials  Transportation, food/accommodation for participants |
| Workshop venue for men, women and youth and materials  Transportation, food/accommodation for participants |
| Focus group discussions – transportation, venue, refreshments for participants |
| Key informant interviews – transportation for analysis team |
| **Analysis phase** | Venue and materials, transpiration, food and accommodation for analysis team |
| Fees for consultant/technical specialist if needed |
| Travel costs for regional office advisors/technical specialists, or consultants |
| **Debriefing with community** | Venue, material, transportation and refreshments |
| Printing of the final CP ADAPT report |

**Timeline:** The recommended timeframe for conducting the CP ADAPT is about ten weeks, depending upon local context adaptations. This includes:

* Orientation training: 3-5 days
* Preparation for the data collection: 2-3 days
* National Level data collection and analysis: 2-3 weeks
* Local Level data gathering (Steps 1-3): 2-3 weeks
* Data compiling and analysis: 1-3 days
* Identification of the strategies for action: 1-3 days
* Debriefing: 1-2 days
* Report writing: 1-2 weeks.

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

1. **Protect participants from harm:** this includes emotional, physical and other forms of harm. As soon as participants show distress, any activity should be stopped immediately. This principle requires the following steps:

* Discuss and plan steps prior to any activity with children to address any potential risks to interviewers and participants. Please refer to World Vision’s [*Ethics Quick Reference Guide*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Ethics%20Quick%20Reference%20Guide.docx?d=weea633305e4945eeb90942d8b225dd9d&csf=1&web=1&e=epxuaC), which summarises the specific ethical requirements that must be followed when collecting qualitative and quantitative data from children.

1. **All participation must be voluntary:** Voluntary participation means that every participant (child/parent and adult) must give “informed consent”. Informed consent means that participants agree to participate in the process after being informed in ways that developmentally appropriate about each of the following (including accommodations for people with disabilities):

* The reasons why the information is being collected
* The methods or ways in which the data is being collected
* The topics of information that are being covered
* The use of the information
* The option to refuse to participate or withdraw from the activity at any time (This also means that a participant may refuse to answer a specific question.)
* Steps will be taken to ensure children’s confidentiality, WHILE also clarifying that absolute privacy cannot be guaranteed in focus group sessions.
* That follow up must be taken if a child discloses abuse, neglect or exploitation.

1. **Ensure safety of the analysis team:** Particular care must be taken to reduce risk to the analysis team when assessing illegal activity, such as crimes against children. The analysis team may also experience distress or the need for psychosocial support because of difficult VAC discussions.
2. **Respect cultural traditions, knowledge and customs**: The analysis team should always respect and adhere to local codes of dress and behaviour, uphold local customary traditions, greetings, and use the local language.
3. **Establish as much equality as possible:** The analysis team members should strive to uphold the dignity and worth of all participants. Facilitators should always aim to sit, speak and act in ways, which minimise power inequalities with participants.
4. **Avoid raising unrealistic expectations:** The analysis team should not make any promises that they cannot keep, and should follow through on all commitments made to participants.
5. **Reciprocity:** Any compensation to participants (such as refreshments) should be agreed upon in advance. Avoid giving money because it can result in raised expectations, lead to tension in the community, and bias participants’ answers.
6. **Respect privacy:** The analysis team should not probe for information if it is clear that a participant does not want to answer, and should always ask for permission to use stories, pictures or other information.
7. **Ensure confidentiality:** The analysis team should protect the identity of all participants by changing their names or not collecting names at all. Participants should not be named in reports or traceable by anyone without explicit permission.
8. **Ensure availability of female and male facilitators:** Girls may feel more comfortable sharing their thoughts with female interviewers than with male interviewers, particularly when discussing sensitive issues.

Finally, all members of the analysis team should be trained on how to respond to children who share about current or past personal experiences of abuse, violence and exploitation that might surface during the consultations with children and adults. Each team member should be equipped to respond and refer such cases to appropriate structures. Professional counsellors or WV staff trained in counselling must be available to assist in these situations. Analysis team members should not take individual or impulsive action.

Each potential child protection case needs to be dealt with carefully, taking the whole context into consideration and involving expert legal advice and social support – with the best interests of the child as the top priority. Specifically, team members should be instructed in WV Safeguarding policy on referral requirements when children disclose serious abuse, neglect or exploitation. Work with the national office safeguarding point person to create a plan, using the *Safeguarding Incident Preparedness Plan*, prior to data collection.

**Sampling:** The findings of the National and Local level analyses of the *CP ADAPT* are used to develop a Pathway of Change and Technical Programme design. The National level analysis covers the overall country situation related to child protection, while the Local level analysis provides an in-depth context analysis of World Vision’s area programmes. **Sampling considerations:**

* In order for the pathway and design to be responsive, a sufficient sample of area programmes or geographic sites where the programme will be implemented is needed. At the same time, it may not be necessary to conduct new Local level analysis in as many area programmes as expected, IF a local context analyses has already been conducted through WV’s programming
* IF local Child Protection & Advocacy (CP&A) Groups or local CP partner groups have conducted a local context analysis in the last three years using World Vision’s Child Protection Minimum Requirement or the CP&A groups’ Local Level Context Analysis they can be compiled from across a sample of area programmes and used for the *CP ADAPT.*
* With the *CP ADAPT’s* overall focus of prioritising the voices of the most vulnerable, it is recommended to sample geographic areas with on the highest concentration of the most vulnerable children (girls and boys who are affected by three or four vulnerability factors: extreme deprivation, abusive or exploitative relationships, severe discrimination or vulnerability to disaster).
* If a field office has prioritised child protection in their national strategy and strategic objectives and plans to implement a child protection technical programme across the majority of their area programmes, include three to five area programmes in the Local level analysis.
* If a country context is diverse or large, such as India, consider conducting more than one CP ADAPT and developing responsive Pathways of Change for each area.

Area programmes that are not part of the sample can use the findings from the Child Protection Minimum Requirement – Local Level Context Analysis, the *CP ADAPT* National level analysis and Pathway of Change. The local CP partner group, of which WV is a member, can use the findings to design a local plan of action and Technical project.

