



ADAPT for Child Protection

What is this tool?

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

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Acknowledgments

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Acronyms

CRC	Convention on the Rights of a Child
DME	Design, Monitoring and Evaluation
FGD	Focus Group Discussion
GTRN	Global Technical Resource Network
ILO	International Labour Organisation
KII	Key Informant Interviews
UNICEF	United Nations Children’s Fund
WV	World Vision
WVI	World Vision International

Introduction

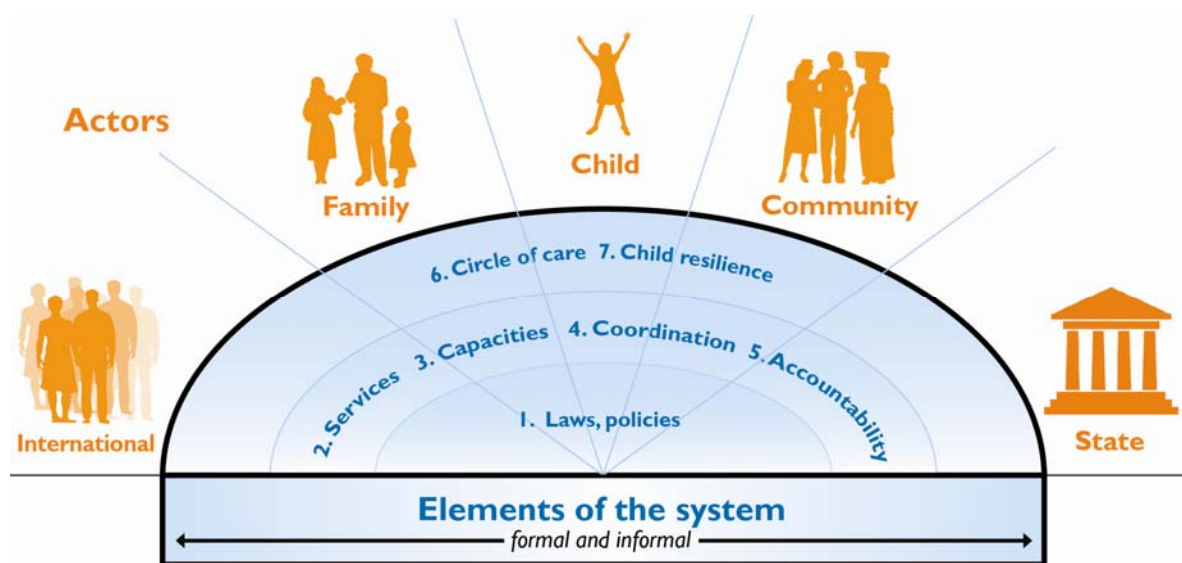
World Vision (WV) defines a child protection system as ‘a set of coordinated formal and informal elements working together to prevent and respond to abuse, neglect, exploitation and other forms of violence against children.’ The main aims of a child protection system are to strengthen the protective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

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

- Address child protection issues in a comprehensive and sustainable manner, including cultural, political, social, spiritual and financial factors.
- Affirm the role of parents (both mothers and fathers) and other caregivers as those first responsible for care and protection of children.
- Affirm the responsibility of the state to guarantee the care and protection of children, through respecting, protecting and fulfilling their protective rights outlined in the United Nations Convention on the Rights of the Child² and other international human rights instruments.
- Affirm the role of children in protecting themselves and their peers.
- Strengthen the protective environment for all children.

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

The first step in developing projects aligned with a systems building approach is an in depth understanding of the child protection context and the child protection system at both the national and the community levels. This analysis guides planning so that projects address the gaps that are identified in ways that strengthen one or multiple elements of the child protection system.



This tool is specifically designed to help with the identification, prioritisation and root cause analysis of child protection issues, as well as with the identification and mapping of the systems that are in

¹ Forbes, B., Luu, D., Oswald, E., and Tutnjevic, T. (2011) *A Systems Approach to Child Protection: A WV Discussion Paper*. WVI, p. 3.

² <http://www.unicef.org/crc/>

place to protect children. The tool is broken into two major parts: the first guides the WV team through a national level child protection analysis, and the second guides WV programme staff, local partners and other key stakeholders through a local level child protection analysis.

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

Structure of the tool

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

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

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

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

When and how to use this tool

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

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

Part One: National level analysis

Objectives:

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

Methods:

- Desk review and analysis of available documents and secondary data including:
 - relevant laws and regulations government and Shadow Reports to the [Convention on the Rights of a Child \(CRC\)](#)
 - concluding Recommendations of the CRC
 - special reports and research from other organisations or the government assessing child protection issues, legal framework, social welfare services, coordinating mechanisms and prevailing social attitudes.
- If the national office is interested in conducting a more detailed analysis of the national child protection system it may also use the [UNICEF Child Protection System Mapping Tool](#)

Who should lead the process?

