

WV MEER Community Lead Care of MVC: Quantitative and Qualitative Research Guidebook



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INTRODUCTION, RESEARCH QUESTIONS AND HYPOTHESES

The following research guide lays out an approach to conducting baseline data for the Home Visiting program combined with Sponsorship Monitoring in 3 MEER countries: Albania, Georgia and Armenia.

Child Protection is becoming a priority in most National Offices in MEER, given the important contribution it makes toward the cross-cutting themes of most vulnerable children and gender; and its priority as a sponsorship essential.

The program intervention is grounded in the concept that families are the first protectors of a child, and as such a special attention is needed to ensure quality support is available for the vulnerable households to perform their roles. Therefore, specific focus for this concept will be the application of *Home Visiting methodology* combined with *Sponsorship Monitoring*, which engages with individual families conducting targeted work at the household level to empower vulnerable families to improve the care and protection that children need to thrive in extremely difficult or risky circumstances. It provides a platform for community volunteers (serving as home visitors) to develop supportive relationships with most vulnerable children and their families through capacity building and advocacy promoting improved social protection¹ and positive parenting

The Baseline research uses a quasi-experimental design comparing an intervention with a control group. The research combines Quantitative and Qualitative data gathering tools that seek to understand the following research questions and hypotheses:

Primary Research Questions:

1. Will sponsorship integrated with Home Visiting processes increase the effectiveness of building the social supports to most vulnerable households?
2. Will Home Visiting Model increase the ownership of local partners engaged with sponsorship towards strengthening social support network around the most vulnerable households?
3. Will local governments, considering WV's sponsorship monitoring processes, review and strengthen the community CP mechanism?

¹ Social protection is commonly understood as “all public and private initiatives that provide income or consumption transfers to the poor, protect the vulnerable against livelihood risks and enhance the social status and rights of the marginalised; with the overall objective of reducing the economic and social vulnerability of poor, vulnerable and marginalised groups”.

Hypotheses:

1. If sponsorship is integrated with Home Visiting processes then this will increase the effectiveness of building the social supports to most vulnerable households
2. If Home Visiting model is used it will increase the ownership of local partners engaged with sponsorship towards strengthening social support network around the most vulnerable households
3. If local governments consider WV's sponsorship processes, they will be better prepared and enabled to review and strengthen the community CP mechanism.

Research Tools and Hypotheses Table

	If sponsorship is integrated with Home Visiting this will increase social supports to most vulnerable households	If Home Visiting model is used it will increase the ownership of local partners engaged with sponsorship towards strengthening social support network for most vulnerable households?	If local governments consider WV's sponsorship processes, they will be better prepared and enabled to review and strengthen the community CP mechanism.
Quantitative Survey	X	X	X
Unity Circle	X		
Relational Mapping	X		
Social Mapping	X	X	X
Key Informant Interviews with MVF involved in Sponsorship Monitoring	X	X	
Key Informant Interviews with MVF NOT involved in Sponsorship Monitoring	X	X	
Key Informant Interviews with MVC involved in Sponsorship Monitoring	X	X	
Key Informant Interviews with MVC NOT involved in Sponsorship Monitoring	X	X	
Focus Group with Multidisciplinary teams	X	X	X
Focus Group with families involved in WV Home Visiting Programs	X	X	X

Analyses strategy

Data will be analyzed using statistical analysis of quantitative data, comparing the communities with Home Visiting/Sponsorship Support with those without. In addition, quantitative and qualitative analyses will be conducted to answer the 3 research questions. Finally, quantitative and qualitative data will be “triangulated”, or compared from multiple stakeholder perspectives to validate findings.

Logistics

The baseline research should take approximately 10 -14 days in total for both quantitative and qualitative activities. For the household survey (quantitative data) 2 enumerators should be hired and trained to work in each community (intervention and control community), each enumerator should be able to conduct approx. 10 surveys per day, so 2 enumerators could complete 165 interviews in 8 days. If more enumerators are hired then this time can be shortened. For the qualitative data gathering, 1 facilitator and 1 note taker will be required for these activities. The qualitative activities should be able to be completed in 3-4 days using a workshop format in which groups of children and adults are included in several activities.

Basic data analysis should be completed by the NO's and results sent to IICRD (analysis requirements to be sent soon)..

QUANTITATIVE DATA: CONDUCTING HOUSEHOLD SURVEYS

Use the household survey validated in Albania for the present study to conduct quantitative data (See Attached Survey). Please note the survey should be conducted as a face to face interview, ideally with a supervisor present.

Use the following sampling approach to implement the survey.

