

## Methodologies for participatory consultation

### Tools to use

Based on Plan International's tools for developing community-based child protection mechanisms

Target groups	Purpose	Tools
<i>Focus Group Discussions</i>		
Staff	<ul style="list-style-type: none"> <li>• Understanding of CBCPMs</li> <li>• Historical timeline and approach in supporting/developing CBCPMs</li> </ul>	<ul style="list-style-type: none"> <li>• Time Line</li> </ul>
CBCPM members	<ul style="list-style-type: none"> <li>• Context</li> <li>• Understanding of CBCPMs</li> <li>• Historical timeline and approach in the development of CBCPMs</li> <li>• Responding to cases</li> <li>• Linkages between CBCPM and services</li> <li>• Strengths and challenges of CBCPM</li> </ul>	<ul style="list-style-type: none"> <li>• Community mapping</li> <li>• Time Line</li> <li>• Response Pathway Analysis</li> </ul>
Groups of children	<ul style="list-style-type: none"> <li>• Context</li> <li>• Impact of CBCPM</li> <li>• Strengths and challenges of CBCPM</li> </ul>	<ul style="list-style-type: none"> <li>• Community mapping</li> <li>• Body mapping</li> </ul>
Community leaders	<ul style="list-style-type: none"> <li>• Linkages between CBCPM and services</li> <li>• Impact of CBCPM</li> <li>• Strengths and challenges of CBCPM</li> </ul>	<ul style="list-style-type: none"> <li>• Venn diagram</li> <li>• MSC technique</li> <li>• H Assessment</li> </ul>
Parents groups	<ul style="list-style-type: none"> <li>• Impact of CBCPM</li> <li>• Strengths and challenges of CBCPM</li> </ul>	<ul style="list-style-type: none"> <li>• MSC technique</li> <li>• H Assessment</li> </ul>
Local authorities/service providers	<ul style="list-style-type: none"> <li>• Linkages between CBCPM and services</li> </ul>	<ul style="list-style-type: none"> <li>• Venn diagram</li> </ul>

In addition to the above tools, there are a series of interview sheets to draw from when interviewing stakeholders. The overall question areas can be adapted for a range of audiences. These are supplemented by specific question sheets for Community social workers, Chiefs, Local/district formal CP staff.

## Time Line

Time line of the CBCPM is a useful tool to illustrate the history of the CBCPM, capturing key training, different phases of work, how protection concerns are responded to, successes and challenges over time.

### Materials needed:

Flipchart paper, tape, non-permanent markers, Post-it Notes (two colours), stickers (three colours).

### Time:

60 minutes

### Introduction:

Draw on introductory paragraphs, below, according to the group you are using this exercise with.

Introductions of people in the group discussion – name, role.

### Process:

*Draw a horizontal line along the length of flipcharts (2-3 stuck together).*

*Using time as a reference point enables the CBCPM members to identify when their CBCPM was formed and to mark this on the time line.*

### Process

- When was the CBCPM established? (Mark on the timeline)
- When did Plan begin working with the community? And on child protection specifically (Mark on the timeline)
- Describe the process of establishing the CBCPM. Prompts:
  - What structure, mechanism already existed?
  - Who was involved in establishing the CBCPM?
  - How did the community decide what issues the CBCPM should address?
  - How were members of the CBCPM selected?

*On the time line, record the above.*

### Purpose, roles and responsibilities:

- What are the main roles and responsibilities of the group members?
- How many members are there in the CBCPM today?
- Are women and men from some of the poorest households members of the CBCPMs?
- Are children or young people involved as members in the CBCPM?
- How have roles, responsibilities and membership changed over time since the CBCPM was established?
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- Meetings:
  - How often do the CBCPMs meet? And where?
  - What proportion of members usually join the meetings?
  - What are the main agenda issues discussed in these meetings? How is the agenda of the meeting decided?
  - What are follow up mechanisms for the decisions made?

### Meaningful children's participation

- How are girls and boys actively involved in the CBCPM or in efforts to prevent or respond to child protection concerns in the village? Record significant developments in children's participation on the time line.

- What are the main benefits and/or challenges of involving children?