PART I: CONTEXT ANALYSIS

Section I: National level analysis

**Objectives:**

* Identify key violence against children issues faced by boys and girls, especially the most vulnerable
* Understand the state regulations in regards to child rights, child protection and child participation
* Understand the informal practices and widespread attitudes and norms that affect population behaviours related to violence against children.
* Understand linkages between formal and informal mechanisms and services for child protection
* Identify key actors in the national child protection system addressing issues faced by girls and boys, as well as their relationships and power dynamics
* Identify key strengths and weaknesses in the national child protection system and implications for the functioning of the system at the local level.

**Method:**

* Desk review and secondary data analysis

**Tool:**

* [*National Level VAC and Systems Analysis tool*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/National%20level%20VAC-System%20Analysis%20Tool.docx?d=w5456b110b1194ed181adf5ba116c38cb&csf=1&web=1&e=GeWDem)

**Who should lead the process?**

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

**Time:**

* 2-3 weeks

**Product:**

* Summary report using *National Level VAC and Systems Analysis* tool

**Overview**

The first step of the *CP ADAPT* is to conduct a national level child protection analysis. This National level analysis is essential to understanding formal aspects of the child protection system (such as laws, policies and funding), as well as informal (such as informal community protection groups, mothers’ clubs, and faith-based organisations), and understand how they interact to protect children. The National level analysis review the laws, regulations, policies, and services provided by the government; as well as traditional and informal mechanisms used to protect children.

During this section of the *CP ADAPT*, the analysis team will collect and analyse data on the strengths and gaps in the country’s child protection system. The team will also review secondary data to identify the most critical VAC issues.

**Suggested process**

* Collect any existing state and non-state statistics and reports (less than 5 years old) mapping the child protection system of the country (both formal and informal) for example, UNICEF, CPWG reports, other INGO or VAC studies.
* Use the *National Level VAC and Systems Analysis tool* to start to gather your data and ask questions.
* Determine whether the CP Index supported by WV tool was conducted in the country. If yes, make sure its information is used to inform the National level analysis.
* Analyse the context and compile the data from identified sources, and organise it in accordance with the four Domains of Change:

1. Increased accountability and policy change for CP (including budget/resources)

2. Quality, functioning service and support mechanisms (formal and informal) across the continuum of care

3. Change harmful attitudes, beliefs, values, behaviours, practices, norms (or positive ones promoted)

4. Children have resiliency, life skills, and voice

5. Other sectoral areas.

**NOTE:** There may be situations when national level VAC data, such as national prevalence rates on child marriage, may be hard to find. If there are major information gaps hindering the completion of the National level analysis, the analysis team may decide to collect primary data through KIIs or FGDs with key stakeholders at the national level. You may wish to use similar questions to those used through the FGDs and KIIs for the Local level analysis.

**Tools for other VAC issues**

|  |  |
| --- | --- |
| **Context** | **Tool** |
| For contexts where **deprivation of parental care and institutionalisation** are major child protection issues | [*Out of Home Care questionnaire*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Out-of-home%20care%20quest%20tool.doc?d=wf539468724f34ca0ab9f1d8c069d2c93&csf=1&web=1&e=h3VuPw) |
| For contexts focused on **juvenile justice reform** | [*Juvenile Justice questionnaire*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Juvenile%20justice%20quest%20Tool.doc?d=w1d357945a0964d5d89caebc0cab29896&csf=1&web=1&e=ZgamXr) |
| For contexts focused on **cyber crimes** | [*Child Protection against Cyber Crimes*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Tool%20to%20address%20cyber%20crimes.docx?d=w2e50ef71d6d54c94a11dc0a44c6b5140&csf=1&web=1&e=NJW5ju) |

Similarly, if a country faces any other specific problem, for example, serious issues related to refugees or gang violence, the decision can be made to conduct primary data collection for any of these specific issues and additional questions can be developed.

**Creating a National level analysis report**

The tables produced from the *National Level VAC and Systems Analysis tool* can be used as the product from this section. If, however, the field office decides to produce a report, the following template can be used as a guide: [*National Analysis CP Report format*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Example%20for%20NL%20ADAPT%20Report%20format.doc?d=w7aa39a2ffdb847a0a9dac007f533e4a2&csf=1&web=1&e=LlxipN)*.*

Section 2: Local level analysis

**Objectives:**

* Identify key child protection issues prioritised by girls and boys, especially the most vulnerable in the area
* Get united understanding on critical root causes of both risks and protective factors or strengths
* Map the existence and effectiveness of the elements (both formal and informal) of the child protection system at the local level
* Analyse issues and systems and identify next steps for joint actions and interventions to address issues of concern.

**Methods:**

* Interactive consultations and workshops with children and adults, including from the most vulnerable groups (See detailed descriptions for Steps 1-3.).

**Who should lead the process?**

* Team of local level partners, WV programme staff and key community stakeholders, with some technical assistance from a child protection specialist.

**Time:** 2-3 weeks

**Note:** It is beneficial to identify an Analysis Coordinator who can coordinate the overall process. It is helpful to have a child protection technical specialist with good knowledge of the child protection system in the role of Analysis Coordinator. The analysis team will also benefit from the involvement of DME and Gender specialists to support with data collection and analysis.

**Overview**

Section 2 of the Local level analysis is conducted with local formal and informal child protection partners and key stakeholders. It is especially important that they are encouraged to see themselves as the “experts” of the local CP system, and the process should be guided by local level partners, including WV.

This section of the CP ADAPT helps to identify the issues that concerns children first. It also helps to gain joint understanding at the local level on root causes of abuse, neglect, exploitation and violence, as well as to recognise the existing strengths and protective factors that keep girls and boys safe from violence.

**Steps of the Local level analysis**

Step 1 – Listening to Children

Step 2 – Listening to Adults

Step 3 – Learning from Key Stakeholders

Step 4 – Compiling and Analysing Data

**Preparations**

1. Identify analysis team members
2. Reach agreement on the locations, types and compositions of groups and individuals to be engaged within the primary focus areas.
3. Consult and inform key stakeholders and dutybearers identified during the National level analysis, especially any identified ‘gatekeepers’ that may be present in the local areas. These key stakeholders and duty bearers could also be analysis team members.
4. Create a detailed schedule for the fieldwork, including travel arrangements.