SAMPLING STRATEGY – A POPULATION APPROACH TO INCLUDING MOST VULNERABLE CHILDREN (MVC)

In discussions with MEER Learning Hub colleagues, and in order to advance World Vision's Theory of Change, a high priority that has emerged is the inclusion and provision of supports for most vulnerable children (MVCs). Typical categories of MVC would include: children living in extreme poverty, working children, children with a disability, migrant children and children of minority groups (e.g. Roma children). An initial step toward achieving this priority is to deliberately build into ongoing assessments and evaluations the collection of data pertaining to MVCs. Through collecting data about MVCs, WV can position itself to more effectively support MVCs and to determine whether its programs benefit MVCs as much as they benefit other children.

As there are many challenges in collecting quantitative data on MVCs using a survey approach. In most settings, we are not sure who or where they are, and this complicates efforts to identify them and learn from them. Because we do not know their numbers or other basic aspects, it is difficult to develop a sampling frame. A possible solution to this approach is to take a census approach of seeking to include all of the MVCs in a particular area in a data collection. Yet if MVC were sought out in conspicuous ways, this may stigmatize the children and cause unintended harm. Although many survey methods sample from different households, MVCs may or may not be present within households. Ideally, data collectors could quietly reach out to MVCs, but they may need specialized skills in order to learn from MVCs themselves in an ethical manner.

The purpose of this guide is to outline a procedure for collecting quantitative data on MVCs in an intentional, appropriate manner that does not call too much attention to MVCs. In particular, it outlines a census approach and a two-stage process for learning from and engaging with MVCs. It does this in a way that is designed to both fit in with and to extend the existing survey work of WV/MEER

Stage 1: Collecting Data on MVCs in the Context of T1 and T2 Surveys

Stage 1 builds learning about MVCs into ongoing data collection from randomly selected households using a mixture of cluster sampling and systematic sampling. The idea is to create two categories: households that have an MVC and households that do not have an MVC. Comparisons between these two categories, which may be very different in size (we expect many fewer households with an MVC), makes it possible to determine whether the MVCs who live in households benefit from WV programs to same extent as other children benefit. Ideally, this process will involve sampling a larger number of households, as the overall sample will consist of roughly 150 interviews for the baseline and end line data collection plus whatever homes (number unknown, but it is likely to be a small number) have MVCs.

150 is chosen as the sample size as this will likely be slightly less than the overall population in some of the smaller communities (approx. 200 persons) included in the research. This results in a margin of error of 5%. To strengthen the validity of the findings the study will also use a mixed methods approach, with special emphasis on understanding the lived realities of most vulnerable children and families, and triangulating quantitative and qualitative data to increase the validity of findings.

Here are the specific steps:

Step 1: Define who are MVCs before visiting any households.

Activity: Develop or use criteria consistent with practitioner knowledge or evidence per country office. For example, an office may already have a list of who is likely to be an MVC, or it may have drawn up a list of criteria for MVC, taking into account things such as being out of school, not living with parents, engaged in dangerous labor, being pregnant out of wedlock, etc.

Step 2: Sample households using a cluster sample, but learn before the interview begins whether MVC live there.

Activity: Ask Household Characteristics questions (some to be added) such as 'Are there children here who are not living with their biological parents,' or 'Are there children here who do not go to school and who work most days?' that are designed to help identify the presence of an MVC in the household.

Step 3: If there is no MVC in the household, then conduct the interview in the usual manner.

Activity: Follow the protocol that has been developed for using the survey, which will be modified to include a check box to indicate 'MVC present in household' or 'No MVC present in household.' Proceed to Step 6 below.

Step 4: If there is an MVC in the household, focus the interview on that child.

Activity: If MVC criteria have been met, ask respectfully to speak with the primary caretaker, even if that means coming back at a different time to complete the interview. Other people may not have in depth understanding of the MVC needed to provide useful information. Assuming you are talking with the primary caretaker, give this added instruction:

For purposes of this interview, I would like to ask to you please keep this child [the MVC] in mind as you answer each question.

As you ask questions, substitute 'child' for 'children' as you administer the survey (in verbal administration).

Step 5: Following the interview about an MVC, take any notes that are needed.

Activity. It is possible that you will learn that a household has an MVC even if that child does not meet the criteria. For example, both biological parents may have mental disorders, and this may not have been included in the criteria. If the interviewer takes a decision to include a child as an MVC yet does not meet the

existing office-defined criteria, he or she should write notes on how and why the child was considered an MVC.

Step 6: As you work, keep sampling households until you have reached the target number for 'no MVC' households.

Activity. Keep a count of the total number of interviews done with 'no MVC' households by having each data collector turn in daily counts of the number of 'no MVC' households and 'MVC households.' By adding these numbers up across data collectors, the manager can track when the target for the 'no MVC' households has been reached. The no MVC households will include 150 randomly selected households. The MVC households should account for approximately 10% of the no MVC households, so approximately 15 households (total 165 households). The number of 'MVC households' is not fixed but is empirically driven.