### **Awareness raising**

CBCPMs and awareness-raising on child protection:

- What kind of awareness-raising on child rights and/or child protection (including existing national laws) the CBCPM or NGO partner has undertaken?
- What proportion of the community has been reached through awareness-raising?
- How effective/ineffective do you feel the awareness-raising has been?
- Which villagers (women, men, girls, boys, older or younger generation) have been most/least influenced by the awareness-raising?

### **Active linkages**

- How does the CBCPM connect with other committees or groups within the village/district?
- How does the CBCPM work/collaborate with government agencies at community and district levels?
- What are the benefits or challenges of these linkages?
- How do you think relationships could be strengthened?

*On the time line, record the above.*

### **Sustainable resourcing and support**

*On the time line, please identify any training and/or other key support that CBCPMs have received on child rights or child protection from Plan and its partners since the CBCPM was established.*

- How effective was the training/support? And how has it been put into practice?
- What further support does the CBCPM need to be more effective?
- What have been the main lessons learned on how to protect girls and boys in the community?
- How do you see CBCPMs developing or evolving in the future? Beyond Plan's support?
- What are your views and suggestions about replicating and scaling up CBCPMs in different parts of the country?

## Community Mapping

Use community mapping as an entry point to discussing the 'shape' of the community in which the CBCPM is operating. Use this map to build a picture (where possible) of the community today, safe and unsafe places and practices for children in the community and how this 'picture' has changed over time.

### Materials needed:

Flipchart paper, tape, non-permanent markers, stickers (two colours), Post-it notes.

### Time:

30 minutes

### Introduction:

Introductions of people in the group discussion – name, role.

Purpose of this exercise

The exercise will be done with groups of four or five people.

With community groups: If community leader or Chief present, that person can 'co-facilitate' the exercise with community members by taking an overview of the maps and the information being provided on the maps.

### Process:

*Groups to draw a map of their community, including places in the community such as homes, markets, religious places etc.*

*Once this is done, ask the groups to identify with stickers or symbols the safe and unsafe places for children within the community today.*

*Finally, ask the groups to think about the changes they have observed in the safe and unsafe places in the community.*

## Understanding of local child protection issues and practices

- Why are places identified as safe or unsafe for children?
  - Discuss examples of local beliefs, customs and traditional practices that are positive for the protection of children?
  - Discuss examples of local customs and practices that are harmful to the welfare of children?
    - What are typical views about disciplining children?
    - What other harm do children experience in the community?
- Are there more safe spaces for children today than there were several years ago, before Plan worked with you on these issues?
- Before Plan, if you were concerned about a child's safety what did you do?
- What factors have made more places safer for children than several years ago?
- What factors have made places more unsafe for children than several years ago?
- To what extent has the CBCPM made places safer?
  - How has it supported positive traditional practices?
  - What action has it taken on the harmful practices?

## Response Pathway Analysis

### Materials needed:

Flipchart paper, tape, non-permanent markers, Post-it Notes (two colours).

### Time:

45 minutes

### Introduction:

Identify three protection issues that have been managed by the community or the CBCPM to use to explore the 'response pathway' – who do children/adults tell and what happens next? This will help to understand how communities identify and respond to children's protection needs, with or without the CBCPM.

### Process:

*What are the main protection concerns facing girls and boys of different ages and backgrounds in the community? (place on Post-its across the top of the time line flipchart)*

*Which are the three common child protection issues faced by girls and boys of different ages in the community?*

*For each of these issues use post its to explore what would happen step by step:*

*Child protection Issue 1, then same questions for child protection Issue 2 (and if time also explore child protection Issue 3):*

- Who could the child go to for help?
- What would the family do?
- What would the community do? Who would be involved? What support would actually be provided for the child and family?
- Who would be the key decision makers about what would happen?
- What role would be played by people/services outside the community?

*What would be the likely outcome of the responses to the problem?*

- What would likely happen to the child/perpetrator/family?
- How satisfied with this outcome would various stakeholders (child, family, community, people outside the community) be? Why?

*What difference does CBCPM make? What other option did the child/family have?*

- What difference does the CBCPM make?
- What would have happened to a similar case like this before the CBCPM (or in a neighbouring community where there is no CBCPM)?
- What other options would they have for responding to their concerns? Which would they use/not use? And why? (e.g. if not already mentioned, would they report to local authorities, to police, to a social worker?)