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

Time:

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

Overview

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

The *National Level Child Protection Analysis* tool provides the following information:

- strengths and gaps in the child protection system
- child protection issues, including prevalence and cause
- groups of children who are particularly vulnerable to abuse, exploitation, neglect or other forms of violence.

The findings of the national level child protection analysis provide the foundation for:

- Developing a national child protection strategy which guides child protection programming across all lines of ministry.
- Developing an understanding of the child protection system among local programmes and partners.

Suggested process

- Determine whether a comprehensive mapping of the national child protection system has been carried out in the country. UNICEF or Save the Children should be able to provide this information. When such a mapping and analysis has been done and is available, the child protection technical specialist in the national office uses the tool provided below to analyse the external report and identify information gaps. The WV team should also check to see how

old the data is that informed the external report, and update any out-of-date information. The technical specialist uses the report below to write a report for WV leadership, programme staff and local partners.

- If no comprehensive analysis or mapping of the national level system has been completed by the government or other organisations, the child protection technical specialist of the national office can use this tool to analyse the child protection context and system. While it is acceptable to hire a consultant to assist with the process or certain aspects of it, such as the legal analysis, it is critical that WV staff are actively engaged in the analysis to ensure learning and application.

Guiding research questions

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

Tool

- *National Level Child Protection Analysis* tool, including checklists for *Out-of-Home Care* questions and *Juvenile Justice* questions (see accompanying file)

Product

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

Tool

- *National Level Child Protection Assessment Report* template (see accompanying file)

Part Two: Community Level Analysis

Overview

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

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

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

Products

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

Research questions

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

Child protection issues:

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

Laws, policies, standards and regulations:

3. What child protection laws or regulations are known in the community?
4. How are child protection laws and regulations implemented in the community?

5. What are the barriers to effective implementation of the child protection laws and regulations?

Services and service delivery mechanisms:

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

Capacities:

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

Cooperation, coordination and collaboration mechanisms:

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

Accountability mechanisms:

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

Circle of care:

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

Children's resilience, life skills and participation:

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

The *Research Questions for the Community Level Child Protection Assessment* table provides an overview outlining how the research questions are connected to the different elements of the child protection system and how the different methods used to collect data are used to answer these different research questions.

Tool

- *Research Questions for the Community Level Child Protection Assessment* table

Steps of the community level child protection analysis

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

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

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

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

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

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

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

Analysis team (working group)

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

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

- A regional child protection and child focus advisor or child protection expert (GTRN or externally contracted), provides technical support throughout process. This support may be provided virtually if necessary.
- An analysis coordinator coordinates the analysis and prepares the analysis report. This should be a child protection technical specialist with good knowledge and understanding of the child protection system.
- A design, monitoring and evaluation (DME) specialist provides support in collecting and processing data.

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

Ethics

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

1. **Protect participants from harm:** This includes emotional, physical and other forms of harm. As soon as participants show distress, any activity should be stopped immediately. This principle requires the following steps:
 - Discuss and take steps, prior to any data collection, to address any potential risks to interviewers and participants. See the *Risk Assessment* template that can help guide this activity.
 - Make arrangements for counselling services or supports to be in place for participants who become distressed during an interview or activity.
 - Ensure that analysis team members are not a threat to children through appropriate local background checks.
2. **Ensure safety of the analysis team:** Particular care must be taken when assessing illegal activity, such as crimes against children. Also, there should be emotional support within the team for stress that team members may feel, especially as a result of discussing difficult issues for children that the team may not be able to resolve.
3. **All participation must be voluntary:** Voluntary participation means that every participant (child and adult) must give ‘informed consent.’ Informed consent means that people have explicitly agreed to participate in the process after being informed in ways that they can understand about each of the following:
 - ✓ the reasons why the information is being collected
 - ✓ the methods or ways in which the data is being collected

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

- ✓ the topics of information that are being collected
- ✓ the use of the information
- ✓ that it is possible to refuse to participate or withdraw from the research at any time (this also means that a participant may refuse to answer a specific question).

