

Module 8: Action-training - Mapping Protection Actors

Child-friendly Accountability Pillar: Pillar 2 - Analysis

Objective of the workshop: To support youth in mapping child protection systems, including identifying child protection actors and interviewing them.

Where does this module fit in the CFA methodology?

This workshop should follow and build on the workshop entitled ‘Developing Child-friendly Versions of Laws and Policies’ (Module 7).

What are you trying to achieve?

During this workshop, engaged youth will be supported to identify child protection actors, interview them to better understand their role, and upload this mapping to the CFA App.

How are you going to achieve this?

This workshop should be divided into at least five sessions. The sessions are designed to take engaged youth from learning about child protection systems to mapping child protection actors in their protection setting. By the end of the five sessions, the youth would have uploaded their mapping information to the CFA App. Mapping is a continuous activity, not a one-off; youth should continue to periodically update the child protection mapping on the CFA App as they identify additional actors during later activities.

Ideas for Facilitating the Workshop

Prior to beginning this workshop, briefly identify child protection actors relevant to the child protection setting at the local and regional level. This may require interviews with key informants. This information will help to ensure that you are able to support engaged youth during this workshop.

Additionally, identify three or four child protection actors (ideally representing different child protection mechanisms or organizations) who would be willing to speak with the youth during the workshop. These actors should be carefully briefed on the workshop and should be open to working with the youth.

Duration of the Workshop: At least five sessions

A. Suggested Workshop Activities

Introduction: This workshop should be divided into at least five sessions. During the first session, youth will learn about child protection systems. During the second session, youth will use their existing knowledge (including the laws and policies that they reviewed during Module 6 and 7) to undertake an initial mapping (identification) of child protection actors and mechanism. During the third session, three or four child protection actors (formal and informal) will be invited to attend the workshop and youth will interview them as a group to identify additional child protection actors and mechanisms. During the fourth session, youth will organize their interviews with child protection actors, including identifying and practicing questions and agree on who does what. Between the fourth and fifth sessions, the children and youth will work in pairs to interview selected child protection actors. During the fifth session, participants will compile their interview notes and upload information to the CFA App.

Session 1: Understanding Child Protection Systems

Activity 1: What is a child protection system?

Objective: To introduce participants to a child protection system (*knowledge building*).

Duration: 2 hours

Materials: Flipchart paper and markers

Description: Begin by asking participants what kind of activities a child protection actor should be engaged in. Make a list of these activities on flipchart paper. Draw the circle below and explain that actors and mechanisms in a child protection system should work together to do the following:



Actors work on different levels to contribute to this. Draw the chart below:

	Labor and Social Services	Education	Health	Security	Justice and HR	Mining
State Agents		Ministry of education				
CSOs		NGOs engaged in vocational training				
Private companies		Private schools				
Community Leaders		Community based education (tradition, religious, etc.)				
Parents		parents				

As a group, try to identify examples of actors at each level that should be involved in the protection system (examples are shown in red). Brainstorm what roles they might play in the protection cycle (preventing, detection, support/early intervention, response, alternative care, and reintegration).

Activity 2: What would an ideal child protection system look like to you?

Objective: To help youth apply concepts related to child protection systems to their context (*learning*).

Duration: 1 hour

Materials: Flip chart and markers

Description: In small groups, ask participants to design an ideal child protection system for their setting. Each group should present their final product to the plenary. As a group, reflect on how close these dreams are to reality.

Session 2: What do we know? Mapping of Child Protection Actors and Mechanisms

Participants should bring their binders, in which they compiled collected laws and policies during the last workshop (Module 6), to this session. This should include the Summary Sheets that they completed for each law and policy (Module 6, Activity 6).

Activity 3: Local child protection actors

Objective: To support youth in mapping local child protection actors, based on their existing knowledge (*realization*).

