



A Guide for Involving Young People in Monitoring & Evaluating Child Protection Systems

International Institute for Child Rights and Development

In partnership with the Oak Foundation

Child-Centred Accountability and Protection Evaluation (CAPE) is a multi-institutional pilot project focused on assessing how the impact of child protection services and programs addressing sexual abuse and exploitation can be measured and evaluated from a child-centred perspective. As such, the project is centred on developing an understanding of the meaning of risk, protection and well-being from the perspectives of vulnerable young people, and translating this knowledge into actions to promote child rights-based system change in Brazil, Colombia and Thailand. The first phase of the CAPE Project was supported financially by the Oak Foundation.



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Child and Youth-Centred Accountability

A Guide for Involving Young People in
Monitoring & Evaluating
Child Protection Systems

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This Guide draws on the work of IICRD with its partners from around the world, and other child protection actors, to implement child- and youth-friendly planning, monitoring, and evaluation tools to strengthen child protection systems and services for children and youth. IICRD wishes to extend its appreciation to all of the individuals, including the many children and young people, whose participation and contributions made the creation of this Guide possible.

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The International Institute for Child Rights and Development (IICRD) is a non-governmental organization (NGO) based in Victoria, British Columbia, Canada. IICRD has nearly 20 years of experience in national and international strength-based child rights and protection interventions, and has worked with a diverse network of partners, including UNICEF, Save the Children, Plan International, the United Nations Committee on the Rights of the Child, the Canadian International Development Agency (CIDA), national and local governments around the world, other NGOs, private organizations and professionals from various disciplines and regions.

As a bridging organization, IICRD brings children's rights to life in the context of their lives using innovative "bottom-up, top-down" systems change research, education and capacity building that draws on the strengths of children, their families, communities and culture. IICRD helps to develop creative strategies to address the complex problems facing young people and their communities, and helps to shape a world where children's rights become a lived reality within the daily lives of children who need them most and the systems affecting them. IICRD is the lead implementing agency of the Child-Centred Accountability and Protection Evaluation (CAPE) Project – providing the context and content for this Guide.

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FOREWORD

Children, youth and their families immensely benefit from initiatives to protect children

Sixteen-year old Edwin Andrés from Comuna 13 in Medellín – an area with a long history of violence in Colombia’s second largest city – is participating in a monitoring project with children under six years old. Through this experience, he is discovering how he can contribute to improving child protection programs and services. This approach is showing similar potential in other cities around the world, such as Bangkok and Brazilia. However, support is needed to meaningfully and ethically involve young people like Edwin so that they can help to better protect children.

This Guide will be useful for practitioners and organizations wishing to involve young people in monitoring and evaluating (M&E) programs and projects related to child protection systems. It draws on the experiences of a network of partners in Brazil, Canada, Colombia and Thailand through the Child-Centred Accountability and Protection Evaluation (CAPE) project.

You may be thinking: M&E is such a technical task. Why should I involve young people in this process – especially given the complex and sensitive nature of child protection issues? In my view, there are at least five strong reasons to support this approach.

First, older youth have a unique capacity to capture the attention of younger children and to earn their trust. Young people, in turn, feel more secure and confident about themselves, opening them up to a new world of possibilities and knowledge. At home, they influence their parents or older siblings, who are often surprised by their insights. In speaking about the importance of trust, a boy in Colombia mentions that he feels more comfortable to speak “with a person that inspires confidence in youth and that is his age.” He would encourage parents to talk to their children about sexual abuse so that the topic is not taboo. This could be done, he suggests, by organizing a “meeting with parents to show them the results... and to talk more openly with children.” Through this positive circuit of effects, children, youth and their families immensely benefit from initiatives to protect children.

Second, while governments establish mechanisms to monitor and assess fundamental rights such as education and health, child protection systems do not have the same level of rigour. In many cases, public institutions are not properly organized. It is more difficult to capture information on child protection violations, and there is a tendency for offenders to keep violations such as sexual abuse and exploitation “underground”, far away from the public eye.

Third, the participation of young people in M&E is valuable, because they have access to information that otherwise would be difficult to collect. No adult boasts when they have mistreated a child. On the contrary, they try to silence such misconducts. Young people are part of the answer to capture this information to both prevent violence and protect children.

Fourth, young people also contribute their knowledge by sharing the reality of their direct lived experiences. This is helpful in diagnosing situations affecting children and young people, and also to suggest possible solutions. Young people are especially bold and creative in their proposals. A young Colombian woman advocates: “It would be good to work with something more playful, with images to understand what depresses young people and why they feel bored.”

A fifth important factor is the potential to harness young people’s expertise in using information and communication technology (ICT). Given its increased use and diversity, ICT can be a powerful tool to help improve protection programs and services. The experience of young people using cell phones to process information in Thailand, as explored in this Guide, reveals the potential of these options.