**Key considerations**

* Child protection issues and interventions, especially those engaging children directly, and working with formal and non-formal CP systems, requires adequate capacity building. WV NO CP Specialist can take the responsibility to ensure appropriate CP orientation for the team.
* Discussing the findings from the national level analysis should assist in preparing the team to understand the fundamental structures, processes, key risk, and protective factors affecting vulnerable children.
* Appropriate team roles should be critically discussed as part of the preparation.
* It is also important that the team is equipped in the collection and analysis of qualitative data.
* Members of the team should fully understand the proposed approach and methods of the analysis and take time to contextualise and adjust each step according to the local context, capacities and experiences of the analysis team.

**Overview of the Steps in the Local level analysis**

The Local level analysis consists of four steps described briefly below and then in depth over the following pages.

**Step 1 – Listening to children (setting the agenda):** The Local level analysis starts with the step of listening to boys and girls as “experts” about any child protection issues that children are experiencing in the community. This step should not be done in parallel with the implementation of other steps. All other steps should be implemented after listening to children is completed. The remaining steps in the analysis build upon the information that is learned from children during this step. This gives priority to children’s voices, perspectives and experiences of abuse, neglect, exploitation, and other forms of violence.

During this step, boys and girls also consider the root causes of child protection issues and describe ways that they are influencing their environment to be more protective, including with their peers. This step can be conducted as a workshop or a series of meetings with children. It is suggested that separate meetings for boys and girls are conducted. This will facilitate their open participation in the discussions particularly those that may be sensitive. It is vital to ensure that the most vulnerable children in the community are identified and included in this process.

**Step 2 – Listening to adults:** The child protection priorities identified by boys and girls are explored further with adults from the community, and the elements of the child protection system are mapped. Two options are possible for this step. The first and recommended option is a workshop with parents, caregivers, and other community members, including those from marginalised and vulnerable groups.If it is not feasible to hold a workshop or a series of meetings, guidance is provided for the use of focus group discussions with adults. It is also suggested that separate meetings for males and females be conducted.

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

**Step 4 – Compiling and analysing data:** In this step, the analysis team compiles, analyses and reflects on the information collected, and discusses the significance of the findings. Generated data is used to analyse the functionality and effectiveness of the existing systems and structures at various levels. The analysis team also analyses the linkages and collaboration between formal and informal actors. All of the analysis is done giving priority to the voices and views of girls and boys, especially the most vulnerable. A final *CP ADAPT* report is produced and child- and community-friendly communications of the findings are generated to present back to the community.

Step 1: Listening to children

**Objectives:**

* Identify and prioritise child protection issues by girls and boys
* Identify the root causes of the prioritised child protection issues
* Increase understanding of support to children in the primary focus areas
* Identify stakeholders that influence children’s protection in the primary focus area
* Assess how children are positively influencing their environment to be more protective.

**Methods:**

* Workshop format on page 17

**Who participates?**

* Boys and girls, ages 11 and above
* 15 participants per group
* Minimum four groups, two with girls and two with boys, including from most vulnerable groups
* Additional groups are sometimes needed to ensure participation of children from specifically identified vulnerable groups in the area

**Who facilitates?**

* Female facilitators for the girls’ group and male facilitators for the boys’ group (at least two facilitators per groups)
* Notetakers for each group

**Time:**

* Workshop, approximately six hours, excluding break times

**Overview**

The Local level analysis is constructed in a way to ensure that boys’ and girls’ voices are heard first, as children are best placed to describe the issues affecting them. All of the following Steps proceed from this “Listening to Children” Step.

In this Step, facilitators work with girls and boys to identify child protection issues affecting children in the community. It is very important to ensure that children who are among the most vulnerable are identified and included in this process.

It is critical that the exercises do not ask children to describe their own negative experiences of abuse, exploitation or neglect. Rather, children should be encouraged to speak as ‘experts’ on issues affecting girls and boys more generally in their communities.

**Key considerations**

* Refer to page 9 for more information on determining the sample number of area programmes.
* **Ensure** that **a cross-section of girls and boys,** especially the most vulnerable, in the community are represented, including children at-risk of experiencing abuse, neglect, or exploitation and other forms of violence; children on the move; and children with disabilities. If the community has not already gone through a participatory process to identify the most vulnerable children, use the [*Exploring Our Context*](https://wvi365.sharepoint.com/:b:/r/sites/Community-CPP/Documents_03/Exploring%20our%20context%20tool_Part%202.pdf?csf=1&web=1&e=rLdOSs)tool.
* **At a minimum, consider a sample of four groups** - two groups of boys and two groups of girls from each area programme sampled. The proportion of most vulnerable children in each group should be the same as the proportion of most vulnerable in the community. For example, if 35% of the total child population in the community is defined as MVC, then 35% of each group should be made up of MVC.
* To all extent possible, **include children who are at risk of the top child protection concerns** identified in the National level analysis. When feasible, organise an additional workshop(s) for children at high risk of the top child protection concerns.
* **Notetakers should aim to capture children’s voices and opinions verbatim**, exactly how children are expressing them. Notetakers should not paraphrase or summarize children’s commentary.
* **Prepare facilitators to** **assist children with disabilities**. Explain to accompanying adults how to provide support without influencing children’s answers. Inaccessible locations and negative attitudes towards children with disabilities prevent their full participation. Keep in mind these important considerations to ensure inclusion of children with disabilities. [*Key Reminders while involving CWD Tool*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Key%20Reminders%20for%20engaging%20Children%20with%20Disabilities.docx?d=w3fbedb8c5b8244a48fe133b12f4f4b97&csf=1&web=1&e=f6ata1)
* Before starting this step, **review *World Vision’s Child Safeguarding Policy*** and the standards that ensure the best interest of children during data collection. [*Ethics Quick Reference Guide*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Ethics%20Quick%20Reference%20Guide.docx?d=weea633305e4945eeb90942d8b225dd9d&csf=1&web=1&e=epxuaC)*.***Designate a CP point person on-site** and ensure that all facilitators and notetakers are aware of appropriate procedures for reporting an incident during the course of the activities.

**Suggested workshop format**

See workshop format on page 17. The activities are designed to elicit girls’ and boys’ opinions about the main child protection issues, root causes, and community protective factors. It is important that the activities are completed in the suggested order in the table below to build upon each activity and accomplish the objectives of this Step.

A one-day workshop may not be appropriate or achievable for some children, especially if they are engaged in school or income-generating activities. It may be necessary to adjust the timing of the workshop to accommodate these needs. Find alternative options, such as spreading the activities over several days at convenient times for children.Also, please adapt the process or any tool to fit the local context, as this is meant to be a resource for analysis teams to use as appropriate in different cultural and social settings.