For child participants, it is necessary to get *both* the caregiver's and the child's consent. Informed consent should normally include signing an agreement to participate, unless that is culturally inappropriate, not safe, or not possible, in that case, a verbal consent is required. The consent form should tell the participant about the confidentiality of the information shared. In the case of children, something should be included about what might be done if the child discloses information about abuse. For example, 'I will keep everything you share private but if I think that you might not be safe I might have to tell some other adults who can help me make you safe.'⁴

4. **Respect cultural traditions, knowledge and customs:** The analysis team should always respect and adhere to local codes of dress and behaviour, use the local language and age-appropriate techniques.
5. **Establish as much equality as possible:** Analysis team members should be careful not to act or sound like teachers. Facilitators should always strive to sit, to speak and to act in ways which minimise power inequalities with participants as much as possible.
6. **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.
7. **Reciprocity:** Any compensation to participants (such as refreshments) should be agreed upon in advance. Avoid giving money because it can result in raised expectations, lead to tension in the community and bias participants' answers.
8. **Respect privacy:** Analysis team members should not probe for information if it is clear that a participant does not want to answer. Also, the analysis team should always ask for permission to use stories, pictures or other information.
9. **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. Data must be stored in a safe place where it cannot be accessed by unauthorised people.
10. **Develop and agree on behaviour protocols:** Analysis team members should agree on behaviour protocols that cover both appropriate and inappropriate behaviour. The WVI Child Protection Behaviour Protocols should be considered and adapted as appropriate.

Finally, all members of the team should be briefed on how to respond to children sharing 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 WVI staff trained in counselling must be available to assist in these situations. Analysis team members should not take individual or impulsive action. Each 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.

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

⁴ Ennew, Judith and Plateau, Dominique Pierre (2004). *How to research the physical and emotional punishment of children*. Save the Children, p. 187.

- *How to Research the Physical and Emotional Punishment of Children* (Save the Children): www.dhr.go.cr/nopeguemos/pdf/how_to_research_the_physical_and_emotional_punishment.pdf
- *Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources* (Horizons, Impact, Population Council, FHI and USAID): www.popcouncil.org/pdfs/horizons/childrenethics.pdf
- *The Right to be Properly Researched: How to do Rights-based Scientific Research with Children (especially Module 2: How do we Protect Children)* (Knowing Children, Norwegian Centre for Children Research, Save the Children Sweden and WV International). Available for purchase at: www.knowingchildren.org/tools.php

Tool:

- Risk Assessment template (see accompanying file)

Logistics

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

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

Timeline

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

- orientation training – three to five days
- preparation for the data collection – one to two days
- data collection – five to ten days
- data analysis – one to two days
- debriefing, validation and identification of strategies for action – one to two days.

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

Budget

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

Analysis	Type of Cost
Orientation training	<ul style="list-style-type: none"> • Training venue, materials, transportation, food and accommodation for participants
Community level analysis	<ul style="list-style-type: none"> • Workshop venue for children and materials • Transportation, food and accommodation for participants
	<ul style="list-style-type: none"> • Workshop venue for adults and youth and materials • Transportation, food and accommodation for participants
	<ul style="list-style-type: none"> • Focus group discussions – transportation, venue, refreshments for participants
	<ul style="list-style-type: none"> • Key informant interviews – transportation for analysis team
Analysis phase	<ul style="list-style-type: none"> • Venue, materials, transportation, food and accommodation for analysis team
	<ul style="list-style-type: none"> • Fees for consultant or technical specialist if needed
	<ul style="list-style-type: none"> • Travel costs for regional office advisors, technical specialists or consultants
Debriefing with community	<ul style="list-style-type: none"> • Venue, material, transportation and refreshments

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

Step 1 – Listening to Children

Objective:

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

Methods:

Recommended tools:

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

Optional tools:

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

Who participates?

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

Time:

- Approximately five hours, excluding break times.

Overview

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

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

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

Suggested preparation

- Ensure that a cross-section of groups in the community is represented by the children selected, especially children from the most vulnerable groups. If the community has not already gone through a participatory process to identify the most vulnerable children (as outlined in Steps 2 to 5 of the Critical Path), the team must begin with a process to do so. The *Balloon Exercise* and *Exploring our Context Part 2* are good resources for doing this.
- Decide on the size of sample for this exercise. There should be a minimum of four groups, two groups of boys and two groups of girls. In each group, participation of the most vulnerable children should be at least proportional to the percentage of the most vulnerable groups in the total population of the community. Whenever possible, separate groups should be formed of children from most vulnerable groups divided per gender to ensure that the voices of most vulnerable children are heard.
- Work with the child protection technical specialist to ensure that there are adults or staff who can assist children as needed, such as those with disabilities and special

needs. Explain to the accompanying adults how not to influence the responses of the children.