To leverage the value of this approach, however, practitioners need to be aware of several sensitive issues before involving young people in M&E of child protection systems. For instance, young people tend to be actors in these processes for short periods of time, so they may apply their recent life experiences rather than develop longer-term knowledge systems. Young people’s participation can make them more vulnerable to “reliving” past incidences as well as present risks associated with issues of protection in their community (e.g. armed conflict). Both of these issues can be discouraging for young participants and supporting protection agencies.

Indeed, child and youth protection is a two-way street. Institutions working in the field of protection – whether public or private – can realize positive, concrete results through listening, involving and supporting young people to address some of the most difficult challenges of our time. Ultimately, this will strengthen the accountability of protection programming, systems and services for young people. At the same time, young people can commit their experiences and skills to protecting themselves, families and communities, all of which will contribute to their human development and training as a new generation of citizens.



Manuel Manrique, CAPE Advisor

Regional Director Medellin Centro Internacional de Educacion y Desarrollo Humano (CINDE), Colombia, Former Director of UNICEF Colombia-Venezuela



“If you want to be able to respond effectively, you need some evidence to get a sense of child protection interventions. Monitoring and evaluation can give us a road map. It gives us the link between the big systems and the reality for children on the ground.”

-Maja Cubarrubia, Plan International (Thailand)

INTRODUCTION

Putting children and youth at the centre of monitoring and evaluating child and youth protection systems

1.1 WHAT IS THE GUIDE?

This Guide draws on the work of the International Institute for Child Rights and Development (IICRD) and our partners from around the globe to develop practical tools and processes to work with children and young people to plan, monitor and evaluate child protection systems and interventions. It specifically highlights approaches, tools, insights and lessons from the Child-Centred Accountability and Protection Evaluation (CAPE) Project, a multi-institutional pilot project in Brazil, Colombia and Thailand, focused on assessing how the impact of child protection services and programs addressing sexual abuse and exploitation can be measured and evaluated from a child-centred perspective.

1.2 WHO IS THE GUIDE FOR?

This Guide is designed to be used by protection organizations, facilitators, local governments, young people, communities, and other child protection actors to promote and foster strong accountability to children, youth and their communities in the monitoring and evaluation (M&E) process with respect to protection for young people.

1.3 HOW CAN I USE THIS GUIDE?

The Guide can support you to engage with children, young people and their communities in the process of monitoring and evaluating child and youth protection programs, services and systems. It can be used to strengthen your understanding of young people's experience of and perspective on well-being, risks and protection – with a view to strengthening M&E practices and ultimately, strengthening the accountability of protection programming, systems and services for young people. The tools are designed to be engaging and interactive, and can be used separately or together, depending on the context in which you are working and the objectives of your engagement.

ABOUT THE GUIDE

Creating a dialogue about
child-centred
accountability and
protection



1.4 WHAT SHOULD I CONSIDER BEFORE USING THE GUIDE?

INVOLVE YOUNG PEOPLE RIGHT FROM THE BEGINNING. When considering which tools to use and/or how to adapt them to your context, involve young people in the process. Work with them to decide which tools are appropriate and how they could be applied.

YOUNG PEOPLE HAVE RIGHTS. Make sure you explain to young people why you want to work with them using these tools, being sure to seek their permission for how you hope to use the information. On principle, any participatory M&E process should entail a follow-up process, where you verify, clarify and seek further input from the group with whom you are working. First and foremost, this is their information.

WORKING WITH YOUNG PEOPLE IS A DEEPLY ETHICAL PROCESS. Many of the tools can bring up difficult and/or sensitive information for young people. Make sure you are adequately prepared for this possibility – whether this means providing further information, identifying resources for young people should they need help or providing follow-up support. Ensure your engagement is as mindful as possible and that at a minimum, you “do no harm”, while ideally helping the young person. It is important to review the tips in the “Ethical Consideration” section below. They can assist you in considering the full range of issues to reflect upon before adapting and/or applying any of the tools.

BUILDING A SAFE AND SECURE ENVIRONMENT IS KEY. Trust and relationships are critical in any process where you ask young people to share their experience, opinions and/or concerns. As such, creating a safe and secure environment in which young people feel free to share is crucial to ensuring the reliability and validity of the information you will gather. If you do not have a long-standing relationship with a group of young people, consider partnering with an organization (ideally, local) who does. Also, consider who is invited into the room and with whom information will be shared from the standpoint of creating a trusting and supportive environment for young people.

ENSURE YOU PLAN PROPERLY. Participatory engagement processes can take time – to build relationships, organize sessions and conduct proper follow-up. Ensure you have planned for all of the steps, timeline and resources – human and financial – that you will require before embarking on the process.

1.5 HOW IS THE GUIDE ORGANIZED?

KEY TERMS AND DEFINITIONS: IICRD’s understanding of commonly used child protection M&E terms.

OVERVIEW OF THE CAPE PROJECT: An overview of the CAPE Project and how it evolved. It answers the questions: What is CAPE? How did the CAPE project evolve?

ETHICAL CONSIDERATIONS: A wide range of ethical considerations to consider when using participatory engagement tools with children and youth.