*CBCPM and responding to cases. Refer back to the main child protection issues identified at the beginning of the exercise:*

- Which child protection issues does the CBCPM feel most confident responding to?
- Are there any protection issues that CBCPMs feel less confident about or less effective in dealing with?
- How many child protection cases has the CBCPM been working on in the last three months?
- What processes or steps are followed in responding to cases?
- How does the CBCPM maintain confidentiality when dealing with child protection cases in the community?

- How are children's views taken into consideration?
- How do CBCPMs ensure that decisions are made in the best interests of the child?
- Describe key achievements/successes in responding to cases?
- Describe key challenges or constraints in responding to cases?
- What kinds of referrals have been made?
- Which referrals have been most/least effective and why?

*Outcomes on children:*

- Which children have most benefitted from CBCPM activities?
- What changes are there in girls' and boys' lives as a result of the CBCPM?
- How has the CBCPM been effective in preventing or responding to children in contact with the law, orphans, children affected by child trafficking, or child soldiers?
- Have there been any negative impacts on children or families as a result of CBCPM interventions?

## Body mapping

### Materials needed:

Flipchart paper, tape, non-permanent markers, coloured crayons, Post-it Notes (two colours), stickers (three colours).

### Time:

90 minutes

### Introduction:

The 'body mapping exercise' helps us to better understand your views about the things you need protecting from, and to better understand what changes the the CBCPM is making to the lives of children in your community.

### Process:

**Circle icebreaker introductions** of girls and boys in the group: name, age and act out your favourite hobby.

**Finger Catch game:** In the circle place your right hand flat towards the person on your right. Place your left index finger on the hand of the person on your left. The caller counts to three, on three you have to try to save your left finger, while also trying to catch the finger of the person on your right.

### *Identifying protection issues affecting girls or boys:*

- Stick three large flipcharts together and ask for a volunteer to lie on the charts to have their body shape outlined.
- Explain that this 'body' represents all girls and boys in their village/ward.
- First of all we want to consider all the things that girls and boys need protecting from in their communities, homes, schools, workplace or in wider society. Think back to the finger catch game we just played to think about 'what do children need protecting from?'. In small gender groups discuss with your friends what girls and boys of different ages and backgrounds need protecting from. Place each of these protection concerns on a Post-it.
- Ask the girls and boys groups to present their Post-its and to place them inside the body.

*Discuss whether each of these protection risks affect all children in the community and/or whether some children are more vulnerable or at risk to certain protection issues. Make a note about which children (girls/boys, ages, background factors) are more vulnerable to certain protection concerns and why.*

### *Exploring how children's protection concerns are addressed:*

- If children face any of these protection concerns what do they do? Who do they tell? What happens next?
- Is it easy or difficult to share your concerns? What happens if girls or boys do share their concerns? What happens next?

If we look at the different Post-its you made about the different protection concerns faced by girls and boys, which protection issues are addressed most/least?

- Place a 'green' O sticker by protection issues that are often addressed
- Place a 'yellow' O sticker by protection issues that are sometimes addressed
- Place a 'red' O sticker by protection issues that are rarely addressed
- Which protection issues would they most like more attention given to? Why?

### *Exploring the profile of the CBCPM:*

- Can you tell us more about the CBCPM in your community? When did it start?
- Who is in it? What do they do?
- Do children have their own child clubs/group? If so, when did it start? Who is in it? What do they do? Are out-of-school children, children from different caste/ethnic groups, economic backgrounds also included? Are children with disabilities included?
- Are children able to participate in CBCP activities? If so, who? And how?
- Are children included in any community meetings or training on child rights or child protection? If so, what?
- What happened before the CBCPM was here? Who did children tell when they faced a protection issue? Was the response (solution offered, if any) different to the response following the establishment of the CBCPM?