Duration: 2 hours

Materials: Flip chart and markers

Description: As a group, come up with a case study (a story of a child experiencing abuse). Pulling from the participants' knowledge of the local laws and policies, as a group, imagine who the child in the case study might contact and who he or she could be referred to. This exercise might need to be repeated several times, imagining different 'entry points'. Make a list on flipchart paper of the persons and mechanisms that the child might encounter, drawing arrows between the actors to indicate referral (e.g. when a teacher refers a child to a school counsellor or principal). Brainstorm any known protection actors that have not been included and add them to the list. It may be useful to read back through some of the local laws and policies collected during Module 6.

Activity 4: Provincial and national child protection actors

Objective: To support youth in mapping regional child protection actors, based on their existing knowledge (*realization*).

Duration: 1 hour 30 minutes

Materials: Flip chart and markers

Description: Ask the participants to spend some time reading through the laws and policies that they collected in Module 6. As a group, discuss and list protection actors and mechanisms that the participants could identify from the documents or that they have heard of. Make a list on flipchart paper and draw arrows between the actors to indicate referral.

Session 3: Talking to Child Protection Actors in the Workshop

At least three child protection actors, ideally from different organizations, should be invited to participate in this Session. They should receive a detailed briefing of the objectives of Child-friendly Accountability and this workshop before beginning.

Activity 5: Developing a Case Study

Objective: To assist youth in developing a Case Study, to be used during the group interviews (*realization*).

Duration: 30 minutes

Materials: Flipchart paper and markers

Description: In the plenary, explain that three child protection actors will attend this session. The youth will be able to ask these persons questions to help them identify child protection actors and mechanisms. To do so, they will use a Case Study (a fictional story of a child who has experienced abuse). To this end, ask the participants to work together to develop a realistic Case Study.

Activity 6: Interviewing child protection actors in the workshop

Objective: To enable youth to identify additional child protection actors and better understand how the child protection system functions (*realization*).

Duration: 2 hours 30 minutes

Materials: Flip chart paper and markers

Description: The group should interview each child protection actor separately, presenting them with the Case Study (developed during the previous activity) and asking them to describe the actors and mechanisms that should respond to protect and assist the child. One of the participants should record the interviewee's responses on flipchart paper and another should take detailed notes.

Session 4: Preparing interviews with child protection actors

Activity 7: Identifying interviewees

Objective: To enable youth to identify child protection actors that they can interview to better understand their role (*realization*).

Duration: 1 hour

Materials: Flip chart papers completed during Session 2 and 3 (mapping child protection actors), printouts or a projection of the Interview Chart (see below)

Description: Participants should hang all their completed 'Child Protection Mappings' (Session 2 and 3) on the wall. As a group, they should complete the first column of the form below, identifying which child protection actors need to be interviewed.

Interview Chart

Child Protection Actor to be Interviewed	Who will organize the interview? When?	Who will conduct the interview?	Who will take notes?

Activity 8: Developing interview questions

Objective: To assist the youth in identifying interview questions (*realization*).

Duration: 1 hour

Materials: Flip chart paper and markers (or a computer and a projector)

Description: Divide the participants into three groups. Explain to the youth that the interview questions should relate to:

- Mandate (what are you supposed to do? Detection, referral, investigation, response, etc.)
- Referral (who refers cases to you and to whom do you refer cases?)
- Target group (do you focus on a specific group of children? or a specific type of violence? e.g. street children, sexual violence, etc.?)
- Governing or guiding policy or law (which document describes your mandate best?)
- Location
- Contact person or mechanism (how can children and youth get in touch with you?).

The children and youth can also include other questions that they are think are particularly important. Each group should draft a series of questions based on the points above. In the plenary, agree to one set of interview questions.

Activity 9: Practicing the interview

Objective: To ensure that the youth are prepared for the interviews (*realization*).

Duration: 1 hour

Materials: Interview questions (activity 9)

Description: Break the participants into pairs and ask them to interview each other, using the Interview Questions (developed in Activity 9). They should provide feedback to each other after the interview. As a group, discuss how it went. Review the Good Practice in Interviewing (below) with the participants. Ask them to return to their pairs and conduct the interview again, with attention to good interviewing techniques.