CAPE

The CAPE project piloted 10 participatory M&E tools in three countries

TOOLS: A detailed overview of each of the participatory M&E engagement tools used in the CAPE project. Case studies, photos, facilitation tips and suggestions for how the tools might be adapted are included to provide practical and flexible hints on application. It answers the questions: How were the tools selected? What are the objectives and potential applications of each tool? How were the tools applied in the CAPE project in each of the pilot locations? How could you use these tools? What should you remember when applying these tools in practice?

DATA CODING, ANALYSIS AND TRANSLATION FOR USE: An overview of how findings can be analyzed and used within M&E processes, including suggestions for how data emerging from different tools can be combined. It also highlights key findings and lessons learned from applying the tools in the CAPE project's three pilot country locations. It answers the questions: How can you make sense of all of the information gathered from the tools? What can you do with this data? This section includes Research Reflections, which outlines key findings and lessons learned from applying the tools in the CAPE project's three pilot country locations. It answers the questions: What did we learn from children and young people? What surprised us? What worked well? What would we do differently?

CONCLUSION: How the results and lessons learned from the CAPE project can contribute to broader body of knowledge on child protection accountability. It answers the questions: What does this all mean? How can you use the tools in other locations and other contexts?



1.6 HOW CAN THE GUIDE FACILITATE DISCUSSION?

This Guide has been created as part of IICRD's effort to engage partners globally in a dialogue about child-centred accountability and protection. It contains the tools used in the CAPE project, yet we realize other excellent tools also exist. We also consider this Guide "a work in progress" and realize it can be adapted to suit other organizations' specific needs and contexts. We welcome feedback and input on how this Guide can be improved and adapted, and look forward to working with you to compile a more holistic resource that reflects the knowledge and expertise in this field. We also request that you acknowledge IICRD and the authors of this document. Please send us an email to let us know you are using it: iicrd@uvic.ca.

Five Building Blocks of Integrated Child Protection Systems



2. KEY TERMS AND DEFINITIONS

Many definitions exist to describe these commonly used terms. This section outlines IICRD's understanding of each term. It is important to recognize that young people may have very different understandings of these terms. Explore these terms with them to develop an understanding about what they mean for young people in the context of their lives.

CHILD PROTECTION: IICRD and the CAPE project adhere to the UNICEF definition of child protection, as the “strengthening of country environments, capacities and responses to prevent and protect children from violence, exploitation, abuse, neglect and the effects of conflict”.¹ While adults are primarily responsible for protecting children, IICRD believes that young people play a critical role in self-protection and the protection of their peers. Child protection includes activities related to prevention, education and early intervention; case management, investigation and protection; and, prosecution and rehabilitation. Child Protection also refers to the responsibility and duty of care that an organization has to protect children with whom they come into contact.²

CHILD PROTECTION SYSTEM: IICRD and the CAPE project view the child protection system as a web of interconnected elements that create layers of safety nets to prevent violence, exploitation and abuse of girls and boys as well as appropriate care for children who have already experienced violence, exploitation and abuse. In addition to being oriented to prevention and care, all child protection systems have to have a means to identify children whose rights have been violated. Instead of being focused on a single child protection issue such as child trafficking or sexual abuse, a systems approach to child protection promotes a holistic response that requires coordination and cooperation among the many actors involved in protecting children from violence, exploitation and abuse to help reduce overall vulnerability and to promote resilience. Actors within an integrated child protection system include the child, peers, family, community, state and multinational bodies.³

The five building blocks of integrated child protection systems include:

1. *Legislation, Policy and Enforcement Mechanisms:* child protection laws, child specific policies, formal enforcement mechanisms and community-based child protection mechanisms.
2. *Services:* child specific health, education and other services.
3. *Social Change:* changing harmful traditional behaviour and attitudes towards children, especially at the family and community level.



“I want to transform the mentality of young children, youth and adults (if possible) to develop their capacity to resist the bad that surrounds us.” – Female CAPE Participant, Colombia

3. OVERVIEW OF THE CAPE PROJECT

Across the globe, there is a growing recognition that there is little known about how protection systems impact the day-to-day lives of children or youth, nor how young people themselves view the programs and services being implemented to support and protect them from violence, abuse, neglect and exploitation. To support better outcomes for children and youth, young people’s engagement in the planning and M&E of protection programs, interventions and systems must be a priority.

3.1 WHAT IS CAPE? CONTRIBUTING TO THE CHILD PROTECTION M&E KNOWLEDGE POOL

The CAPE Project is a multi-institutional pilot project focused on assessing how the impact of protection services, programs and services can be measured and evaluated from a child- and youth-centred perspective.

The CAPE Project seeks to contribute knowledge to the following questions:

- How do we know whether child protection systems are actually succeeding to protect children and youth?
- What are young people’s perspectives on protection and protection programs/interventions?
- How can monitoring and evaluation (M&E) enhance the protection of children and youth?



The unique focus of the CAPE Project is child- and youth-centred M&E. Through active engagement with young people, we seek to pilot and adapt tools to support organizations and communities to understand young people’s perspectives on risk, protection and well-being. This knowledge can then support the design, implementation and M&E of protection services, programs and systems for young people and their communities.