*OUTCOMES: Now let us use the body shape to explore the outcomes on children of the CBCPMs. We will draw a line down the middle of the body. The left hand side are children in their community BEFORE the formation of the CBCPM, and the right hand side represents children AFTER the formation of the CBCPM. Where relevant, children may also want to comment on before and after changes from their own participation in CBCP initiatives.*

Encourage the children to think about any changes in girls and boys in their community as a result of CBCPM activities. We can use the body parts to facilitate discussion and to record changes BEFORE/AFTER in relation to:

- The *head*: any changes in what girls and boys think about/worry about/feel happy about? Any changes in children's knowledge? Any changes in the way adults think about girls and boys?
  - The *eyes*: any changes in the way children see themselves/their families/ their communities? Any changes in the way adults see girls and boys? Any changes in the way vulnerable children are seen by their peers, their families/their communities?
  - The *ears*: any changes in what children hear? Any changes in how adults listen to girls and boys? Any changes in the way children listen to adults?
  - The *mouth*: any changes in the way children communicate or speak? Any changes in the way adults communicate or speak to children? Any changes in opportunities for children to express their views or concerns? Any changes in opportunities for children to participate in issues affecting them in their homes, schools, community or work place?
  - The *heart*: any changes in the way girls and boys feel? Any changes in the way adults feel about or care for girls and boys? Any changes in the way girls or boys from different backgrounds experience discrimination in the community?
  - The *stomach*: any changes in what children eat? Or what families eat?
  - The *hands and arms*: any changes in what activities girls and boys do? What kinds of work they do? Any changes in the way adults treat them? Any changes in the way children are beaten by adults?
  - The *feet and legs*: Any changes in where children go? In what they do? In where they feel safe?
  - The *clothes*: Any changes in what children wear?
- 
- Discuss the changes achieved, and give examples. Identify whether this is a change for a only a few children (\*), some children (\*\*), or a lot of children (\*\*\*). Can they share concrete examples.
  - Discuss which girls and boys have most benefitted from CBCPM activities?
  - Which children have least benefitted? Why?
  - Have there been any negative outcomes for children or their families from CBCPM activities? Please describe:
  - Can they describe any local beliefs, customs and traditional practices that help protect children (especially the most vulnerable)? Is the CBCPM supporting these practices?

- Can they describe any local customs and practices that are harmful to children?
- Is the CBCPM helping to change these practices?

*What are children's suggestions/recommendations to improve CBCPMs so that they are more effective in preventing and responding to abuse, violence and exploitation. Participants can go back into groups of girls and boys, give them Post-its to record their recommendations.*

*What practical tips would they give children in other villages about what they can do to increase prevention and protection of girls and boys from all forms of abuse, neglect, violence and exploitation?*

## 'H' assessment

### Materials needed:

Flipchart paper, tape, non-permanent markers, Post-it Notes (two colours), stickers (three colours).

### Time:

30 minutes

### Introduction:

In this part of the evaluation, a 'H' assessment on flipchart paper will be used to explore the overall strengths and successes of the CBCPM; the challenges and constraints faced by the CBCPM; suggestions to improve the CPG; and efforts to protect children from all forms of abuse, neglect, violence and exploitation.

### Process:




Children and young people's representatives, as well as other community representatives (parents/caregivers, religious elders) may be involved in this part of the assessment to gain wider perspectives. It is possible that the 'H' assessments can be undertaken simultaneously in different stakeholder groups within one community to see similarities, as well as differences in perspectives. It can also draw upon a wide range of stakeholders to give suggestions on how to strengthen and improve the CBCP work.

As seen in the diagram below draw an 'H' shape on the flipchart paper. At the top of the left hand column draw a happy face. At the top of the right hand column a sad face. Below the middle 'H' bar draw a light bulb to represent 'bright ideas'.

### CBCP group/committee

(village name, district, province)

Add date of assessment & the number of people involved in this 'H' assessment

The 'H' assessment will be used to explore the CBCPM strengths and weaknesses as a record.

In the top middle part of the 'H' record: 1) the location of the CBCP group/ committee (village, district, province); 2) the date you completed the 'H' Assessment; and 3) the number of people, gender and background of people involved in this 'H' assessment (e.g. 3 women, 3 men, 2 girls and 2 boys).

In the left hand column (happy face) discuss and record the strengths and successes of the group.