**Compiling information for Step 1**

**Documentation is extremely important**, both to include children’s perspectives in the following Steps of the Local level analysis and to ensure children’s views are incorporated into programme design.

**Keep all of the products**, including:

**Tools:**

* [*Violence Against Children (VAC) Issues Matrix*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/VAC%20Issues%20Matrix_Children.docx?d=w901a6e22b5eb4986bcf24ef903cf01d1&csf=1&web=1&e=BjyqL0)
* [*Summary Sheet from Causal Analysis tool*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Causal%20Analysis_Children.docx?d=wdaaf4c0ff9c44f8aa5bd1dc23a131648&csf=1&web=1&e=ga238W)
* Flipcharts from the *Free Listing* tool
* Compiled *Free List*ing notes
* *Problem Tree* flipcharts
* *Spider Diagram* drawings
* *Web of Protection* drawings
* Other drawings
* Notes from other tools used.

1. **Compile any notes and drawings** collected from the children’s workshops from all of the workshops conducted. Ensure that children’s quotes are copied verbatim and that the summaries can be linked directly to the comments made by children.
2. Use the *Violence Against Children (VAC) Issues Matrix* to **compile all of children’s identified VAC issues**. See the tool above for detailed instructions. Use the reflection questions in the tool to analyse the findings and to discuss observations and trends.
3. Use the *Summary Sheet from Causal Analysis tool* to **compile children’s root causes, strengths, and protective factors.** See the tool above for detailed instructions.
4. **Discuss the findings with the analysis team.** Are there differences between geographic locations? Differences between girls and boys? Differences for categories of most vulnerable or children experiencing specific child protection issues?

Step 1: *Listening to Children Workshop*

|  |  |  |
| --- | --- | --- |
| **Session** | **Objectives** | **Tools and key research questions** |
| **Welcome and introductions**  ***30 minutes*** | * To clearly explain the purpose of the workshop and each activity * To provide the ground rules for the workshop * To facilitate a warm-up activity and introductions | **Tool:**   * [*Introductions and Creative Openers*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Introductions%20and%20Creative%20Openers%20Tools.doc?d=wc3c90b2056c74ede828ff666fa7faba1&csf=1&web=1&e=ym1dfK) |
| **Prioritise child protection issues**  ***60 minutes*** | * To engage girls and boys, including the MVC, in safe, playful, but thoughtful activities that explore issues of risk and protection in their daily lives * To prioritise the top three child protection issues that girls and boys face in their community | **Tool:**   * [*Free List tool*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Free%20List%20Tool.doc?d=w8e3a4315ced344bb857a6d96701f4421&csf=1&web=1&e=hpDime)   **Primary research questions:**   * What are some things happening in this community that make boys and girls feel happy and safe? * What are some things in this community that make boys and girls feel sad, scared, or unhappy? |
| **Identify root causes**  ***90 minutes*** | * To identify root causes of the prioritised VAC issues | **Tool:**   * [*Problem Tree tool*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Problem%20Tree%20Tool_Children.docx?d=w7dc38b3ff58f495c8f128d03770a3fec&csf=1&web=1&e=1ah340)   **Primary research questions:**   * What do boys and girls describe as the root causes of the issues identified during the *Free List* activity*?* |
| **Map children’s participation and support networks**  ***60 minutes*** | * To identify all networks and stakeholders in the area that girls and boys go to for help * To discuss how girls and boys participate in decision making and how children’s participation can strengthen the protective factors | **Tools:**   * [*Spider Diagram tool*](https://wvi365.sharepoint.com/:b:/r/sites/Community-CPP/Documents_03/Spider%20Diagram%20Tool.pdf?csf=1&web=1&e=Jcfzps)   *Note: If the spider is not a culturally appropriate image, use an animal that is acceptable, like an Octopus, an insect with many legs, or the image of a sun with multiple rays.*   * [*Optional tools*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Four%20Optional%20tools.doc?d=w835009bb8594414683b51a227e3be6e3&csf=1&web=1&e=aatw8f) *(Please do not use all five tools.)*   **Primary research questions:**   * When boys and girls are facing one of the issues identified, whom do they go to for help, advice, and safety? Who do they contact to address this issue? |
| **Identify protective factors**  ***45 minutes*** | * To describe the protective factors that exist in a community including what adults are doing to protect children and what children can do to protect themselves and others | **Tool:**   * [*Web of Protection tool*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Web%20of%20Protection%20Tool.docx?d=w125982ca585745a5a32a60e86d092c6b&csf=1&web=1&e=MxpT7M)   **Primary research questions:**   * What is being done to prevent these child protection issues from happening? * What services do boys and girls say exist in the community (formal and informal) to protect and provide support to children who are at risk or have experienced abuse, neglect, or exploitation? * What is the role of faith leaders? How do the faith leaders help? |
| **Positivity**  ***15-30 minutes*** | * To help children leave a session which has included potentially distressing child protection topics with a balanced emotional state | **Tool:**   * [*Positive Thoughts tool*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Positive%20Thought%20Tool.doc?d=w47675af162ef47f1bf796c1ff1543e2e&csf=1&web=1&e=jMdqlE) |
| **Share feedback**  ***5-20 minutes*** | * To gather feedback about what has been learned * To ensure that children who want to share personal stories are given time and space. | **Tool:**   * [*The Unity Circle tool*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Unity%20Circle%20Tool.docx?d=wa2583fdc3e8042038687dcf953c2ea14&csf=1&web=1&e=lk55tK)   *Note: This tool can also be used as part of the warm-up activities.* |

Step 2: Listening to adults

**Objectives:**

* Explore the child protection issues that were identified and prioritised by children
* Identify possible causes of the prioritised child protection issues from adults’ perspectives
* Map the formal and traditional child protection mechanisms in the community
* Learn about what people usually do when a girl or boy has been abused or exploited.