Objective 1: To better understand current “good practice” in monitoring and evaluating (M&E) child protection services and other child protection related programs.

Objective 2: To develop and test new M&E approaches that place children, youth and their families at the centre of programming and policy development.

Objective 3: To promote better ways of measuring the impact of child protection services and programs on the lives of children and youth.

3.2 STEPS IN THE CAPE PROJECT

Within the CAPE project, we sought to learn from and build upon existing knowledge and expertise in the area of child protection accountability and M&E. To do this we:

1. Situated the project within the global child protection M&E context:

Research, analysis and informant interviews were conducted to flag potential gaps, pose questions and highlight implications for CAPE.

2. Established and engaged a global advisory network:

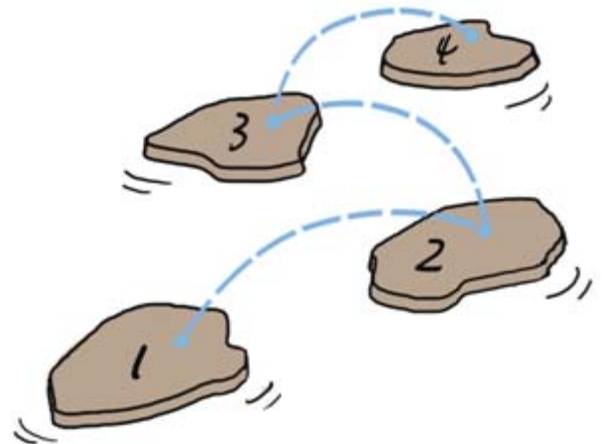
IICRD brought together 20 researchers, practitioners and staff from local, national and global organizations to Victoria, British Columbia to launch CAPE. Advisors provide expertise, literature and partnership connections on “cutting-edge” thinking related to this objective.

3. Conducted a targeted review of participatory methodologies.⁶

Analyzed multiple participatory methodologies from 15 different recognized sources, based on five established criteria, to support the selection of tools for piloting in the CAPE country case studies or “learning hubs.”

4. Ensured a strong foundation for each of the CAPE country case studies.

This involved scoping research, meetings with local stakeholders and advisors, an ethical review and strategic planning. This preparatory work supported the team to identify guiding research questions, “entry points”, local partners, groups, tools for piloting and considerations for addressing sexual abuse and gender issues.





KEY DRIVERS BEHIND CAPE

- M&E in the area of child protection from a child and youth perspective is currently lacking, especially in regards to systems strengthening.
- Sexual abuse and exploitation remains one of the most challenging protection threats to children, and often one of the most difficult issues to monitor.
- A “strength-based, systems lens” incorporating a focus on well-being is increasingly recognized as necessary to shift away from purely deficit or risk-based, generic solutions to diverse child protection challenges.
- There is a significant opportunity for CAPE to contribute to the development, testing and use of participatory M&E methodologies with children and youth within the child protection field.
- The CAPE project seeks to consolidate resources and explore issues more deeply through working with inter-sectoral partners, projects and programs with existing traction in select communities and countries (including IICRD’s projects).

3.3 WHERE IS CAPE? GLOBAL AND COUNTRY OVERVIEW

Learning for this Guide was generated through the three CAPE country case studies or “learning hubs”: Brazil, Colombia and Thailand. This section offers an overview of the unique contexts in which CAPE is working to explore child-centred M&E.

GLOBAL OVERVIEW

To date, the CAPE Project has facilitated workshops with young people and community stakeholders in eight pilot sites working in partnership with local organizations in Brazil, Colombia and Thailand and through existing projects.

We specifically engaged 378 vulnerable young people ages 11-24 from Brazil (64), Colombia (240) and Thailand (74) to pilot the CAPE tools and understand their perspectives on child and youth protection and accountability. We also involved more than 120 family and community members invested in protecting young people, including parents, grandparents, social workers, teachers and artists.



LEVERAGING PROJECT SYNERGIES

CAPE builds from IICRD projects:

- Child Protection Partnership (CPP) (Brazil and Thailand)
- Protecting Early Childhood from Violence (Colombia)
- Strengthening Accountability: Local Planning, Monitoring and Evaluation for Results for Children and Youth (Thailand)

BRAZIL

In Brazil, the CAPE Project has focused on understanding the meaning of protection and well-being from young people's perspective, where young people's understanding of the protective and risk factors in their daily lives are crucial to inform the broader protective systems established to support them, such as the national Guardianship Councils.

Building on the excellent work of the "Child Protection Partnership"⁷, a project focused on sexual exploitation enabled by information and communications technology (ICT), the CAPE learning hub in Brazil has specifically focused on children and adolescents impacted by sexual exploitation, particularly online child sexual exploitation, across a diversity of communities which differ geographically, economically and culturally.