In the right hand column (sad face) discuss and record the weaknesses, challenges or constraints faced by the group. Ask participants to be open and honest in sharing weaknesses or challenges faced as it will help to inform programme improvements.

Under the light-bulb (middle lower part) discuss and record suggestions to improve or strengthen work by the group to increase child protection from all forms of violence, abuse, neglect and exploitation. Ask participants to think about, and include, what training or support is most needed to increase the confidence and skills of CBCPMs.

## Venn diagram

### Materials needed:

Large flipchart paper, coloured paper to cut circles out of, in different sizes (at least four sizes), glue, scissors, tape, pens

### Time:

45 minutes

### Introduction:

The Venn diagram can be used to show a social map of how the CBCPM links with other groups and institutions within and outside the community. It can be used to show which individuals and groups have influence on CBCPM decision making, as well as the relations between village institutions and outside forces, such as government services or development agencies.

*Introduction – name and role of each discussion partner*

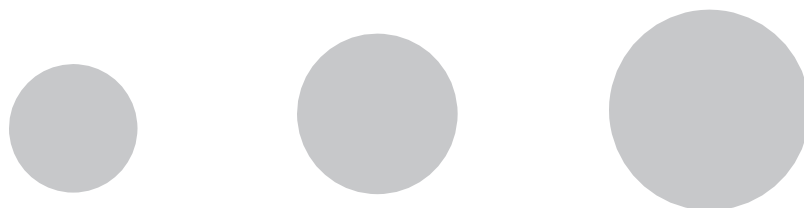
### Process:

Explain that this tool will enable the participants to identify and explore important partners/institutions (and individuals) who influence CBCPM, and to explore social and power relations.

Take 5-10 minutes to discuss, identify and list stakeholders who have a positive or negative influence on the CBCPM.

Come back into a single group, let the participants share their findings to create a list of all relevant partners/institutions or individuals (e.g. local NGO, teachers, religious leaders, women's group, youth group, local government official, police, local military commander, national government etc.).

**Identify the importance of each partner to the CBCPM:** For each partner/ institution or individual, decide how important their influence/support is to CBCPM processes. Their current influence may be positive or negative. Place the partner's name on a large, medium, small or very small circle depending on their importance. The most important partners are each written on their own circle.



Start building the Venn diagram: Write the CBCPM name (or what their group/ committee is called) on one of the large circles and place it in the middle of a large flipchart paper.

**Arrange partners/institutions near or far away from the CBCPM to indicate the degree of partnership between them:** Discuss and place each of the circles near or far away from the CBCPM to illustrate the degree of partnership. For example if there is a lot of collaboration between the CBCPM and the village development committee then place the circle with the village development committee close to the CBCPM circle. If the child group, youth group and women's group work collaboratively with the CBCPM on child protection then place all three circles close to one another. Or for example if there is no partnership between the CBCPM and the local government official in supporting protection, place the circle with the local government official far away from the CBCPM.

Discuss the Venn diagram findings:

- What are your main findings? Who are good allies and partners of the CBCPM for child protection initiatives?

Discuss and record on Post-its the types of support you get from each of these stakeholders and if there are any ways to strengthen such support.

- Which people or groups have the power to make decisions concerning resources that may be used to support the child protection response?
- Are there any important influential partners/institutions in terms of child protection who the CBCPM has not formed a positive partnership with? If so, why? How can partnerships be built with such stakeholders to ensure effective and sustainable child protection responses?

## Most significant change technique (MSC)

### Materials needed:

Flipchart paper and pens

### Time:

60 minutes

### Introduction:

The MSC technique offers the opportunity to hear a number of stories of change but to build a picture of which demonstrate the most significant change for that group.

*Introduction – name and role of each discussion partner*

### Process:

*'Looking back over the time since the CBCPM was established, what do you think has been the most significant change in the protection of children in this community?'*

The question has six parts:

1. *'Looking back over the time since...'* – It refers to a specific time period.
2. *'...what do you think has been...'* – It asks respondents to exercise their own judgment.
3. *'...the most significant...'* – It asks respondents to be selective, not to try to comment on everything, but to focus in and report on one thing.
4. *'...change...'* – It asks respondents to be more selective, to report a change rather than static aspects of the situation or something that was present in the previous reporting period.
5. *'...in the protection of children...'* – It asks respondents to be even more selective, not to report just any change but a change in the protection of children.
6. *'...in this community?'* – Like the first part of the sentence, this establishes some boundaries.