Data collection teams will need to continue their sampling and interviewing until they have reached the 'no MVC' target. If, as a hypothetical example, one aimed to interview 150 non-MVC households, and there were 15 MVC households that had turned up during the work, one would conduct a total of 165 surveys on different households.

Step 7: Build into your data analysis a comparison of households without MVCs and households with MVC.

Activity. Because very different sample sizes for these two categories is being compared, it is best to use the Mann Whitney U test rather than parametric statistics to determine whether statistically significant differences exist. This comparison is valuable because it can indicate whether there were differences between MVCs and non-MVCs. If statistically significant differences exist between MVCs and non-MVCs, there may be several possible interpretations, and these would need to be explored further by the teams. Nevertheless, it is a very significant first step to measure potential differences between MVCs and non-MVCs, as this opens the door for integrating the tracking of MVCs and non-MVCs into WV's ongoing work on monitoring and evaluation for purposes of program strengthening and achievement of the ToA results.

Stage 2: Using ADAPT to Learn From a Wider Variety of MVCs

Another opportunity for triangulating baseline quantitative data with qualitative data on MVC is to apply qualitative research tools exploring issues of risk and protective factors

during the ADAPT stage in working with communities in the CPA cycle. This would involve integrating an intentional research focus into gathering, analyzing and interpreting data at the stages in adapt when community members reflect on risk and protective factors, as well as during the stage of engagement with children.

In both stages a similar selection process would take place in which general children's issues are addressed, followed by a specific focus on MVC. Ideally, World Vision child protection staff would be supported by DME staff in the data gathering and interpretation process.

A final stage to the ADAPT research process, would involve actually engaging with a small cohort of MVC. This will require careful ethical planning, support, and follow up to ensure these children's rights and well being are properly respected during data gathering and interpretation. It can provide a rich opportunity to better understand vulnerability in relation to child protection, especially in the local context, and will ideally help MVC and their families participate more meaningfully in World Vision's CPA and other interventions.

QUALITATIVE DATA

Much of the following material is drawn from IICRD's CAPE guidebook for participatory child protection monitoring and evaluation with children (See Attached CAPE guide).

PART 1: FACILITATION AND DOCUMENTATION

Effective facilitation and documentation are central to success. As a community facilitator your relationships with children and their families provide the foundation for gathering important information and working in partnership to address the challenges they identify.

Three qualities are helping in conducting respectful participatory research with children:

1. Be compassionate: We come to our work in child protection with a feeling of compassion for the children and families with whom we work. Though research is an empirical process, ground your insights in a compassionate empathetic, approach to working with children. The research aims to strengthen World Vision practice, how can we base our compassion in a deeper understanding of children's lives and the experience of those caring for and living in community with children?

2. Be mindful: Be aware of your own strengths as a facilitator or note-taker, bring an attitude of respectful curiosity to the work, what are the unique challenges and protective factors for each child in relation to the research focus?
3. Be open: While each research activity and associated questions are trying to understand specific dimensions of child protection, we want to cultivate an attitude of openness, to be able to incorporate unexpected information that can help us adapt World Vision's programs to each child's unique lived experience.

For each of the qualitative research Activities there are two positions that must always be filled:

1. The Facilitator-The role of the Facilitator is an important role of listener, guide, and support person.
2. The Note-taker- The role of the Note-taker is equally important, because by gathering all of the information we are able to honour the contribution of participants and work with them to use the information to make positive change.

FACILITATION

When engaging children and youth, the way in which the activity is facilitated has a major impact on its outcome. The facilitator sets the tone, works with participants to establish the working parameters and creates a sense of safety and group ownership. The facilitator also helps focus and structure the discussions, and supports participants to reach their goals. Establishing trust is central to the process.

Supporting the meaningful participation of children, youth and adults is as much about *process* as the end result. The following information focuses on how to facilitate activities and discussions with children and youth. The same basic principles apply when working with adults, although you will have to alter your approach slightly to meet the needs of the group (e.g. women's groups, Elders). This information is applicable to EACH of the activities

To be a good facilitator you need to:

Build Relationships

- **Use a positive approach.** Stay positive, energetic and focus on strengths.

- **Be a role model.** Support and guide children and youth, but do not to direct them or take over their process.
- **Build relationships.** Help children and youth feel valued and respected. Be sensitive and sincere.
- **Be patient and flexible.** Things don't always go as planned! If an activity goes off track, gently try to bring it back- don't forget your sense of humour.

Listen and Speak with Children

- **Listen carefully.** Take time and listen carefully to young people and their stories. Listen as much to what children and youth say, as to what they do not say- there is information in their silence.
- **Talk to children and youth on their level.** Sit with the children and youth while they are doing activities, ask them questions and try to understand how they see their lives and their community. Don't hover or crowd them, but show interest.
- **Pay attention to body language.** Watch body language (e.g. fidgeting, being noisy or aggressive, or being very shy or quiet). Look for clues about how young people are feeling during activities- issues may come up for them.