PARTNERS

Obra do Berço

Plan International

Giração

Catholic University of Brasília

PARTICIPANT PROFILE: BRAZIL

Total: 64

Communities: São Paulo, São Luis and Brasília

SAO PAULO: 36 adolescents aged 12-14 from low-income families (max. 200 BRL per capita) living in the neighbourhoods around Jardim Rebouças. These young people worked with the Brazilian NGO Obra do Berço in the Child Protection Partnership's Circle of Rights Process.

SAO LUIS: 19 adolescents aged 11-17 from a rural community in the outskirts of São Luis. These young people are engaged in anti-bullying activities related to the project "Learn without Fear", implemented by Plan International in São Luis. They were elected class leaders and also enrolled in a public school located at Vila Maranhão. Many come from low-income families usually headed by single mothers.

BRASILIA: 9 adolescents aged 15-18 living in a shelter and who used to live on the streets (6 boys and 3 girls). The local shelter provides lodging, food and socio-educational assistance under the Giração project.



SOCIAL MAPPING IN SÃO LUIS, BRAZIL



WEB OF PROTECTION ACTIVITY,
MEDELLIN, COLOMBIA

“The problem faced by young people in Comuna 13 is the violence. There is so much violence between armed groups...”
Girl, Colombia

PARTNERS:

Centro Internacional de Educación y Desarrollo Humano

International Child Development Programme

La Familia Ayara

COLOMBIA

In Colombia, the CAPE Project has focused on young people growing up in conflict-affected environments in the midst of poverty, drug trafficking and high levels of violence ranging from armed groups (military and paramilitary) to gangs to domestic and sexual violence. In this country, the legitimacy of the State remains fragile following over 50 years of armed conflict.

The CAPE learning hub in Colombia draws from the work undertaken by IICRD and local partners through the project “Protecting Early Childhood from Violence.”⁸ Activities were carried out with young people and mothers (including very young mothers) to gain insight regarding their current role as natural advocates of young children and as future parents in the child protection continuum.



PARTICIPANT PROFILE: COLOMBIA

TOTAL: 288 (240 young people, 48 stakeholders)

Communities: Galan (Neiva), Bogota and Medellin- Comuna 13

GALAN (NEIVA): 18 parents (15 mothers/grandmothers and 3 fathers) and 13 young people (9 males and 4 females) aged 12 – 16 years old from a poor urban area on the outskirts of Neiva.

BOGOTA: Young people living in state institutions in an urban setting. Participants worked with La Familia Ayara to seek ways to use graffiti and hip hop to take care of their bodies and say no to sexual abuse.

MEDELLIN- COMUNA 13: 20 mothers, 10 teachers, 19 young people aged 16-18. There were also 208 grade 9 and 10 students who participated in a survey. Participants live in one of the most challenging communities affected by armed violence.

THAILAND

In Thailand, the CAPE Project has explored how local governments are addressing child protection in community planning and M&E. Specifically, the CAPE learning hub in Thailand builds from ongoing work with UNICEF Thailand, the Department of Local Administration (DLA), the Ministry of Interior and Chulalongkorn University to strengthen local government capacity to implement, monitor and evaluate community action plans for all children and youth as outlined in the 1999 *Decentralization Act of Thailand*. IICRD has been providing strategic support to local government in Pattani and Chiang Rai provinces, supporting active partnerships between young people and adults to address complex protection challenges.



PARTNERS:

UNICEF Thailand

Department of Local Administration

Faculty of Education
Chulalongkorn University

Plan International Thailand

Mekong Youth Net

Rajabhat University Chiang Rai

We Peace

Prince of Songkhla University

PARTICIPANT PROFILE: THAILAND

TOTAL: 147 (74 youth, 72 community stakeholders)

COMMUNITIES: Chiang Rai and Pattani

CHIANG RAI: 14 adolescents (6 males and 8 females). Many of the participants were youth leaders either with the Mekong Youth Net (MYN) or with the local youth council. Some of the MYN youth are also survivors of trafficking and exploitation. Participants were from Thailand, Myanmar and Laos.

PATTANI: 17 adolescents (12 males and 5 females) aged 17-24 from 5 communities in Pattani province. Many of the youth were from communities affected by armed conflict. Some of the participants were youth representatives with the local youth council, whereas others had had limited opportunities to express themselves.



"THE LEGAL SYSTEM COULD HELP PROTECT THE RIGHTS OF CHILDREN, SUCH AS ABUSE OR RAPE." – YOUTH, THAILAND

5.2 OVERVIEW OF THE TOOLS

Based on the recommendations of the CAPE methodology review and a consideration of the added value the project could make to the sector, the following tools were selected and adapted by the project team for use in the CAPE project.

TABLE 1: CHILD AND YOUTH-CENTRED PARTICIPATORY TOOLS

Activity:	WEB OF PROTECTION
Objectives:	To create a supportive, safe and fun environment in which young people can think and learn about child protection, and the many different factors that make up the child protection system, including the strengths they can draw on in their community To start the process of engaging young people in identifying and defining what they see as the challenges (risks) and strengths (protective factors) for children and youth in their community
Application:	Time: 1.5 hours, Number of participants: 10-20, Age: 10 and above (though can be adapted for younger groups)
Outputs:	Detailed notes on session Preliminary list of what young people identify as the protective factors and risks in their community
Key Features:	This tool can be used in contexts where there is limited/low literacy or with young children.