Divide the group into smaller groups and ask them to share their story of the most significant change. After all participants in the smaller group have shared their story, the group votes for which story best describes the most significant change.

Bring the whole group back together. A representative from each of the smaller groups should share the story they have chosen as describing the most significant change. These stories should be noted by the facilitator. Information to be documented should include:

1. Information about who collected the story and when the events occurred
2. Description of the story itself – what happened
3. Significance (to the storyteller) of events described in the story.

Once the whole group has heard each story, the group then votes on which of these stories describes the most significant change. Each person in the group has one vote for one story. The story that receives the most votes is the most significant change for that group.

Explain to the group that their stories will all be used to inform the study on the impact of the CBCPM in their community, and the story with the most votes will be used as a case study for impact.

## Interviews

### Overall question areas

#### ***Local child protection situation:***

- What are the main protection concerns facing girls and boys of different ages and backgrounds?
- Which group of children face the most protection concerns and why?
- If a child faces such a concern (taking an example raised by the interviewee) – what does the child or family do? Who do they tell? What happens next? What is the usual outcome?
- What positive steps being taken by the government, INGOs, national NGOs, CBOs or communities to address these concerns and what are the major issues that are insufficiently dealt with on national and local levels?

#### ***Role of CBCPM:***

- When was the CBCPM established, what is its structure and purpose?
- What is the CBCPM doing to prevent or protect children from the protection concerns?
- What proportion of the community members are aware of the CBCPM and what they do?
- How does the CBCPM inform and involve other community members in their activities?
- In your view what are the most significant/useful activities undertaken by the CBCP group/committee? Why?
- What are main strengths and weaknesses of the CBCPM?
- What legal and policy developments support CBCPMs and/or their linkages with more formal child protection systems at higher levels?
- Is there a process to improve legislation and policy for child protection?

#### ***Addressing child protection concerns before and after CBCPMs:***

- Before the CBCPM existed, how were child protection concerns addressed? Were there any formal and/or informal organisations/agencies?
- What difference has it made to have a CBCPM?
- How do people in neighbouring communities without a CBCPM prevent or respond to child protection concerns?

#### ***Awareness-raising by CBCPM:***

- How appropriate has the awareness-raising been to the local context?
- How effective/ineffective was the awareness-raising?
- What proportion of the community have changed practices or attitudes as a result of the awareness-raising?
- Which people have not been reached or changed through the awareness- raising?

#### ***Local practices:***

- Describe examples of local beliefs, customs and traditional practices that are positive for the protection of children?
- Is the CBCPM supporting these types of positive traditional practices?
- What are traditional ways of supporting vulnerable children in the community?
- Does CBCPM support these traditions?
- Describe examples of local customs and practices that are harmful to children?
- How are children disciplined in your community?
- How prevalent is the beating of children in the community? And in school?
- Is the CBCPM helping to change these practices?

#### ***Listening to children:***

- Are children able to participate in CBCPMs or any other CBCP activities? If so, who? And how?

- Is there any example of representatives of children participating in CBCPMs as members/invitees/observers? What is the value of children's participation in such structures (CBCPMs)?
- What are the benefits or challenges of encouraging children's expression and participation?

***Increasing child protection:***

- What can be done to better protect girls and boys in the community?
- How can the role and effectiveness of the CBCPM be strengthened?

***Active linkages:***

- To what extent are agencies involved in child protection (government, INGOs including Plan, NGOs and CBOs) linked and coordinated at different levels?
- To what extent do the formal coordination mechanisms link to community-based mechanisms?
- Are there any groups or key individuals within communities who could be better linked/integrated into service delivery to promote child protection?
- What makes the existing national coordination mechanisms for child protection effective/ineffective?
- How effective is inter-ministerial coordination with other sectors (health, education, justice, social protection etc) to better support child protection? How can it be improved? Do you see a role for Plan International or other NGOs in this process?
- How are child protection planning processes linked to other national processes, such as poverty reduction strategy planning or decentralisation processes?