**Methods:**

* Workshop format on page 20
* [*Gender-related considerations*](https://wvi365.sharepoint.com/:b:/r/sites/Community-CPP/Documents_03/Gender-related%20considerations.pdf?csf=1&web=1&e=eR0fve)

**Who participates?**

* Parents/caregivers
* Cross-section of representation of community members
* Maximum of 25 participants per workshop
* Maximum of 15 participants per focus group discussion (FGD)
* Ensure that adults from most vulnerable groups are included

**Who facilitates?**

* Female facilitators for women’s’ groups and male facilitators for men’s’ group (at least two facilitators per groups)
* Notetakers for each group

**Time:**

* Workshop, Approximately four hours

**Overview**

The starting point for the workshops or focus group discussions in Step 2 are the findings of the consultations with children in Step 1. In Step 1, girls and boys identified the most critical child protection issues of importance to them. All consultations with adults build upon these findings.

For Step 2, the recommended method is a participatory workshop as it enables greater engagement and deeper reflection than other methods. However, when there is not sufficient time, focus group discussions and other small group activities may be used. There are also guidelines for an optional focus group discussion on parenting.

It is important that participants are representative of marginalised and vulnerable groups in the community. In some cases, these groups should be consulted separately in their own groups. In addition, separating groups by sex is recommended whenever possible. Youth from the community should also be included if safe and meaningful participation can be facilitated.

**Sampling**

* Refer to sampling guidance on page 9 for more information on determining the number of area programmes to sample.
* Determine subgroups that need to be represented, including female, male, caste, ethnicity, ability, faith groups, extreme poverty, geographic location, etc.
* Use demographic data to determine the representative make-up of participants (i.e. if there are 30% of Dalit, include at least 30% of Dalit in the total sample).
* It is advisable to keep groups small and keep similar groups of people together in order to promote the participation of vulnerable populations.
* Consider conducting a workshop with child monitors if sponsorship has been implemented in this area.
* **For workshops:** Determine a representative group of participants, avoiding overlap between workshops, focus groups, and key informant interviews. Determine the number of workshops needed to ensure sufficient representation and valid results.
* **For FGDs:** Calculate the number of FGDs so that there are at least four FGDs for adults in each area programme (i.e. 2 FGDs with women, 2 FGDs with men). Based on the analysis above add more groups or change the group composition to ensure representation of the marginalised population.

**Suggested workshop format**

See workshop format on page 20. This workshop is designed to build upon the workshops conducted with girls and boys and to elicit the perspectives of men and women. It is important that the workshop activities are completed in the suggested order in the table below.

It may be necessary to adjust the timing of the workshop to accommodate daily activities of community members. Identify alternative options to promote community participation such as spreading the activities over several days at convenient times.

**Compiling information for Step 2**

**Documentation is extremely important**. Ensure all adult consultations are documented. Notetakers should record all input verbatim without paraphrasing.

**Keep all of the products**, including:

* *Validating and Prioritising VAC Issue* documentation

**Tool:**

* [*Violence Against Children (VAC) Issues Matrix*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/VAC%20Issues%20Matrix_Children.docx?d=w901a6e22b5eb4986bcf24ef903cf01d1&csf=1&web=1&e=BjyqL0)
* [*Summary Sheet from Causal Analysis tool*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Casual%20Analysis%20Summary%20Table_Adults.doc?d=w827fbfa29d474113bc05f45658fb31f0&csf=1&web=1&e=dPTtDT)
* *Problem Tree* flipcharts
* *Mapping Typical Response to Child Protection Issues* mappings
* *Venn Diagram* mappings
* Notes from all of the tools used
* Other drawings

1. **Compile any notes and drawings** collected from all of the adult workshops conducted. Ensure that adults’ quotes are copied verbatim and that the summaries can be linked directly to the comments made by children.
2. Use the *Violence against Children (VAC) Issues Matrix* to **compile all of adult’s identified VAC issues**. See the tool above for detailed instructions. Use the reflection questions in the tool to analyse the findings and to discuss observations and trends.
3. Use the *Summary Sheet from Causal Analysis tool* to **compile adults’ root causes, strengths, and protective factors.** See the tool above for detailed instructions.
4. **Discuss the findings with the analysis team.** Are there differences between geographic locations? Differences between men and women? Differences for categories of most vulnerable? What differences are noted between the children’s and adult workshops?

Step 2: *Listening to Adults Workshop*

|  |  |  |
| --- | --- | --- |
| **Session** | **Objectives** | **Tools and key research questions** |
| **Welcome and introductions**  ***30 minutes*** | * To get to know each other and introduce the facilitators | **Introductions** by participants |
| **Define local vulnerability factors**  ***30 minutes*** | * To explain the purpose of the workshop and establish ground rules * To reinforce understanding of local vulnerabilities of children | **Tool:**   * [*Balloon Game tool*](https://wvi365.sharepoint.com/:b:/r/sites/Community-CPP/Documents_03/Balloon%20Game.pdf?csf=1&web=1&e=LKQD7u) |
| **Prioritise child protection issues**  ***30-45 minutes*** | * To validate and rank child protection issues identified by children * To add any other critical child protection issues | **Tool:**   * [*Validating and Prioritising VAC Issues tool*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Validating-Prioritising%20VAC%20Issues.docx?d=wcfdee31ba3de4f4398ff7b56ace308a2&csf=1&web=1&e=K3soRB)   **Primary research question:**   * What are the VAC issues faced by boys and girls, especially the most vulnerable in this area? * What are the critical VAC issues that need to be prioritised for immediate actions? |
| **Identify root causes**  ***90 minutes*** | * To identify root causes of the prioritised VAC issues * To identify strengths and protective factors for girls and boys in the community | **Tool:**   * [*Problem Tree Analysis tool*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/PROBLEM%20TREE%20Analysis.docx?d=w1b04fa6a878543f38912b270c7e8e8e5&csf=1&web=1&e=wTRuGH)   **Primary research question:**   * What are the root causes of the critical VAC issues? |
| **Map typical responses to CP issues**  ***60 minutes*** | * To identify typical local responses to priority child protection issues, and level of satisfaction with the outcomes | **Tool:**   * [*Mapping Typical Response to Child Protection Issues*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Mapping%20Typical%20CP%20Responses.docx?d=w0425d17884e84d948255921746d4f42c&csf=1&web=1&e=50Touc)   **Primary research question:**   * What do community members and formal and informal actors (including faith communities) usually do when a child is abused or exploited? Are people satisfied with the outcomes of the response? |
| **Map CP groups and structures**  ***45 minutes*** | * To map and understand the relationship between different existing groups or structures addressing VAC issues in the community | **Tool:**   * [*Venn Diagram tool*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Venn%20Diagram%20tool.docx?d=w40447302f2244f319ab31d7f477779a0&csf=1&web=1&e=getNWB)   **Primary research question:**   * What services, support mechanisms exist in the community (formal and informal, including faith communities) to protect children from VAC issues? |
| **Share feedback**  ***15-30 minutes*** | * To gather feedback about what has been learned * To inform participants about next steps | **Tool:**   * [*The Unity Circle tool*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Unity%20Circle%20Tool.docx?d=wa2583fdc3e8042038687dcf953c2ea14&csf=1&web=1&e=QkZwNg)   *Explain to participants the next steps in the assessment process and how they will be informed on the findings of assessments, as well as how they can contribute to strengthening protection of girls and boys in their area.* |