- Explain to notetakers the guidelines for note taking.
- Ensure that children who want to share personal stories are given space and time after the activities.
- Clearly explain the purpose of the workshop and each activity. Keep the workshop fun for children!
- Establish ground rules for the activities and ensure these are agreed to by the children.
 - Ensure that ethical principles are planned and applied according to the ‘Ethics Section’ above.
- Designate a child protection technical specialist on-site and ensure that children are aware of appropriate procedures for reporting an incident in the course of the activities.

Guiding research questions⁵

- What are the priority child protection issues within this community?
- What are the root causes of the priority child protection issues that have been identified?
- What services exist in the community (formal and informal) to protect and provide support to children who are at risk or have experienced abuse, neglect, or exploitation?
- Do children and their families who are at risk of or have been affected by abuse, violence or exploitation have access to these services?
- Do children affected by abuse, violence or exploitation know whom to contact for help, and do they feel safe and confident to do so?
- Do children have access to independent reporting and monitoring mechanisms in community?
- What are children doing to help influence their environment to be more protective including with their peers?
- What should be done to improve prevention and protection against violence, abuse and exploitation in the community?

Suggested workshop format

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

Tool:

- *Free List Exercise* (see accompanying file)

⁵ These questions will be formulated differently when used with children for collecting or compiling information.

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

Session	Objectives	Approximate Time	Recommended Methods
Welcome and introductions	Preliminary session to gather children, brief them on expectations for the activity, set rules and guidelines, and get to know each other and the facilitators	60 minutes	<ul style="list-style-type: none"> • <i>Introductions and Creative Openers</i> tool • Optional: The <i>Balloon Exercise</i> and/or <i>Exploring our Context</i> tools can be used as openers or to identify the most vulnerable children. Note that <i>Exploring our Context</i> includes village mapping with children as exercise #4, which can be used as a separate tool anywhere in the workshop if the analysis team prefers. Note that these tools can also be found online at the Guidance for Development Programmes website: www.wvdevelopment.org
Children identify child protection issues in the community.	Identify and prioritise common child protection issues in the community as well as to determine what are the root causes of these issues from the children's perspectives.	60 minutes	<p><i>Development Café</i> tool using the following guiding questions:</p> <ul style="list-style-type: none"> • What are the priority child protection issues within this community? <p>After conducting the development café, use <i>Ten Seed Technique</i> or another voting or prioritising approach for children to rank those issues which they feel are most critical.</p> <ul style="list-style-type: none"> • <i>The Cape Trap</i> tool
Children identify root causes.	Identify root causes of the identified child protection issues.	60 minutes	<ul style="list-style-type: none"> • <i>Problem Tree</i> tool
Understanding networks and stakeholders for child protection	Map all networks and stakeholders in the area based on children's knowledge of them.	60 minutes	<ul style="list-style-type: none"> • <i>Spider Diagram</i> tool <p>Plus one of the following three tools:</p> <ul style="list-style-type: none"> • <i>The Umbrella of Care</i> tool • <i>Circle of Support</i> tool • <i>A Net to Keep Me Safe</i> tool • <i>Body Mapping</i> tool⁶ <p>(These tools can be found in the <i>Other Tools</i> document in the accompanying file)</p>
What are children doing to help this community be safer for children?	Analyse how children are positively influencing their environment to be more	45 minutes	<p>Use <i>Development Café</i> or other approach to discuss how children are positively influencing each of the following areas to be more protective and safe:</p> <ul style="list-style-type: none"> • Other children and peers • Families and households

⁶ Adapted from 'An ethnographic study of community-based child protection mechanisms and their linkage with the national child protection system of Sierra Leone' (2011), The Columbia Group for Children in Adversity.

	protective.		<ul style="list-style-type: none"> Community For some guiding questions to consider see the <i>Guiding Questions on Child Participation</i> .
Positive thoughts	Helping children leave a session which has included potentially distressing child protection topics with a balanced emotional state.	20-30 minutes	Use the <i>Protection tool</i> ⁷ or a similar tool.
Reflection and evaluation of workshop	Getting feedback and learning about what has been learned	30 minutes	

Compiling information from Step One

Keep all the products created by the children, such as:

- Flipcharts from the Balloon Game or Exploring our Context
- Cage Trap drawings
- Spider Diagram drawings
- Drawings from other tools used
- Compiled Free List notes.