***Learning and promoting good practice:***

- What training have government officials and/or social workers received on child protection and in specific, CBCPMs? From whom?
- How effective has it been? How has the training been applied in practice?

***Sustainable resourcing and support:***

- Do offices/departments have appropriate staff (number and qualifications) to carry out their mandate on child protection at a State/divisional, district and community level? What are the main constraints regarding human resources in the child protection sector?
- Are the currently available government budget and resources for child protection services adequate to carry out the mandate?
- What factors influence the sustainability of CBCPMs?
- To what extent can CBCPMs be replicated and scaled up across the country?
- How can child protection mechanisms and systems at community, provincial/State or national level be strengthened?

## Key Informant Interview Questions: Chief

### Child Protection Issues

- What are the main sources of harm to children in this village/town?
- Are the sources of harm the same or different for girls and boys?
- Are the sources of harm the same or different for children of different ages?

### Child Protection Mechanisms

#### Traditional mechanisms

- What are the traditional mechanisms/processes for responding to the harms to children you have identified?
- What is your role in the process? What guides your decisions and whom do you consult with?
- How effective are the traditional mechanisms/processes? Please explain or give examples (without names or identifying particular individuals).
- When do you make referrals (what kinds of cases) and to whom (e.g., Family Support Units)?

#### Child Welfare Committee (CWC)

- Does your village/town (or Chieftdom) have a Child Welfare Committee?
- Who are the members and how were they selected?
- What are their roles and responsibilities? How are they intended to work?
- What is your involvement with cases handled by the CWCs?
- How well do the CWCs work at present? What challenges do they face?

#### NGO facilitated child protection mechanisms or initiatives

- Are there any international NGOs that work on child protection in your village/town?
- What are their child protection activities?

If the NGO(s) facilitate child protection mechanisms not called CWCs, ask as above about who participates, roles and responsibilities, the challenges.

#### Government mechanisms and social workers

- How well or poorly enforced are the national laws on child well-being in this village or town?
- Do you and your village/town have access to a government child protection mechanism (e.g., an FSU)? If so, ask:
- What kinds of cases are referred to them and how (e.g., via referral from the Chief, direct contact by the family, etc.)?
- What are their roles and responsibilities? How are they intended to work?
- What are your roles and responsibilities with respect to the mechanism?
- How well does the mechanism actually work? What challenges does it face?
- Does your village have access to a government trained or employed social worker? If so:
  - How often are they in your village/town?

- What are their roles and responsibilities, activities?
- What is your involvement with them?
- How well do they accomplish their goals? What challenges do they face?

**Relations between Government and Traditional Mechanisms of Child Protection**

- At present, what is good about relations between government employed people or mechanisms of child protection and traditional mechanisms and leaders on child protection?
- What gaps or problems are there in the relations or connections between the two?
- As Chief, do you feel well respected and supported by the Government (e.g., by District officers in the Ministry of Social Welfare, by police, by Magistrates)?
- What should be done to improve the linkages between traditional mechanisms and government mechanisms of child protection and well-being?

## **Key Informant Interview Questions: Community Social Worker**

### **Child Protection Issues**

- What are the main sources of harm to children in this village/town?
- Are there any harmful traditional practices in the community, including elements of traditional protection and justice mechanisms?
- Are the sources of harm the same or different for girls and boys?
- Are the sources of harm the same or different for children of different ages?

### **Social Worker**

- What are your main roles and responsibilities as a social worker?
- How have you been trained?
- If you do case management, please describe the process, including referrals.
- How do you connect with or coordinate with community-based child protection mechanisms such as indigenous processes, CWCs, or committees facilitated by external NGOs?

### **Child Protection Mechanisms**

- Please describe the community system or mechanisms of child protection.
- What do you see as the main strengths and weaknesses of the traditional community mechanisms for protecting children?
- What NGO or other externally facilitated or supported child protection mechanisms are there in the community:
  - Who are the members and how were they selected?
  - What kind of training or capacity building have the members received?
  - What are their roles and responsibilities? How are they intended to work?
  - When does the Committee or mechanism make referrals and to whom?
  - How effective is the mechanism and what challenges does it face?
  - How does coordination occur across the various community mechanisms for child protection?
  - What are the main gaps in the community system of child protection?
  - What should be done to strengthen community-based child protection mechanisms?