***Optional workshop:* Listening to parents about parenting**

An additional focus group with parents can be used to learn more about parents’ perspectives on their strengths, challenges and problems in parenting. The [*Listening to Parents Guide*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Listening%20to%20Parents%20on%20Parenting.doc?d=w05c91c999df241f59aaa1403e5aec5b3&csf=1&web=1&e=Dduu8u) from the WVI Faith and Development team can be used for this purpose.

Step 3: Learning from key stakeholders

**Objectives:**

* Collect information from formal and informal stakeholders whose roles relate to protecting boys and girls from violence
* Build understanding of the formal and informal aspects of the child protection system and the linkages of the formal system to the informal or traditional mechanisms

**Methods:**

* Tools – See table on page 21
* Key Informant Interviews (KIIs) (semi- structured interviews)
* Focus Group Discussions (FGDs)

**Who participates?**

* Local government representatives
* Community leaders
* Police
* Education workers/Teachers
* Health workers
* Social workers
* Leaders of faith-based organisations, especially any that work with children
* Representatives of organisations working with vulnerable groups (formal and informal)
* Other key stakeholders

**Who facilitates?**

* Team for each KII/FGD:

1 interviewer, 1 notetaker

**Note:** Ensure that the interviewer and the notetaker are adequately trained and skilled in qualitative interviewing.

**Overview**

During Step 3, information is collected from key stakeholders that have roles and responsibilities in protecting children from abuse, neglect, exploitation and violence.

This Step continues to build upon the priorities identified by girls and boys. This Step also provides insight into how formal and informal parts of the child protection system are functioning at the local level.

**More details on who should be included**

Key stakeholders interviewed during this Step include representatives from government structures and services that have a legal responsibility for child protection; and non-state institutions and informal groups’ leaders, representatives from civil society organisations.

Create a list of key stakeholders by reviewing the results from previous Steps, including the National level analysis, and workshops with children and adults. Include stakeholders identified by girls and boys; and formal actors with government-mandated responsibilities for the protection of children.

**Key considerations**

* Refer to sampling guidance on page 9 for more information on determining the number of area programmes to sample.
* A General Questionnaire, found in the table below, is used for Key Informant Interviews (KII) with all key stakeholders. Please note that not all of the questions included in this General Questionnaire need to be asked. Please review and adapt the Questionnaire when preparing for the interviews in your context.
* Additional questionnaires are included in the table below for specific stakeholders. These specialised questions are used *in addition* to the questions included in the General Questionnaire to address specific areas of expertise for a particular stakeholder. These additional questions are not optional but should be modified for each context.
* The preferred way of engaging faith leaders in this step is through focus group discussions. Depending on context, key informant interviews with a sample of faith leaders can also be conducted using the questions from the FGD guide.
* As part of the key informant interviews with key stakeholders, it is important to gather specific quantitative data and statistics to support the perceptions and observations of interviewees. This information will provide a deeper understanding of each geographic area sampled.
* It is very important that all of the KIIs and FDGs are accurately documented. Notetakers should document interviews verbatim without paraphrasing or summarising. Notetakers may record interviews with the expressed consent of interviewees.

**Tools for KIIs and FDGs with key stakeholders**

|  |  |
| --- | --- |
| **Key Stakeholder** | **KII or FGD question guide** |
| General (used for all stakeholders) | [*General Key Informant Interview Question Guide*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/KII-General.doc?d=w43959ffb0e5d4cac9237c61756ae8ac9&csf=1&web=1&e=q5wXCL) |
| Community leader | [*KII Question Guide for Community Leaders*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/KII-Community%20Leader.docx?d=w05a43be362664e78b2ce83447ee308f8&csf=1&web=1&e=KebyyK) |
| Child Protection Unit or Committee | [*KII Question Guide for Child Protection Unit/Committee*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/KII-CPU.docx?d=wb8d9473105eb4093a600abc877087737&csf=1&web=1&e=c9CUOz) |
| Police | [*KII Question Guide for Police*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/KII-Police.docx?d=w2521fead724549b3b2be6d300ced6bbe&csf=1&web=1&e=5ntGms) |
| Social worker | [*KII Question Guide for Social Worker*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/KII-Social%20Worker.docx?d=w95a602253718445a84f1b3ab97a3be87&csf=1&web=1&e=cD6nM9) |
| Health worker/representative | [*KII Question Guide for Health Worker/Representative*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/KII-Health%20Worker.docx?d=we8a45f3421454de3b556a9c34385fcc1&csf=1&web=1&e=c1EXXI) |
| Education director/representative | [*KII Question Guide for Education Director/Representative*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/KII-School.docx?d=w57a07450ded54b1894ac1c0f2a0c8487&csf=1&web=1&e=5wuEdM) |
| Faith leaders | [*FGD Question Guide for Faith Leaders*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/FDG-Faith%20Leaders.docx?d=wfed7d6d421734212a534aefbcc31ebea&csf=1&web=1&e=8iRrNP) |

**Compiling information for Step 3**

Once all KIIs and FGDs have been conducted, the analysis team should sit together to compile and analyse the data. Use the *Compiling the Data from Key Stakeholders* tool to summarise the information in two tables. Also capture the reflection notes from the team while analysing the information and looking for trends. Include quotes from key stakeholders to help describe the strengths and gaps.