Support the Group

- **Engage children ages 13-18** Engage children these children, and adjust activities so they are appropriate for different participants. Young children may require more time and attention. If your group contains distinct younger and older children, it may be helpful to divide your group into two so that you can provide separate sets of instructions and supports. If there are children with a disability in the group you, activities may need to be adapted to meet the abilities of these children. For example, in the piloting of tools in Albania, a mute boy (who couldn't speak) was included in the social mapping and was supported by his own facilitator to participate in the activity.
- **Be inclusive.** Encourage all children and youth to participate, including those with physical or mental challenges, those who are isolated or those who have emotional considerations. Never force someone to participate if they are not ready.
- **Reinforce that there is no right or wrong answer.** Encourage young people to express their opinions and feelings freely without judgment.

- **Hold people accountable.** Don't be afraid to hold people accountable for their behaviour. Be firm but respectful and create an opportunity outside the group to talk through any issues.
- **Privacy is important.** Make it clear that you believe young people's privacy is extremely important, but that although the group may agree not to share views with outside people, you cannot guarantee this.
- **Be comfortable with being uncomfortable.** Change can often include feelings of discomfort and confusion. Recognize and pause during these moments. Resist returning to old behaviours.²
- **Identify external support.** Be sure to identify external support people who may need help working through issues in more depth than you can provide in a group setting.

Move towards Our Goals

- **Encourage Critical thinking.** This is an opportunity for children and youth to think differently about their lives, raising questions and exploring possibilities in a non-threatening way.
- **Create connections.** Encourage young people to connect with their peers, community members and others partners to share ideas and begin to work together
- **Link Projects and Partners.** When you see possible connections between children and youth's ideas (and eventually Strategies and Action Plans) and partners, create a link between the two.
- **Be an "advocate".** You may need to intervene, speak for or support especially vulnerable young people who share their experiences.³

Tips for Facilitators

As a facilitator you can create an environment for children and youth to feel safe enough to share their feelings and ideas and work towards common goals. Here are

² From Blanchet-Cohen, N., Mack, E. and Cook, M., Changing the Landscape: Involving Youth in Social Change: A Guidebook, Victoria, 2010.

³ Adapted from Jareg, E., 'Guidelines on Listening and Talking With Children Who are Psychologically Distressed,' Redd Barna, Oslo, 1988.

some helpful hints on planning out a successful activity:

Getting Ready:

- **Build Your Team:** As a facilitator you will need to work closely with a note-taker. Strategize before how you will support one another and split up roles and responsibilities.
- **Contact the partner organizations and community leaders to explain the purpose of the activity.** Keep them updated on the developments in the project and the schedule. They are a key resource.
- **Invite a maximum number of children and youth to an activity.** Have enough staff to provide attention and support. For every 2 staff people, we suggest no more than 25 young people. If you need to reduce the numbers, select a clear group, such as a specific youth group. If this is not possible, hold more than one session so that everyone in the group can participate.
- **Contact participants beforehand.** Be sure to inform participants about the location, time and purpose of the activity well in advance so that they can prepare themselves and be available.
- **Seek Consent.** Hold a meeting with the parents to seek their support and get consent for their children and youth to participate. Explain the activity to the children before stating and explain that anyone can leave at anytime, and there is no obligation to answer a question of share personal information. No one should feel they must participate.
- **Select a suitable location.** Hold the activity in a quiet, comfortable and safe area with enough space.
- **Arrange for food and drink if the session will last more than a couple of hours.** Sharing food is an important part of coming together, supporting culture and facilitating the growth of strong relationships.
- **Identify a support person for the children and youth.** Identify a person to provide emotional support to children and youth should they become upset during a session. This person may be a counselor at a school or a staff member at a centre, but they must not be directly involved in facilitating the activity.

Before the Activity:

- **Make a Checklist.** Make a checklist of the materials you will need to bring and the things you will need to do before the activity. Collect and prepare these beforehand.
- **Meet with your team beforehand.** Review the activity, discuss roles and responsibilities, decide on experiential activities to play and ensure that you have all the supplies you need.
- **Mentally prepare yourself.** Be emotionally present and available to engage with children and listen effectively.

During the Activity:

- **Arrive early.** Arrive before the participants so that you can organize the space, and complete any last minute details.
- **Welcome everyone.** Thank everyone for coming. Introduce yourself and explain that you are there to work with children, youth and their community to identify important issues for young people and work together to create positive change. Explain the specific activity you will be facilitating on that day.
- **Use appropriate cultural “opening activities”.** Open the activity with a prayer or song. Check on the local protocol and if possible, work with a local Elder or spiritual leader to open the activity. We include “the Unity Circle” as a possible opening activity to build trust and explain the purpose of the activities.
- **Facilitate introductions.** If participants are meeting as a group for the first time, take time for introductions. Ask participants to find a partner and after a brief discussion, introduce that partner to the group. Facilitators and staff should also participate.
- **Establish a Community Agreement.** Work with the children and youth to develop their own agreement setting guidelines for their behaviour. You may need to prompt and guide them. Be sure to write it down where everyone can see it.