Good Practice in Interviewing¹

1. Introduce yourself
2. State the name of the organization or project that you are working for and the objective of the interview
3. Explain to interviewees that they do not have to take part in the survey, explain exactly what will happen to the information that is collected and ask for their consent.
4. Ask the questions exactly as they are written.
5. Speak loudly and clearly. Ask the questions in a respectful manner.
6. Make eye contact with the interviewee. Do not stare at the questionnaire.
7. Remain neutral as the answers are given. Do not laugh, compliment, or correct a response. Do not imply that some answers are better than others.
8. Do not interrupt.
9. Listen carefully to answers.
10. Never lead a respondent to a specific response.
11. Never assume a response without asking.
12. Use people's name and/or correct gender (he or she) when asking a question.
13. Probe for accurate answers. For example, if an answer seems inconsistent or if there is some reason to doubt an answer, a good interviewer will try to discover the truth by asking the interviewee another question.

Activity 10: Organizing the interviews

Objective: To ensure that the youth have organized their interviews (*realization*).

Duration: 1 hour

Materials: Printouts or a projection of the Interview Chart (see Activity 8) as completed during Activity 8

Description: In the plenary, agree on who will organize each interview, including how and when they will do so. Also agree on who will conduct each interview and who will take notes. Two people should be present during each interview. If there are any interviewees that might be hostile, you (the facilitator) should conduct the interview for the youth. Complete the Interview Chart accordingly (using the Chart that was partially completed during Activity 8).

Session 5: Compiling information and uploading results to the CFA App

In between Session 4 and Session 5, youth should interview selected child protection actors. They should attend Session 5 with their notes from these meetings.

Activity 11: Compiling information

Objective: To enable youth to systematically compile information related to child protection actors (*realization*).

Duration: 3 hours

Materials: Printouts of Child Protection Mapping chart (below) or projector and computer

Description: Either distribute printouts of the below Child Protection Mapping chart to participants or project the chart in the meeting room so that all the youth can see it. The participants should take turns updating the others about their interviews. One person should complete the Child Protection Mapping chart during these presentations. At the end of the Activity, all the participants should be given a copy of the Chart, which they should keep in their binders.

¹ Modified from: "Participant's Manual and Workbook" KPC Training Module 2: Training Supervisors and Interviewers.

Child Protection Mapping Chart

Child Protection Actor	Date of interview and contact person	Mandate	Target group or issue	Referral mechanism	Governing or guiding policy or law	Location	How a child can contact them for services or assistance

Information Sheet: What you need to know...

A child protection system is defined as the set of laws, policies, regulations and services needed across all social sectors – especially social welfare, education, health, security and justice – to support prevention and protective responses. In some cases, the child protection system can include formal and informal actors, mechanisms and services. It is usually composed of a range of actors, including:

- Traditional actors: elders, agents of the traditional justice process, extended family members, religious institutions, etc.;
- Professional private actors: NGOs, private care institutions (private schools, health centers, alternative care institutions, etc.);
- Legally mandated services (semi-public): Schools, health centers, alternative care institutions, civil society organizations, etc.;
- Government-run services: police, court system, correctional facilities, alternative care institutions, social services, etc.

As the government is primarily responsible for protecting its citizens (including children), the final authority rests with the government and efforts should be made to strengthen national systems.

A child protection system should be focused on:

- Preventing violence against children;
- Detecting violence against children;
- Referring at-risk children to competent authorities;
- Screening and investigation of each case;
- Response and case follow-up.

Some actors have a thematic focus (e.g. sexual violence) or a specific target group (e.g. children with disabilities, children living on the street, etc.) that they prioritize.

Suggested Reading

- UNICEF, “Child Protection Systems Mapping and Assessment Toolkit: Users’ Guide” [Available at: https://www.unicef.org/protection/files/Mapping_and_Assessment_users_guide_Toolkit_En.pdf]