**Tool:**

* [*Compiling the Data from Key Stakeholders*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Compiling%20data%20from%20Step%203.docx?d=wee19018e1e4b471ebfc72d84aff089e8&csf=1&web=1&e=i5oxB9)

Step 4: Compiling and analysing the data

**Objectives:**

* Analyse and summarise the evidence generated through the CP ADAPT (both National and Local level)
* Compile the evidence into a final CP ADAPT report

**Tools:**

* [*Child Protection (VAC) Issues Matrix tool*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/VAC%20Issues%20Matrix_Summary%20Analysis.docx.doc?d=w6aeb047a8f8d4ce1883ceea98eb5f24f&csf=1&web=1&e=dwyD40)
* [*Summary Sheet for Causal Analysis tool*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Summary%20Tool%20from%20Casual%20Analysis.docx?d=w1be7534c5c044928bee64422ffd96b03&csf=1&web=1&e=F9wrNX)
* [*CP ADAPT Report Format*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/CP%20ADAPT%20Assessment%20Report%20Format.docx?d=w3f503d58a71248a8add5c79b3925642c&csf=1&web=1&e=0A2lqr)

**Who participates?**

* Analysis team
* National level CP, gender, advocacy, DME and other sectoral specialists
* National and local level representatives of formal and informal organisations   
  and key stakeholders

**Time:**

* 3-5 days for compiling and analysing
* 1-2 weeks for report writing

**Preparation:**

* Collect all the information from the National and Local level analysis.
* Use the *Compiling Information* tools from each of the Steps.

**Note:** Local level data from 3-5 areas sampled is included for the analysis.

**Overview**

Step 4 describes the process and tools used to analyse the data collected from the National and Local level analyses. At the end of this Step the analysis team will produce *the CP ADAPT Report*, which will summarise the findings generated through the CP ADAPT (both National and Local level).

**Overview of steps**

1. Compile all generated information from the National and Local analyses in the recommended tools.
2. Reflect and compare the data and discuss the trends.
3. Capture and carefully document the analysis to be articulated in the CP ADAPT report.

**Suggested process**

1. **Review the data compiled for Violence Against Children (VAC) issues** identified by various groups through each of the National and Local level steps. Summarise the VAC issues prioritised throughout the CP ADAPT process using the instructions for the [*Child Protection (VAC) Issues Matrix tool*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/VAC%20Issues%20Matrix_Summary%20Analysis.docx.doc?d=w6aeb047a8f8d4ce1883ceea98eb5f24f&csf=1&web=1&e=dwyD40)*.*
2. After compiling the most common VAC issues from all of the sources, use the [*Summary Sheet for Causal Analysis tool*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Summary%20Tool%20from%20Casual%20Analysis.docx?d=w1be7534c5c044928bee64422ffd96b03&csf=1&web=1&e=F9wrNX) to **compile root causes and protective factors/strengths**.
3. Once all of the information and data analysis is finalised, discuss who will be responsible for putting together the final CP ADAPT report. It would be valuable to have **one to three people agree to work together on the report**. It would be also beneficial to get an agreement on a wider team who can conduct a review of the draft report before it is finalised.
4. Use the notes from the analysis sessions to compile the report. It may take one to two weeks to complete the report. The attached format can be used as an example for a CP ADAPT report. Remember this report will be going to community members as well, so try to keep it clear and succinct. If needed, **a child-friendly version of the report may be also produced**. Include girls and boys in the process of creating the report. ([*CP ADAPT Report Format*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/CP%20ADAPT%20Assessment%20Report%20Format.docx?d=w3f503d58a71248a8add5c79b3925642c&csf=1&web=1&e=0A2lqr))

PART 2: STRATEGISING for CP ACTION

Section 1: Reflecting and Designing a   
Pathway of Change for CP

**Objectives:**

* Reflect on the findings of the Context Analysis
* Develop a Pathway of Change for CP for Technical Programme design

**Tools:**

* [*Developing a Pathway of Change for CP*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Developing%20a%20Pathway%20of%20Change%20for%20CP.docx?d=w8fe3d3ac63ed4d36bb916e48586619ce&csf=1&web=1&e=ElJygm)
* [*WVI Developing a Pathway of Change*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Developing%20a%20Pathway%20of%20Change%20for%20CP.docx?d=w8fe3d3ac63ed4d36bb916e48586619ce&csf=1&web=1&e=62c7o8)

**Who participates?**

* Analysis team
* Government ministries with child protection mandate
* Multi-lateral organisations, such as UNICEF
* Non-governmental organisations, national and international, including faith-based organisations
* Coalitions, such as Joining Forces or Pathfinder working groups

**Time:**

* 2-5 days

**Product:**

* Pathway of Change for CP

**Overview**

A Pathway of Change helps us to understand the change that we want to see, and the roles of stakeholders to bring about that change. It builds trust among partners and provides them a common platform and language for collaboration.

**Pathway of change**

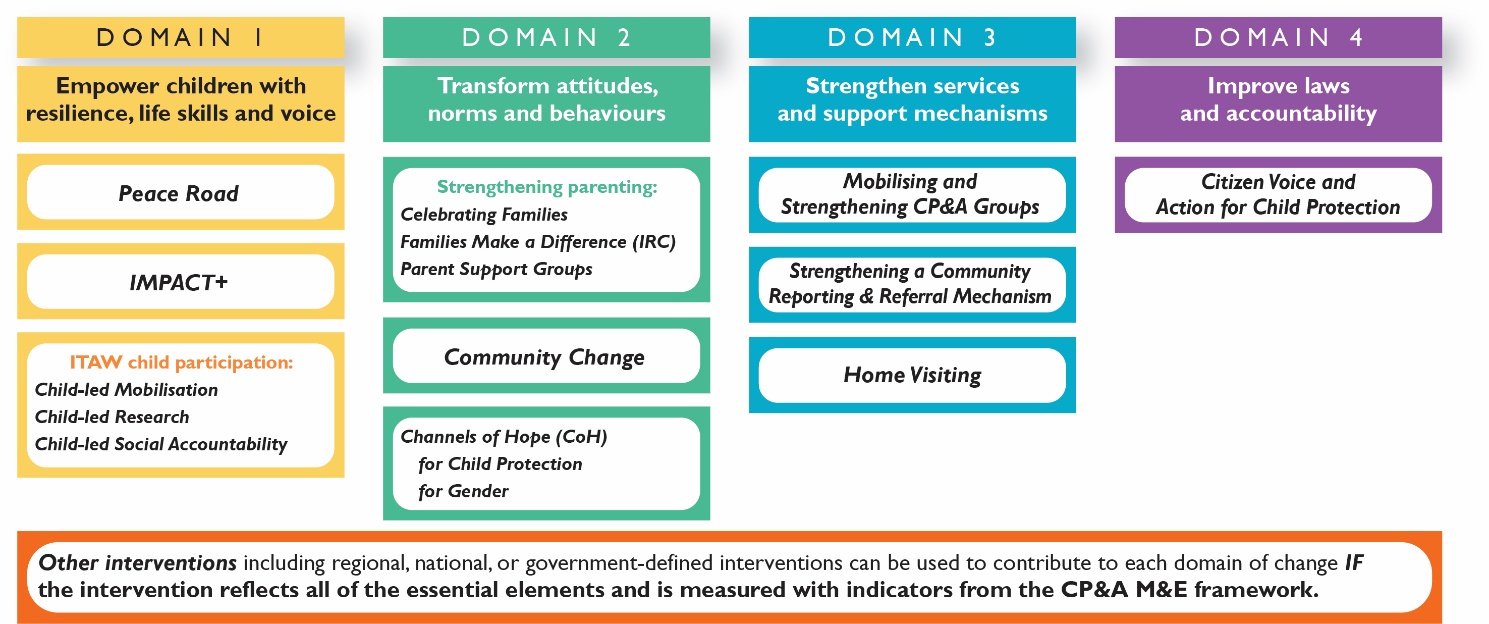
Use the workshop guide, *Developing a Pathway of Change for CP,* to facilitate a process of developing a responsive Pathway of Change for child protection.

