

## Module 9: Action-training – Analyzing the Child Protection System and Identifying Gaps

Child-friendly Accountability Pillar: Pillar 2 - Analysis

Objective of the workshop: To support adults and youth in analyzing child protection systems, identifying protection gaps, and reporting them.

### Where does this module fit in the CFA methodology?

This action-workshop pulls heavily from the youths' analysis of laws and policies (Module 6 and 7) and their mapping of child protection actors (Module 8). This action-workshop should directly follow Module 8.

### What are you trying to achieve?

During this action-workshop, youth will analyze the child protection system, comparing the laws and policies to their mapping of child protection actors. They will identify bottlenecks and protection gaps and report these to the CFA App, towards monitoring 16.2.

### How are you going to achieve this?

This action-workshop should be held over 2 sessions with youth.

### Ideas for Facilitating the Workshop

Encourage the participants to attend this session with the tools and information that they have collected during the past three workshops. They should bring their binders filled with laws and policies as well as Summary Sheets (Module 6), child-friendly versions of laws and policies (Module 7) and the Child Protection Mapping Chart (Module 8). Results from this Action-Workshop should also be provided to individual youth for them to add to their binders.

Remember that each iteration of Child-friendly Accountability should take the participants deeper. During the first phase, participants should focus on local issues (including laws, policies, actors, etc.). During later cycles, participants should expand their analysis to regional and national issues. It is okay to focus exclusively on child protection laws, policies and actors at the community level during the first cycle.

**Duration of the Workshop:** 2 sessions

#### A. Suggested Workshop Activities

**Introduction:** Begin by explaining to participants that during this workshop they will be asking the question: Is the child protection system protecting us? Why or why not? They will report their findings to the CFA App. During the next two workshops, they will use this information to develop an action plan to improve child protection in their community. This information will also help monitor if the State is meeting its obligation to eliminate violence against children (SDG 16.2).

### Activity 1: Dreaming of perfect protection...

**Objective:** To help youth identify what ideal child protection looks like (*learning*).  
**Duration:** 1 hour 30 minutes  
**Materials:** Case study (developed by participants during Module 8, Activity 5), flip chart paper, markers, pens

**Description:** As a group discuss the Case Study (developed by participants during Activity 5, Module 8). Ask participants to work with a partner to describe what they think an ideal child protection system should look like, answering the following questions:

- What would you like the law or policies to say about violence against children?
- What should happen to the survivor of abuse? What kind of protection does he/she need? Who should help them?
- What should happen to the person who abused the child? Who should be involved in dealing with this person?

Participants should depict their ideal child protection system in a picture, as a story, or with a diagram. In the plenary, each group of participants should present their 'ideal protection system'. You (the facilitator) should diagram their responses on flipchart paper as they present, grouping their responses to the above questions. Hang this summary and the participants' depictions around the training room.

### Activity 2: What is really happening...

**Objective:** To support the youth in describing child protection as it currently exists (*learning*).  
**Duration:** 1 hour 30 minutes  
**Materials:** Case study (developed by participants during Module 8, Activity 5), flip chart paper and markers

**Description:** Using the Case Study (developed during Module 8, Activity 5 and used during the previous activity), ask participants to work in pairs to identify what they think would really happen in real life. Would the child have access to protection? Who would intervene? What would happen to the person who was abusing the child? Each group should present to the plenary. The facilitator should diagram their responses on flipchart paper as they present, grouping their responses. Hang this summary next to the results of the above activity (the 'ideal' situation). As a group, spend a few minutes taking note of the differences and similarities between the 'ideal situation' and the 'real situation'.

### Activity 3: Analyzing laws and policies

**Objective:** To support the youth in analyzing strengths and gaps in the child protection laws and policies (*realization*).  
**Duration:** 3 hours  
**Materials:** Binder (containing laws, policies, Summary Sheets, and child-friendly information as compiled during Module 6 and 7), printouts of Analyzing the Child Protection Laws and Policies chart (below)

**Description:** Divide the participants into groups of three. Ask the groups to read through their Summary Sheets (Module 6, Activity 6) to identify policies and laws that talk about violence prevention. As a group, complete the appropriate column in the Chart below, listing the law or policy and what it says. Discuss any gaps and strengths. Repeat for ‘finding violence/listening to children’ (violence detection), ‘finding out what happened’ (investigation), ‘helping children who are experiencing abuse’ (response), ‘helping families to help children’ (family support), and ‘punishing the person who abused the children’ (sanction and recourse).

**Analyzing Child Protection Laws and Policies Chart**

	What do local policies or laws say?		What do national policies or laws say?		Gaps?
	Policy/law	What it says	Policy/law	What it says	
Preventing violence					
Seeing violence/ Listening to children					
Finding out what happened					
Helping children who are experiencing violence					
Helping families to help children					
Punishing the person who abused the child					

**Activity 4: Analyzing protection actors**

**Objective:** To support youth in analyzing child protection actors (*realization*).  
**Duration:** 3 hours  
**Materials:** Flipchart paper and markers, tape, Child Protection Mapping Chart (completed during Activity 11, Module 8)

**Description:** Divide the participants into three groups. Ask each group to tape 4 pieces of flipchart paper together. In the top left corner draw a child. The participants should draw a curved line from the child to the bottom right hand corner. Along the line, the children should write the following terms at different intervals: (a) preventing violence (b) seeing

violence / listening to children (c) finding out what happened (d) helping children who are experiencing violence (e) helping families to help children and (f) punishing the person who abused the children. Using the Child Protection Mapping Chart (completed during Activity 11, Module 8), the youth should list the actors that say they should intervene at each phase and what they are supposed to do. Hang the final charts in the room. As a group, discuss the charts. Where are the holes? Where are the gaps? Record the group's reflection on a flipchart.

### **Activity 5: What's preventing us from getting to our 'ideal' situation? Gaps and bottlenecks**

Objective: To support youth in identify gaps and bottlenecks (*realization*).

Duration: 1 hour

Materials: Results of Activity 1-4, flipchart and markers

Description: As a group, go back to read the 'ideal' child protection system (Activity 1) and the 'real' child protection system (Activity 2). Read through the gaps in law and policy (Activity 3) and the gaps in child protection actors (Activity 4). As a group, try to synthesize all of this information into a maximum of 5 main gaps or bottlenecks in the protection system. The more specific these are, the easier it will be to translate this into action during the next workshop.

### **Information Sheet: What you need to know...**

This section should provide the facilitator with specific instructions for reporting the information to the CFA App, as well as how the CFA App can be used to summarize information.