Activity:	CHILD PROTECTION COMMUNITY RAINBOW
Objectives:	To ask young people to identify and define a detailed list of key challenges (risks) and strengths (protective factors) for children and youth in their community pertaining to the full spectrum of the child protection system To create a supportive, safe and fun environment in which young people can think and learn about child protection and the many different factors that make up the child protection system, including the strengths they can draw on in their community
Application:	Time: 2 hours, Number of participants: 5-25, Age: 12 and above
Outputs:	Detailed notes on session Community Profile Child Protection Community Rainbows
Key Features:	This tool requires a relatively high level of literacy and/or education.





Activity: **SOCIAL MAPPING**

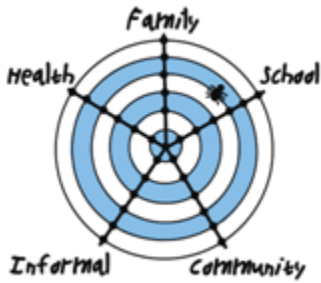
Objectives: To develop a more nuanced understanding of young people’s lived experience in terms of: their engagement with people, places and activities; community strengths and challenges; and places, spaces, people and activities of safety and risk in the community

To facilitate constructive dialogue among young people and have them map out how their community supports, protects and poses risks to them

Application: Time: 2.5 hours, Number of participants: 5-25, Age: 6 and above

Outputs: Detailed notes on session
Social Maps (with photos)

Key Features: This tool can be used in contexts where there is limited/low literacy or with young children.



Activity: **CHILD AND YOUTH ENGAGEMENT SPIDERGRAM**

Objectives: To understand young people’s perspective about their level of engagement and participation in the different aspects of their lives and community

Application: Time: 1.5 hours, Number of participants: 5-25, Age: 12 and above

Outputs: Detailed notes on session
Spidergram (diagram)

Key Features: This tool requires a relatively high level of education and/or capacity for concentration.



Activity: **PROTECTION CASE SCENARIOS**

Objectives: To create a safe environment in which young people can safely explore their perspectives of risk and abuse, including sexual abuse and exploitation

Application: Time: 1-2 hours, Number of participants: 5-25, Age: 12 and above

Outputs: Detailed notes on session

Key Features: This activity can raise some sensitive subject matter for young people. Follow-up support is important.

Activity: PROTECTION, RISK, AND VULNERABILITY SURVEY AND POI MAPPING

Objectives: To understand what individual young people perceive as the protective factors, risks and vulnerabilities in their community

To gather individual and quantitative data that can be compiled and disaggregated to demonstrate community child protection strengths and gaps, and identify areas for intervention

Application: Time: 1-2 hours, Number of participants: flexible, Age: 12 and above

Outputs: Survey forms

Key Features: This tool requires a relatively high level of literacy and/or education, is designed for use with older children, and requires piloting prior to use.



Activity: IN-DEPTH INTERVIEWS

Objectives: To engage young people in deep conversation about their lives, experiences and perspectives on child protection

Application: Time: 1-2 hours, Number of participants: flexible, Age: 10 and above

Outputs: Detailed notes of interview, including life narratives

Key Features: This activity can raise some sensitive subject matter for young people. Follow-up support is important.



Activity: ENGAGING YOUNG PEOPLE IN DATA VERIFICATION AND ANALYSIS

Objectives: To verify the data with young people, clarifying and deepening your understanding of the information and providing additional opportunities for data gathering

To support young people to play a key role in analyzing the information they have shared with you

Application: Time: 2.5-3.5 hours, Number of participants: 5-25, Age: 10 and above

Outputs: Detailed notes of session, including identification of codes, data groupings and basic data analysis provided by young people

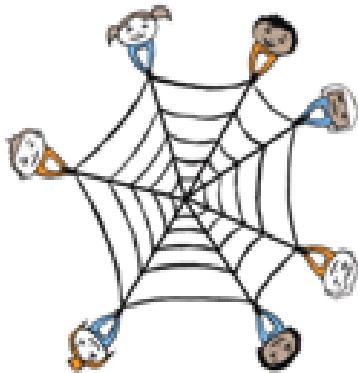
Key Features: This tool requires a basic level of literacy but could be adapted to work with younger children or groups with low literacy/education levels



5.5 DESCRIPTION OF TOOLS

TOOL #1: WEB OF PROTECTION FOR CHILDREN AND YOUTH

(Adapted from Derek Peterson's *Integrative Youth Development*)¹⁴



Time for Activity:	1.5 hours
Participants:	Children and youth
Suggested number of participants:	10-20
Suggested age of participants:	10 and above (though can be adapted for younger groups)
Materials:	Balloons, ideally different sizes Yarn, ideally thicker multi-coloured
Suggested number of facilitators:	1-2 facilitators and 1 notetaker
Preparation time (facilitators only):	20 minutes
Time for post-activity documentation (facilitators and notetaker):	1 hour

PLEASE NOTE!