Sample Community Agreement established by children:

- Listen to the person speaking
- Respect each other’s opinions
- Do not distract the speaker by talking with others
- Get permission before going out for a break
- Keep the area clean
- No fighting
- Turn your phones on vibrate

The Facilitator encouraged children to add:

- There is no right or wrong answer; everyone is allowed to have their own opinion
- Respect other people’s privacy, and don’t share their stories outside the group

- **Use experiential activities.** Children and youth have a lot of energy, like to play and learn better by “doing”. Break up the day with physical activities that involve movement and teach a lesson, then reflect on what was learned.

Many of the following research activities are experiential. Experiential activities are great learning tools. They are fun, stimulate learning by doing, and help participants to reflect critically. Experiential activities can also build relationships amongst different partners across the social ecology and can demonstrate how they can work together. Experiential activities have three parts:⁴

- **Experience-** *something we do or that happens to us*
- **Reflection-** *thinking and discussing about experiences and lessons learned*
- **Integration-** *applying these lessons to our daily lives*

- **Collect feedback.** Find out what children and youth liked and what did not work so well and incorporate these suggestions into your next activity. This is your opportunity to learn from them.
- **Discuss next steps.** Inform the participants of the next steps in the process, invite them to the next activity and thank them for coming.

After the activity:

- Meet with your team to review the activity.
- Discuss the **common themes, and interesting stories** that emerged and make a list.
- Discuss strengths and challenges identified related to child protection and write them down.
- Discuss the day’s activities, making notes of the challenges for the team, and the lessons you have learned.
- Identify whether there were specific children and youth who had difficulty during this activity and come up with a plan to provide additional support to these children and youth.
- Remember to review this information prior to the next session.

DOCUMENTATION / NOTE TAKING

Effective note taking:

Throughout the process we need to document to:

- Gain perspective and insight on the day-to-day lives of children, youth, their families and communities;
- Record and share views and opinions
- Determine how to adjust programs, services, activities, and strategies to better support and protect children's rights and enable them to fulfill their potential
- Document and share good practices and lessons learned
- Measure our progress and our capacity for change
- Learn as we go
- Facilitate discussion and dialogue for positive change in the systems that influence the lives of children and youth

Detailed (where possible verbatim, capturing each word) and accurate documentation will provide a good resource for you and the community that you can refer to throughout the process, an excellent reference to look back at and see how far you have come. Documentation also helps to identify how other partners (children and youth, duty bearers) can support and better protect children and youth and provides empirical evidence to talk with governments and other people in positions of power about the situation of children and youth. It can encourage the creation or revision of new policies and programs for child protection and prevention and can promote greater accountability to children and youth and their communities.

Documentation is a full-time task in the research. You will need a separate note taker who can focus on this task. Although someone will be primarily responsible for documentation, everyone's thoughts and opinions are important. Jot down things that you feel are important and discuss it with the group at the end of the session.

Tips for Note-takers & Documenters

Here are some tips for documenting before, during and after the activities:

Before you start the Activity

- Review the day's schedule and objectives- be prepared to tailor your notes to the objective of the day
- Have the Activity Documentation Form or paper and pen to record

During the Activity

- Take **detailed and accurate** notes - write down as much as possible of what is spoken - pay close attention to what is important to the group (use the Activity Documentation Form in Appendix A)
 - Record memorable/outstanding **quotes**. Record quotes in the local language. Translation of quotes immediately can sometimes lose meaning.
 - **Gather stories**; stories are rich in cultural information and provide an insight into how children see their world.
 - Listen for **reoccurring themes**.
- Watch for concepts or ideas that are represented by specific terms in the language- particularly those related to supporting children. Language is an important part of cultural transmission, and these terms and concepts can be used in your outreach materials and how you explain the work to community.

It is not necessary to record the name of the children, youth, and adults. Please note their gender and for children their approximate age. This will help ensure confidentiality and anonymity. ***Other forms of documentation include Video, photos, voice recordings, drawings etc.*** Check in with the participants to ensure it is fine to take their picture, or record their voice first. Explain to the children and youth why you are documenting their responses, for example: “I would like to document what you say today, because I want to remember what you say in your own words. Your thoughts and feelings are important and I don’t want to forget. What you say may be very helpful for other children and youth.”

After the Activity

- Organize the themes, ideas, strengths, challenges, and differences on the activity documentation form (this can be found at end of this document)
- Try to identify the level of importance for each strength/challenge (see getting to know the documentation form below)
- Collect and analyze the documentation taken by each note taker.
- Complete the documentation sheets- send to the Coordinator within 48 hours after the session. This will help to ensure effective follow-up support.
- Follow-up with any children or youth who had difficulty during their mapping or presentation to get a deeper understanding of their experiences and provide additional support.