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

- What do children say are the priority child protection issues within this community?
- What do children say are the root causes of the priority child protection issues that have been identified?
- Are any particular groups of children more vulnerable than others to abuse, exploitation or neglect?
- What processes or mechanisms (formal or informal) are normally used by families or children when a child has been abused or exploited?
- What services do children say exist in the community (formal and informal) to protect and provide support to children who are at risk or have experienced abuse, neglect, or exploitation?
- Do children and their families who are vulnerable or have been affected by abuse, violence or exploitation have access to these services?
- Are there any harmful traditional practices in this community? What is their prevalence?

⁷ Adapted from 'The Right to be properly researched: How to do rights-based, scientific research with children' (2009), Knowing Children, Black on White Publications.

- Are certain types of children in households more likely to be abused, neglected or exploited such as girls, children with disabilities?
- Do children affected by abuse, violence or exploitation know whom to contact for help, and do they feel safe and confident doing that?
- Are children's voices being taken into account on child protection issues within households and the community?
- How are children influencing their own environment to be more protective?
- What do children say should be done to improve prevention and protection against violence, abuse and exploitation in the community?

Tool:

- *Compiling Children's Information* template found in the accompanying file.

Step 2 - Listening to adults

Objective:

- To further explore the child protection issues in the community that were identified and prioritised by children.
- To identify the possible causes of the prioritised child protection issues.
- To map the formal and traditional child protection mechanisms in the community.
- To understand what people usually do when a child has been abused or exploited.

Methods and tools:

- Paired interviewing
- Balloon Game
- Development Café
- Problem Tree
- Causal Analysis
- Focus Group Discussion
- Venn Diagram
- Child in the Middle.

Who participates?

- Partners or key stakeholders not represented on the assessment team
- Cross-section of representation from groups within community
- Maximum of 30 participants per workshop
- Maximum of 15 participants per focus group discussion (FGD)
- Ensure that adults from the most vulnerable groups are included
- Ensure that groups are segregated by gender whenever possible.
- Youth may be included (See comments in the Overview section.)
- Possibly conduct a workshop with child monitors if sponsorship has been implemented in this community

Team for each group:

- Analysis team
- Note takers
- Logistics.

Time:

- Approximately two days

Overview

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

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

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

Suggested preparation

- Ensure that a cross-section of groups in the community are represented, especially the most vulnerable groups.
- Undertake necessary training for facilitators and notetakers ahead of time, including ensuring that facilitators are familiar with the tools to be used and notetakers understand what to record.

- Establish ground rules for the activities and ensure these are agreed by the participants.
- Review and ensure that ethical principles are planned and applied according to the 'Ethics Section' above.

Sampling

- Determine subgroups that need to be represented (for example, female, male, ethnic groups, disabled, caste groups, and geographic locations). The working group can use the findings from the social mapping exercise conducted in Step 3 of the Critical Path.
- Calculate participation of these populations in the total population and developing basic ratios (for example, if we have 30% of Dalit, our sample has to include at least 30% Dalit in the total sample, across different methods).
- For workshops: determine a representative group of participants (taking into account to avoid overlap between workshops and key informant interviews) and decide whether one workshop is sufficient or more are needed to ensure good representation and valid results.
- For FGDs: calculate the number of FGDs so that there are at least two FGD per gender for adults (for example, 2 FGDs with women, 2 FGDs with men).
- Analyse whether the planned FGDs adequately represent the other key subgroups (caste, ethnicity, ability, geographical location). Look at whether these groups include representation close to the levels calculated in the second step and whether such mixed groups are feasible and relevant (for example, will we hear from the marginalised in this composition of groups).
- Based on the above analysis add more groups or change the group composition to ensure representation of the marginalised population.

Suggested process

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

Guiding research questions

- What are the priority child protection issues within this community?
- What are the root causes of the priority child protection issues?
- What is being done to prevent child abuse, exploitation or neglect in the community?
- Are there formal or informal mechanisms of support for households that are identified at high risk of child abuse or exploitation?
- What do people usually do when a child is abused or exploited in this community? Are people satisfied with the outcomes of the response?