This activity does not require literacy; it is a very accessible tool that can be adapted to many different contexts, including use with younger children. In contexts where there is a low level of literacy and/or education, this tool can be used on its own (without Tool #2) to develop an understanding of young people's perspective on risks and protective factors.

INTRODUCTION

An important first step in engaging young people in the M&E of child protection systems is supporting them to learn and think about the issue of child protection and the many factors that affect their protection. This tool offers a starting point for this process, and combined with Tool #2 (Child Protection Community Rainbow), will enable you to develop a strong understanding of how young people define the risks and protective factors in their communities. This understanding is critical to ensuring accountability to young people in the design, implementation and M&E of child protection services, programs and systems.

OBJECTIVES

To create a supportive, safe and fun environment in which young people can think and learn about child protection and the many different factors that make up the child protection system including the strengths they can draw on in their personal lives, family and community

To start the process of engaging young people in identifying and defining what they see as the challenges (risks) and strengths (protective factors) for children and youth in their community

HOW CAN THIS ACTIVITY AND THE DATA GATHERED THROUGH IT BE USED TO STRENGTHEN CHILD-CENTRED ACCOUNTABILITY?

By giving young people the opportunity to learn and think about child protection, they will be better equipped to participate in their community and within the child protection system, to advocate for and assess the services and rights they need to ensure their protection.

Young peoples' definition of risks and protective factors identified during this session can be used to inform and be integrated into the development of indicators for international, national and local organizations when monitoring or evaluating the state of child protection in a given community or country, as well as in the M&E of child protection services or programs.

The overview or "snapshot" provided by young people of the current strengths and challenges in their community can contribute to baseline data.

Priorities identified by young people in this session can inform communities' and organizations' child protection services and programs with respect to design, allocation of resources and the elaboration of outcomes.

HELPFUL BACKGROUND INFORMATION

What are strengths and challenges?

Strengths and challenges are behaviours, actions, activities, traditions, people, places, spaces or environments that a person sees as positive or negative in their life.

Sample strengths include:

- Teachers that support young people
- Older youth who mentor younger youth
- Mosques and churches
- Young people's involvement in local government

Sample challenges include:

- Lack of opportunity for young people to voice opinions in the community
- Feeling unsafe to share feelings with parents and older relatives
- Drug use in the community

What should I remind participants about?

This tool is about having fun while exploring the community more deeply as a group.

Supporting young people
to think and learn about
the issue of child and youth
protection

What do I need to remember?

- **This is an experiential activity:** Experiential activities are great learning tools. They stimulate learning by doing and help participants to reflect critically.
- **Take advantage of learning moments:** When someone says something that you question (e.g. young people need a motorbike to be safe and supported), use this as a learning moment, and ask why. You may be surprised at the answer. For instance, when we asked why a child needed a motorbike to be safe and supported, we learned that the motorbike helps the child to get to school 20 km away in the hills. Without the motorbike, the child would not be able to get back and forth to school.
- **Take time to reflect and learn:** Ask young people questions to see what they learned from the tool and how it relates to their daily lives. Ask the group if there are examples of these young people in the community. Who do these balloons represent (e.g. hill tribe young people, younger children, children without parents, young people who spend lots of time in the Internet café etc.).
- **Child protection and prevention of harm is a complex issue requiring an inter-sectoral approach:** This involves people from different sectors, including young people, working together to build from their strengths and develop solutions.



What to remember...

Facilitating the Web of Protection

To open the session, facilitate an experiential activity to build trust and help participants to get to know each other.¹³

Explain to participants that the Web of Protection activity is focused on creating a shared understanding about child protection and the many factors or things that keep children and youth safe and protected.

Arrange 10-20 chairs in a circle and select the same number of participants as there are chairs to sit in the circle. If there are more participants than this, the remainder should gather around the circle to actively participate. When choosing the group, be inclusive of the diversity in the room.

Explain to participants that this group of people (the circle) represents the people who are responsible for caring for and supporting young people in their community.

Hand the very end of the ball of yarn to one of the participants and ask them to hold on to the end and throw the ball across the circle to another person. As the participant throws the ball of string across the circle, ask each of the participants to name one thing that they think young people need to feel safe and supported in their communities.

The participant catching the ball of string holds onto the string (connected to the first participant who threw the ball) and throws it across the circle to another participant, naming another thing that young people need to be safe and supported.

Continue this until everyone has thrown the yarn or the group has run out of ideas about what young people need to be safe and supported. The result should look like a spider web.

Once you have a good web, stop the process. Ask everyone to hold on tight to their piece of yarn. Explain that this web represents the web of protection for children and youth in the community.