Getting to Know the Documentation Forms

The documentation process considers children and youth within the context of the world around them. The documentation process explores young people’s interaction with their world and how these worlds connect:

You will list your findings in the Activity Documentation Form, splitting the findings up into strengths, challenges and differences.

‘ARE YOU READY?’ CHECKLIST

The following Check-list will help you ensure that you are ready to begin to gather data for the baseline:

- ☐ Received approval from community leaders, organizations, and/or key partners to begin work in their community/area.
- ☐ Gathered all existing background information on the community/area, so that you can build from work already done
- ☐ Worked out your team dynamics- facilitators, note-takers, coordinators etc. to support the ToA process

- ☐ Have a solid understanding of the entire ToA process, and are prepared to explain the purpose and potential outcomes to interested children, families and partners
- ☐ Identified a support person who can work with children and youth requiring additional emotional support during &/or after the activities

PART 2: KEY ACTIVITIES

Activity 1: Unity Circle

Before starting work on complex issues such as child protection it is important to build trust and a sense of community and common purpose. This activity helps prepare the ground for deeper conversations and can be done at the start and end of all/any sessions.

Objective: To create a sense of unity and shared purpose and demonstrate how working together supports everyone

Application:

Time required: 15 - 25 minutes
(depending on the size of the group)

Number of people: 10 – 20 mixed children (roughly half boys and girls) from the community, trying to include some MVC



Tools required: Large open area, pieces of strong cord or rope tied in a circle

Instructions:

1. Tie a large rope together to make a strong circle. Ask the participants to stand in a circle with arms outstretched holding onto the rope at the centre of the group (binding the participants together).
2. Ask the participants to take one step forward and lean back against the rope. Now have them lean left and then right to test strength of the rope. They can even try to move the circle in a circle first to the left and then to the right.
3. Now grab on to the rope and pull it to test the strength of the group and to show how one person can disrupt the circle. Ask the participants to keep the circle strong and try to pull it again. Note how much less the circle is disrupted and discuss this with the group. Explore feelings people might have, underscore feelings of trust and unity that the circle creates. The circle is one of humanity's oldest symbols of unity.
4. Now get the participants to try to squat down together and then stand up together while still holding on to the rope. Let them try this a few times and then suggest counting together to signify "stand up" and to sit down. Note how much better they are able to work together. Ask for any observations from the group.

5. Next, ask everyone to close their eyes and have them repeat the squatting down/standing up exercise to further build trust in the group.
6. **DISCUSS:** Ask the participants for their feedback. Ask them what they learned about:
 - The importance of working together,
 - How being attentive to ones neighbour is important for group/community success,
 - How one person, who may be feeling sad or upset, can upset the circle, and
 - How everyone needs to work together to be balanced and create a sense of unity to support everyone.
7. Relate this to how we all have to work together to protect and support vulnerable children within a community environment, and how each of us has a part to play in creating safe healthy communities– including the children.
8. **Explain the purpose of the following activities and make sure to briefly explain the concept of child protection (violence, abuse, exploitation) and that the following activities will explore young people and their community’s unique expertise of this topic – please emphasize that *they are the experts*, we are here to learn!**

Documentation

After the activity fill in the following activity sheet and go through and highlight the different themes and stories/quotes/photos with different coloured highlighters (one per theme). Keep track of the colours you are using for each theme so that you can use the same ones for the other activities.

Activity Documentation Form	
GENERAL INFORMATION	
Name of Community:	
Date and Time:	
Name of Notetaker:	
Name of Facilitator:	

Participants:	<table border="1"> <tr> <th rowspan="2"></th> <th colspan="2">How many?</th> <th rowspan="2">Age range:</th> </tr> <tr> <th>Male</th> <th>Female</th> </tr> <tr> <td>Children</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Youth</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Family Members</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Community Members (Who):</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Child protection, Government representatives</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other: _____</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total number or participants:</td> <td></td> <td></td> <td></td> </tr> </table>				How many?		Age range:	Male	Female	Children				Youth				Family Members				Community Members (Who):				Child protection, Government representatives				Other: _____				Total number or participants:			
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Reflections on the Activity

Please be sure to capture the quotes, words or stories used by participants wherever possible.

Name & Number of Activity:	
Describe the activity <i>What happened?</i>	
Highlights <i>What was the most important thing that happened for the group? For facilitators, and issues of social support discussed?</i>	
Priorities <i>What topics were identified as priorities?</i>	

Activity 2: Relational Mapping

An important 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 is a starting point for this process, and 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.