### **Linkages With the National System**

- Does this community connect with any government mechanisms/services that are active on child protection:
- What kinds of cases are referred to them and how (e.g., via referral from the Chief, direct contact by the family, etc.)?
- What are their roles and responsibilities?
- How are they intended to work?
- How do relate or connect with them?
- How are they viewed by community members?

- How effective are they?
- What should be done to strengthen the linkages between community-based child protection mechanisms and the national child protection system?

## **Key Informant Interview Questions: Local/district formal CP staff**

### **Child Protection Issues**

- What are the main sources of harm to children in this village/town/district?
- Are the sources of harm the same or different for girls and boys?
- Are the sources of harm the same or different for children of different ages?

### **Local formal mechanism and Linkages**

- Who are the members of the local formal mechanism and how were they selected?
- What kind of training or capacity building have the members received?
- What are their roles and responsibilities? How are they intended to work?
- When does the local formal mechanism make referrals and to whom?
- How do the local formal mechanisms link and coordinate with the Chief and traditional mechanisms?
- Are there any international NGOs that work on child protection in your village/town? If so, ask
  - Who participates, what are their roles and responsibilities, how are they linked with or involved in the work of the local formal mechanism, how effective are they, and what challenges do they face?

### **Community Based Informal Mechanisms**

- Please describe the community system or mechanisms of child protection.
- What do you see as the main strengths and weaknesses of the traditional community mechanisms for protecting children?
- What NGO or other externally facilitated or supported child protection mechanisms are there in the communities:
  - Who are the members and how were they selected?
  - What kind of training or capacity building have the members received?
  - What are their roles and responsibilities? How are they intended to work?
  - When does the Committee or mechanism make referrals and to whom?
  - How effective is the mechanism and what challenges does it face?
  - How does coordination occur across the various community mechanisms for child protection?
  - What are the main gaps in the community system of child protection?
  - What should be done to strengthen community-based child protection mechanisms?

## Introduction

### What?

Plan International is a non-governmental organisation promoting child rights including children's right to protection from all forms of abuse, neglect, violence and exploitation. In the West Africa region Plan is supporting a study to find out more about the ways communities are protecting girls and boys.

### Why?

Plan would like to learn more about the different ways that adults and children can work together in communities to better protect children.

We want to learn about the strengths, achievements, and challenges of community groups or committees that are working to improve child protection in different places – in villages and towns in different settings.

We want to better understand the different roles and responsibilities that different people are playing – women, men, girls, boys, teachers, government officials, as well as the role of civil society organisations.

We want to better understand how the child protection committees or groups, involve children, and how they work with child groups or clubs.

We also want to better understand how the community child protection groups collaborate with local officials, government and other agencies working in your local district, province or at national level.

We want to use the learning to strengthen and sustain community-based child protection and national child protection work so that more children can voice their protection concerns and be protected from all forms of abuse, neglect, violence and exploitation.

### Where?

The study is taking place in 12 countries (Benin, Burkina Faso, Cameroon, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Niger, Senegal, Sierra Leone, Togo). Consultants will visit four of these countries (Benin, Sierre Leone, Niger and Ghana) to find out even more from children and adults. Across these four countries we hope to meet with adults, children and young people who are involved in community-based child protection work in both urban and rural communities.

### When?

The consultants will visit each of the four countries between mid February and end March. They will visit each country for five days, and during their visit they hope to spend one day in your community. We hope that some adults and children will have two to three hours to be able to meet to share your experiences and ideas.

### Who?

In each community the consultants are interested in meeting with women, men, girls and boys of different ages and backgrounds who are involved in community-based child protection work. When meeting with children and young people all efforts will be made to make the meetings safe, interesting, and fun to be part of.

### How?

The consultants hope to visit some communities to meet with groups of women, men and children who are part of community-based child protection groups. They are also interested in meeting separately with groups of children (especially the most vulnerable children) who are part of child groups or child clubs in their community. During our community meetings we will use some participatory activities to explore views about what children need protecting from; how children are being protected; and the roles of adults and children in protecting children in communities.