The resulting Pathway of Change will inform the design of the field office’s Technical Programme for child protection. The Pathway of Change can also be used for grant proposals or plans of action in collaboration with other partners. Involving key formal and informal partners in the development of the Pathway of Change will foster ownership and commitment by the stakeholders involved.

The Pathway of Change helps us to address important questions about what we are doing, how and why. To begin the process of developing a Pathway of Change, start by reviewing World Vision’s [*Developing a Pathway of Change*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Developing%20a%20Pathway%20of%20Change%20for%20CP.docx?d=w8fe3d3ac63ed4d36bb916e48586619ce&csf=1&web=1&e=ElJygm) document, which outlines general principles for creating a Pathway of Change.

During the process of developing the Pathway of Change, evidence-based interventions are selected that respond to the root causes identified through the *CP ADAPT*. Evidence-based interventions can be selected from the four Domains of Change from the *CP&A* project model. Other evidence-based interventions, such as those that are a part of the [INSPIRE framework](http://www.who.int/violence_injury_prevention/violence/inspire/en/), can also be considered. It is important not to select interventions without going through the process first of developing a Pathway of Change.

**Globally recommended interventions for each domain of the CP&A project model**

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Section 2: Debriefing with

partners and communities

**Overview**

**Objective:**

* Validate findings and increase ownership over the process and its results

**Tools:**

* [*Sample Agenda and Plan for Debriefing*](https://wvi365.sharepoint.com/:w:/r/sites/Community-CPP/Documents_03/Agenda%20and%20Plan%20for%20Debriefing%20meeting.doc?d=wc04d0b66a10143b6afe8b036579274f2&csf=1&web=1&e=uyKrqj)

**Who participates at national level?**

* Technical specialists from CP, gender, advocacy, DME, and relevant sectors
* National level partners including relevant government ministry representatives, non-governmental and faith-based organisations, adolescent or youth organisations, or VAC coalitions

**Who participates at local level?**

* Participants of Steps 1, 2, and 3 of the Local level analysis
* Local level formal and informal child protection actors and partners, including municipal or district level

**Facilitation team:**

* Analysis team
* Notetakers
* Logistics

**Time:**

* 1 day for each debrief

Debriefing meetings with stakeholders at local and national levels are essential for increasing ownership. The debriefing meetings involve sharing findings from the *CP ADAPT* and discussing next steps.

At this point in the process, the detailed plan of action is not expected, but rather overall agreements on the proposed Pathway of Change and initial commitments by various stakeholders.

Decisions on who to invite for debriefing are very important. See suggestions under ‘Who participates?’ at the national and local levels on the left.

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

A central part of the debriefing meetings is to encourage stakeholders, including girls and boys, to reflect on how well the potential solutions and designed steps forward are linked with addressing the root causes identified. This is a process of verifying the findings and reviewing the proposed Pathway of Change.

**Suggested preparation**

The success of the debriefing meetings are highly dependent on advanced planning and preparation.   
Consider the following points as part of the preparation:

* Ensure participation of key stakeholders, local formal and informal CP partners and community members that participated throughout the assessment process.
* Ensure that facilitators are clear about the process and notetakers understand what to record.
* Prepare flipcharts in advance with summaries of root causes, strengths and protective factors
* Consider printing a summary of the CP ADAPT report findings to share during the debriefs.
* Work with children in advance of the debriefs to develop child-friendly presentations of the findings.
* Prepare in advance a large image of the proposed Pathway of Change.

Appendix 1: Child protection glossary of terms

***Abuse*:** Any act within relationships of responsibility, trust or power (e.g., parent, clergy, coach, teacher) that results in harm, potential for harm, or threat of harm to a child. *(Adapted from CDC:* <http://www.cdc.gov/violenceprevention/childmaltreatment/definitions.html>)

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

***Child protection system:*** Set of coordinated formal and informal elements working together to prevent and respond to abuse, neglect, exploitation and other forms of violence against children.

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

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

***Exploitation*:** The use of a child for profit, labour, sexual gratification, or some other personal or financial advantage.

***Mental Violence:*** psychological maltreatment, mental abuse, verbal abuse, and emotional abuse or neglect.

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

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

***Other forms of violence****:* Although abuse, neglect and exploitation are forms of violence, ‘other forms of violence’ is included as a separate category in order to address additional threats from which children need to be protected.

***Physical Violence****:* All corporal punishment and all other forms of torture, cruel, inhuman or degrading treatment or punishment as well as physical bullying and hazing by adults or by other children.

***Sexual Violence:*** Any sexual activities imposed by an adult on a child against which the child is entitled to protection by criminal law.

***Violence*:** The use or threat of physical force or power that either results in or has a high likelihood of resulting in actual or potential harm to the child’s health, survival or dignity.