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

Suggested format for the workshop

Session	Objectives	Approximate Time	Recommended Methods
Day 1: Review of children's findings and root-cause analysis Tool: <i>Detailed Adult Workshop Plan Day 1</i> (see accompanying file)			
1. Welcome and introductions	Set ground rules, get to know each other and the facilitators, get volunteers for end-of-day feedback	45 minutes	
2. Information session	Why participants are here, reinforce understanding of vulnerabilities for children, what we have learned so far during the analysis with children about child protection, what the children have identified as issues and priorities	30 minutes	<ul style="list-style-type: none"> ● Balloon Game or Exploring our Context exercise ● Presentation ● Buzz groups (<i>Balloon Exercise</i> and <i>Exploring our Context</i>)
3. Validating and prioritising child protection issues	Discussion, validation and ranking of child protection issues identified by children	45 minutes	<ul style="list-style-type: none"> ● Discussion
4. Explanation of next steps and methods	Brief overview of methods to be used	20 minutes	<ul style="list-style-type: none"> ● Presentation

Session	Objectives	Approximate Time	Recommended Methods
5. Root causes, digging them up	Build on child protection priorities identified by children and identify and analyse the root causes	90 minutes	<ul style="list-style-type: none"> • Problem Tree, Causal Analysis • Small Groups • Development café exercise • Plenary • See <i>Detailed Adult Workshop Plan Day 1</i>
6. Evaluation and feedback of Day 1	Gain feedback and learn from the day	30 minutes	Group representatives meet
<p>Day 2: Understanding the existing prevention and response mechanisms to child protection issues in the community. Tool: <i>Detailed Adult Workshop Plan Day 2</i> (see accompanying file)</p>			
1. Welcome and recap of Day 1, expectations and overview of Day 2	Remembering what was learned yesterday	30 minutes	
2. Mapping typical responses to priority child protection issues	Learn typical local responses to priority child protection issues, and level of satisfaction with the outcome.	60 minutes	<ul style="list-style-type: none"> • See <i>Detailed Adult Workshop Plans</i> (Small group discussion or development café)
3. Mapping stakeholders and structures	Understanding the relationship between different groups or structures addressing child protection issues in the community	60 minutes	<ul style="list-style-type: none"> • <i>Venn Diagram tool and Venn Diagram handout</i>
4. Preventing and responding to child protection incidents	Mapping key stakeholders engaged in prevention and response to child protection incidents occurring in the community	90 -100 minutes	<ul style="list-style-type: none"> • Child in the Middle tool • Plenary
5. Reflection and evaluation of workshop	Reflecting and learning	30 minutes	
6. Next steps	Information for participants	15 minutes	<ul style="list-style-type: none"> • Presentation

Optional workshop: Listening to parents on parenting⁸

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

Tool:

- *Listening to Parents Facilitation Guide*
- *Templates and Creative Instructions*

Compiling information from Step Three

Keep all the documentation created by the participants:

- Flipcharts or cards from the *Balloon Exercise* or *Exploring our Context*
- Flipcharts or cards of identified problems
- Flipcharts from development café discussions
- Venn diagrams
- Child in the Middle maps

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

- What are the priority child protection issues within this community?
- What are the root causes of the priority child protection issues?
- What is being done to prevent child abuse, exploitation and/or neglect in the community?
- Are there formal or informal mechanisms of support for households that are identified at high risk of child abuse or exploitation?
- What do people usually do when a child is abused or exploited in this community? Are people satisfied with the outcome of the response?
- What services exist in the community (formal and informal) to protect and provide support to children who are at risk or have experienced abuse, neglect, or exploitation?
- Do children and their families who are vulnerable or have been affected by abuse, violence or exploitation have access to these services?
- What are the linkages and gaps between informal and formal parts and actors of the system? How do community members view the formal child protection mechanisms?
- How satisfied are community members with the common response to child protection issues and current child protection services?
- What are the prevailing attitudes and beliefs in the community about children, child development and child protection?
- What are the most positive and protective parenting practices in this community?
- Are there any harmful traditional practices in this community? What is their prevalence?

⁸ 'WVI Spiritual Nurture of Children'. Please contact Louie Cadaing for more information.

- Do parents and primary caregivers have capacity to prevent the cases from happening? Why not, yes?
- What should be done to improve prevention and protection against violence, abuse and exploitation in the community?

Tool:

- *Compiling Adults Information* template

Suggested format for focus group discussions

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

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

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

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

Guiding research questions

- What are the priority child protection issues within this community?
- What services exist in the community to protect children and provide support to children who have experienced abuse, neglect or exploitation?
- Do children who have been affected by abuse, violence or exploitation have access to these services?
- How is it reported when a child is affected by abuse, violence or exploitation?
- How are child protection laws and regulations implemented in the community?
- What happens in the community when a child is affected by abuse, violence or exploitation, and who cares for them?

Tools:

- *Focus Group Discussion* questions
- *Compiling FGDs* template
- *Excellence in Focus Group Research*

Step 3 - Learning from key stakeholders

Objectives:

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

Method:

- Key Informant Interviews (semi-structured interviews)

Who participates?