Objective: To help understand social support and associated risk and resilience in children's families and community

Application:

Time required: 45 minutes

Number of participants: 20 -25

Target: Children and young people including both MVC and not MVC

Tools required: Different size balloons – 2 per person, one ball of yarn or twine
One facilitator and one note taker)

Outputs/related indicator:

Qualitative notes on understanding of risk and protection factors, what makes up MVF and MVC, opportunities for self protection. Photos provided as additional information.

Instructions:

1. Ask each of the participants to take one balloon and blow them up – (make sure that some are big and some small). Have them bounce the balloon to experience this sensation. Ask what the balloon represents. Explain that this is now their child, ask the participants to imagine a real child someone they know or have

known. Have them throw their balloon (child) up and keep it in the air. Tell them that they are not allowed to hold it, but must keep it off of the floor as the floor is dangerous. Continue this for 1-2 minutes.

2. Explain that they just got a job and need to use one of their hands to do their job. But they still have to keep their children safe and supported. They need to keep their balloon in the air using only one hand. Continue this for 1-2 minutes. Now explain that life has become more stressful, you can only use the feet, body and head (no hands).
3. DISCUSS. Get the participants to tell you what they think happened. Were they able to keep their child (balloon) in the air? Why or why not?
4. Now ask 5 people to step forward and stand in a small circle. Hand the very end of the yarn to one of the participants and ask them to hold on to it while throwing the bundle to a person across from them. As they throw it – ask them to name one thing that could be a threat to children (probe for child protection threats, try to keep children focused on protection and less on things like dangerous roads etc. unless these have a protection dimension such as vulnerable street children being exposed to traffic). Also ensure each person says something new, not repeating. Probe if its different for boys, girls, younger and older children etc. The person catching the bundle holds onto the yarn attached to the other person and then throws the bundle across to another person – naming one thing that can be a threat to children. Continue this until everyone around the circle has named a risk (and thrown the yarn) 5 - 8 times. The result should look like a spider web.
5. Once you have a good web, stop the process but get everyone to hold on tight to their piece of yarn. Explain that this is the community's web of risk factors for the children.
6. Now take several (5-10) balloons of various sizes and place them on the web. What happens? Usually most of the balloons will stay on, but not all – some of the smaller ones may fall through the gaps or some may roll off the edges. Explain that this is similar to protecting and supporting children in their community. **With any support system, most children will be fine, while others will fall through the gaps – even with webs of protection and support, we need to be aware of vulnerable children at all times.**
7. Now ask about key protective factors, what are the things that help support children? Probe for the role of:
 - Family
 - Friends
 - Key caring adults
 - Cultural factors

- Faith leaders
- Other local factors

8. Usually some of the balloons fall through. When there are only a few balloons left on the web of protection and support, stop and discuss what has just happened. Did everyone see how quickly the gaps in protection and support got bigger and the balloons started to fall through. Did they also notice that the smaller balloons tended to fall through first. This again is similar to most vulnerable children in the community. Some children are “bigger balloons” – they are more “**resilient**” or better able to cope with difficult circumstances. **It is therefore especially important to watch out for the smaller balloons, the children who are more vulnerable to risk, to ensure that they receive the protection and support that they need.** Discuss and close the activity.

Documentation

After the activity fill in the following activity sheet and go through and highlight the different themes and stories/quotes/photos with different coloured highlighters (one per theme). Keep track of the colours you are using for each theme so that you can use the same ones for the other activities.

Activity Documentation Form	
GENERAL INFORMATION	
Name of Community:	
Date and Time:	
Name of Notetaker:	
Name of Facilitator:	

Participants:	How many?			Age range:
	Male	Female		
	Children			
	Youth			
	Family Members			
	Community Members (Who):			
	Child protection, Government representatives			
	Other: _____			
	Total number of participants:			

Reflections on the Activity

Please be sure to capture the quotes, words or stories used by participants wherever possible.

Name & Number of Activity:	
Describe the activity <i>What happened?</i>	
Highlights <i>List the risk factors identified and the protective factors</i>	
Priorities <i>What topics were identified as priorities? Were some risk or protective factors identified as especially</i>	

<p><i>important to the group?</i></p> <p><i>Any discussion on key adults helping with protection or government child protection actors</i></p>	
<p>Key Social Supports</p> <p><i>Did children identify key social supports?</i></p>	
<p>Additional Comments or Areas for follow-up?</p>	

Activity 3: Social Mapping

Understanding young people's lived experiences requires a nuanced understanding of how they engage with the world around them, the relationships in their lives, the places they spend time, the activities they engage in, their perception of safety and risk in their community. Social Mapping provides a way for young people to not only talk about, but show their experience of social support in very tangible terms. It is another entry point to identify challenges (risks) and strengths (protective factors) facing young people in a community and link these with places of risk and/or places of safety. The activity can also enable discussions about more sensitive topics, such as risky behaviour, and should be handled carefully.