Pass out one balloon to every participant on the outside of the circle and ask them to blow up their balloon: (this can be done before you start the activity if you have a smaller group). Explain that the balloons represent children and youth in the community. Invite participants to place their balloons on the web. What happens? Usually some of the balloons stay on but not all. Some of the smaller ones may fall through the gaps or roll off the edges. Explain that this is similar to children and youth. Some young people need more supports than others, and even with all of the strands of the web, some young people can still be vulnerable. Ask the group to identify some groups of young people who may not be fully supported. Is this the same for boys and girls? What are all the groups of young people in your community? Are there young people who are more vulnerable or left out?

Explain that while more children and youth are supported now, things are always changing. For instance, many parents aren't able to find work in the community after the factory closed down. Put some pressure on the web or shake it a bit to represent these changing conditions. What happens? Usually one or more of the balloons that was safely supported on the web will fall to the ground. Explain how these changing factors can put young people at risk.



WEB OF PROTECTION ACTIVITY, THAILAND

COLOMBIA-TAKING CARE OF YOUR BALLOON



Before the activity started, we asked young people to blow up a balloon, draw a face and a name, and identify who this child was in their life.

This helped young people to identify with the balloons as children. Each youth was then asked to "take care of their child" by playing a game to keep the balloon in the air.

This tool can be related to the importance of engaging children, youth and communities in the planning, implementing M&E processes

Next, ask the group to identify things that are negative, risky or dangerous to children and youth. As the group identifies these factors take the scissors and make cuts to the web. These scissor cuts represent the places, spaces, activities, behaviours and actions that present challenges that young people need to be protected from or negatively affect the health and well-being of children and youth such as domestic violence, lack of education, hazardous labour and adults not listening to young people.

After you have made several cuts to the web, watch what happens. Usually several more balloons will fall to the ground. Discuss how this relates to their reality. How are young people in their communities currently experiencing these challenges? Now ask the group to identify strategies to strengthen or re-build their web of protection. Remind them to be innovative and think outside the box! For instance, working together to move the strings of the web may help keep some of the balloons in the air. This is similar to working together in the community!

After the group has finished, provide some summary comments. Relate the activity to the importance of engaging children, youth and communities in the planning, implementation and M&E process. Suggest potential resources in the community to respond to identified needs of the young people.

LEARNING EXAMPLE: COLOMBIA - LIVE IT UP



After the web was complete, we broke into smaller groups to create skits that illustrate the relationship between youth and their friends/or the adults of the community. Each group was asked to do one scene where the relationship is positive and another where it is negative.

After each group had a chance to perform, we had a debrief on the skit and encouraged others to comment on how likely this situation would be.

Young people enjoyed the activity, and it gave us the opportunity to see the complexity of their relationships in more detail.

Wrap up the activity by asking the group the following reflective questions:

- What did you learn from this session?
- Is there anything you learned that was new or that you were unaware of?
- Was there information shared that you would like to work on together with other young people? How?

If you are closing the session at this point, thank everyone for coming and establish a time for your next activity or clarify next steps.

FOLLOW UP

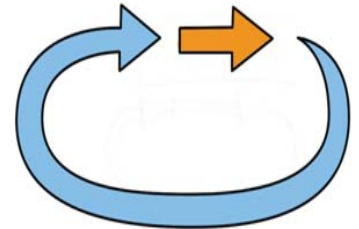
Following each activity, the facilitators and notetaker should sit down together to share and review notes and observations. Information to be captured includes:

- The total number of participants
- The number of girls and boys, and their general ages
- Any other relevant contextual information about participants: name of school, neighbourhood, community or ethnic backgrounds of participants
- Any contextual factors that may have affected the session, including external events (e.g. an event that immediately preceded the session)
- Detailed notes of what was said including precise quotes and language
- Topics, issues and themes that emerged
- Any significant differences in opinion or priorities, and whether these differences fell along gender, ethnic, age or other lines
- Observations of interactions or body language
- Questions to take back to the group for clarification
- Any concerns identified by the facilitators or notetaker

One person should take responsibility for taking the notes and observations and transcribing them into a format that can be shared (e.g. Word document). If appropriate, these documents could be posted on a confidential shared workspace.

Conclude the follow up by clarifying next steps, timeline and responsibility amongst the facilitators, notetaker and others who might be involved.

Remember to follow-up with participants afterwards to make sure they are doing okay



The CHILD AND YOUTH-CENTRED ACCOUNTABILITY: A GUIDE FOR INVOLVING YOUNG PEOPLE IN MONITORING AND EVALUATION OF CHILD PROTECTION SYSTEMS is designed to be used by protection organizations, facilitators, local governments, young people and other child protection actors to promote and foster strong accountability to children, youth and their communities in the M&E process with respect to protection for young people.

It specifically highlights approaches, tools, insights and lessons from the Child-Centred Accountability and Protection Evaluation (CAPE) Project, a multi-institutional pilot project in Brazil, Colombia and Thailand, focused on assessing how the impact of child protection services and programs addressing sexual abuse and exploitation can be measured and evaluated from a child-centred perspective.

This initiative was led by the International Institute for Child Rights and Development and funded by the Oak Foundation.

For more information:

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