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

Team for each KII:

- 1 interviewer
- 1 notetaker

Overview

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

More details on who should be included

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

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

Guiding Research Questions

- What are the priority child protection issues within this community?
- What are the root causes of the priority child protection issues?
- How are child protection laws or regulations implemented in the community?
- What are the barriers to effective implementation of the child protection laws or regulations?
- What is being done to prevent abuse, exploitation or neglect in the community? Are there formal or informal mechanisms of support for households that are identified at high risk of child abuse or exploitation?
- How is it reported when a child is affected by abuse, violence or exploitation by whom and to whom?
- Are there any mechanisms to refer children to appropriate services and assistance?
- What services exist in the community (formal and informal) to protect and provide support to children who are at risk or have experienced abuse, neglect, or exploitation?
- Do relevant formal and informal authorities have capacity to perform their roles for prevention and response to child abuse, neglect and exploitation?

- Do service providers such as teachers, health workers, police, social workers and counsellors have capacity to identify, report and respond to cases of abuse, violence and exploitation according to their roles? If not, why?
- How are the support and response services financed?
- Is there a mechanism which brings together the different stakeholders and duty-bearers for preventing and responding to child abuse, neglect and exploitation?
- What are the linkages (and gaps) between informal and formal parts and actors of the system?
- Are the social services aimed to vulnerable children and their families monitored by government and provided in alignment with national standards?

Guide for Facilitators and KII Question Guide

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

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

Tools:

- *Key Informant Interview* questions
- *Compling KIIs* template

Step 4 - Analysing and reflecting

Objectives:

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

Methods:

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

Who participates?

- Analysis team

Time

- 1-2 days

Overview

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

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

Suggested preparation

- Prepare and review flipcharts or other documents with results from:
 - *Problem Tree* and *Causal Analysis* exercise (adult and children)
 - all flipcharts and other products from workshops
 - compiling children's information
 - compiling adults' information

- compiling FGDs
- compiling KIIs.
- Prepare national level analysis reports.
- Organise meeting with the analysis team to complete the analysis process.

Suggested process

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

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

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

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

Note: Through the analysis, the working group may identify gaps in household income as one of the root causes. If this is the case, the working group can:

- determine if it is a priority to be addressed
- consider potential approaches including WV's economic development project models (see *Appendix 3*.)
- determine if a separate working group needs to be formed to develop an economic development project.

Tools:

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

Step 5 - Debriefing with community

Objectives:

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

Method:

- Debriefing Meeting

Who participates?

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

Team for Meeting:

- Analysis team
- Documenters
- Logistics

Time:

- 1 day

Overview

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

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

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

should be held with children that participated in analysis.

Suggested preparation

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

Suggested Process

1. Choose the workshop team, including facilitators, documenters and logistics from analysis team and partners.
2. The facilitation team gathers existing information and prepares materials for the workshop.
3. Hold and debrief the meeting See the *Debriefing Meeting Process Notes*.

Tools:

- *Debriefing Meeting Process Notes*

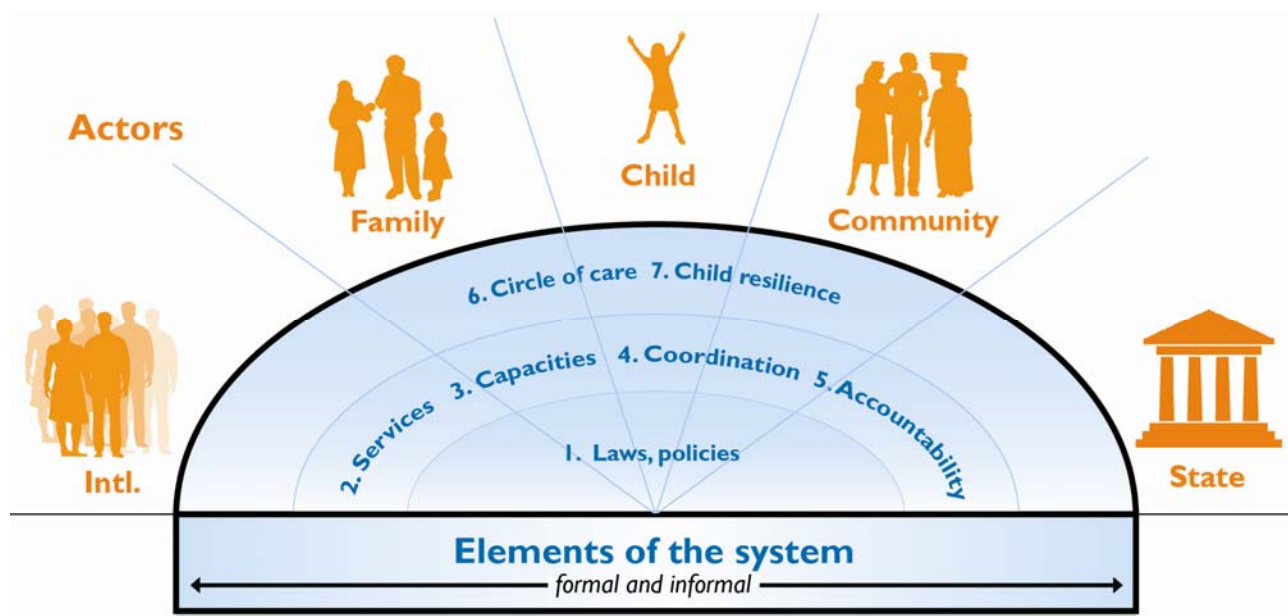
Appendices

Appendix I: Child protection glossary

- **Abuse:** Any intentional act to harm a child within relationships of responsibility, trust or power.
- **Catastrophe:** Large scale disaster, or disaster at the household level.
- **Child Labour:** Work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development (ILO).
- **Child protection:** All measures taken to prevent and respond to abuse, neglect, exploitation and all other forms of violence against children.
- **Child safe organisation:** An organisation that is committed to being safe for children.
- **Child Work:** Work done by children that does not negatively affect their health and personal development or interfere with their schooling. Child work contributes to children's development and to the welfare of their families; provides them with skills and experience, and helps to prepare them to be productive members of society during their adult life (ILO).
- **Conscientisation:** A process of people becoming increasingly aware of social, political, economic, cultural and other factors in their lives so that they are empowered to take action to change the situation.
- **Discrimination:** Unjust or prejudicial treatment of specific groups of people, based on categories such as gender, race, class, HIV status or ability.
- **Exploitation:** The use of a child for the benefit of others. This includes, but is not limited to, child labour and sexual exploitation. Sexual exploitation targets children through an abuse of power or trust for sexual purposes; examples include child prostitution, child pornography and the trafficking of children for sexual abuse.
- **Mainstreaming (Child Protection):** Efforts to ensure that programme activities across all sectors do not put children at risk, and take every opportunity to promote child protection.
- **Most Vulnerable Children:** Children whose quality of life and ability to fulfil their potential is most affected by extreme deprivation and violations of their rights. These children often live in catastrophic situations and relationships characterized by violence, abuse, neglect, exploitation, exclusion and discrimination.
- **Neglect:** The deprivation of a child's basic needs when an adult carer has the means to provide for those needs. Basic needs include health, education, emotional and spiritual development, nutrition, clothing, medical and dental care, supervision, shelter and safe living conditions.
- **Violence:** The use or threat of physical force or power that harms a child. Although abuse, neglect and exploitation are forms of violence, 'violence' is included as a separate category in order to address additional threats from which children need to be protected, including gang violence, bullying, harassment and playground violence.

Appendix 2: Child protection system

WV's definition of a Child Protection System is a set of coordinated formal and informal elements working together to prevent and respond to abuse, neglect, exploitation and other forms of violence against children. Our understanding of a Child Protection System includes seven elements and five types of actors.



The seven elements of a Child Protection System are listed below. For most elements, both informal and formal examples can be found which strengthen the protective environment around children:

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

The five types of actors who build and implement the elements of the Child Protection System are:

1. **The Child:** Children's innate skills of self protection, plus their growing capacities to manage themselves and their environment means that they are able not only to protect themselves but other children as well. Life skills and spiritual development can build

children's capacity to make good decisions, influence their environment positively, and build resilience to difficult situations.

2. **Family:** The family often plays the most influential role in the quality of care and protection that each child receives. The role of the family is determined through the knowledge, attitudes, capacity and beliefs of each family related to the care and protection of children.
3. **Community:** People in the child's community who have a role to play in their protection. This includes neighbours, peers, mentors and friends. It also includes formal mechanisms which are operational at the community level, such as police, teachers or health workers. This type of actor also includes civil society, local businesses, traditional leaders, and elders, all of which can play a critical role in promoting and ensuring the protection of children.
4. **State:** People who are mandated by the government or the Convention on the Rights of the Child with child protection responsibilities. State actors are at all levels, from local to international.
5. **International Structures and Actors:** Bodies and individuals that support the implementation of children's rights to protection.

Appendix 3: World Vision Economic Development Models⁹

To be developed and added to this tool in FY12.

⁹ To be developed and added to this tool in FY12.

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