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Objective:

To develop a more nuanced understanding of children's perspectives of social support and related risk and protective factors, groups of MVF and MVC and self-protection practices.

Application:

Time required: 1 - 1.5 hours plus time to document the findings

Tools required: Large sheets of paper and several packages of different coloured markers/pens

Number of participants: 5-25

Target: 2 groups of MVC and non MVC's divided into girls/boys and similar ages

Outputs/related indicator:

Detailed qualitative notes on session Social Maps and frequencies of risk and protection (quantitative and qualitative) factors, list of MVF and MVC, opportunities for self protection. Photos provided as additional information.

Key Features:

This tool can be used in contexts where there is limited/low literacy or with vulnerable children.

Instructions:

1. Map the community

Create a simple map of the community (not too detailed or technical but with enough space for major geographical features of the community including young peoples neighborhoods, places where they engage with key people, play, schools, clinics, places of worship, other places young people gather, think of day and night, weekend and weekdays, different times of the year)

2. Map places, people, and social spaces of risk for children

Using a coloured marker (e.g. red) draw risky places, pay particular attention to child protection threats such as violence, abuse, exploitation, young people will often focus on physical threats such as traffic accidents etc. try and bring this back to child protection (in some cases these threats will have a protection relation, e.g. poor children have to live on the streets and may be at risk of traffic accidents).

3. Map places, people, and social spaces of safety and protection for children

Using a different coloured marker (e.g. green) identify protective places in relation to the threats described above. Encourage rich discussion for protection from family, friends, community, government services etc.

4. Rank order Top 4 Risks and Top 4 Protection Factors

Ask participants to rank order the top 4 risk and protection factors, and importantly state WHY this decision was made – Please ensure the 4 risk and protective factors are clearly listed on the map. Note takers should observe and record discussion and debate to see if boys and girls agree are some issues more debatable etc.

It is critical that these questions are asked in a layered format – one question at a time in which children are given approx. 15-20 minutes to complete each question).

Encourage children to use symbols and explain why they have drawn information (e.g. why is that place risky/safe?). Please take a photograph of the map and ensure the listed risk and protective factors and drawing of these things are included.

Documentation

After the activity fill in the following activity sheet and go through and highlight the different themes and stories/quotes/photos with different coloured highlighters (one per theme).

Activity Documentation Form

GENERAL INFORMATION

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Date and Time:																																					
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<i>Total number of participants:</i>																																					

Reflections on the Activity

Please be sure to capture the quotes, words or stories used by participants wherever possible.

Name & Number of Activity:	
Describe the activity	
<i>What happened?</i>	

Highlights <i>What was the most important thing that happened today for the group? For facilitators any issues directly related to the 3 research questions?</i>	
4 Priorities (both risk and protective factors) <i>What topics were identified as priorities for risk and protective factors? List from 1-4 with and explanation why this was chosen.</i>	
Were any factors debated or listed as both a risk and protective factor?	
Social Support and Child Protection Did the children identify any specific social supports (local people, NGO's, government)	
Please include photos of the maps including numbered lists and shots of risk and protection drawings	
Additional Comments or	

Areas for follow-up?	
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Activity 4: Key informant Interviews

In-depth interviews are one-on-one discussion sessions with young people or key people in the community that enable you to engage them in a deep conversation, ask questions regarding their daily lives, and follow up on things you heard in other activities. They also enable you to explore the specific research questions in greater depth.

Objective: To engage young people, families and protection professionals and key community stakeholders in a deep conversation about their lives, their experiences and their perspectives on child protection and World Vision's programs

Application:

Time: 10 minutes preparation, 1 hour for the interview and approximately 30-45 minutes to compile the notes and pull out key themes

Number of participants: 1 family member or child for Key Informant Interview and the interviewer

Target: Most Vulnerable Families and Most Vulnerable Children (aged 13-18) both in and out of WV programs

Number: 4 MVC and 4 MVF KII sessions per community (2 each participating in HV/SM and 2 not participating)

Tools Required: Questions, pen or other means to record answers

Outputs:

Detailed qualitative notes on risk and protection factors for children in the community, existing formal and non formal systems, the role they are playing and ideas on how they can be more effective in addressing MVC/MVF.

Please explain to participants that:

- They are not asked to share anything that you do not feel comfortable about.
- As a researcher you will be sharing what you learn in this project, but you will not attach the person's name to any information.
- As an adult, you have the responsibility to report any abuse that you hear of during the interview.

What should I remember?

- Before the activity, review the interview questions, making necessary changes to account for local context, age of young person, gap areas or areas that you want to further focus on.
- Subject matter can be upsetting for some young people, watch closely to see if the young person is being triggered and be sure to support them immediately as well as after the interview.
- This in-depth interview should be conducted like a conversation with the person. You may move from one question to the next or skip back and forth if this is more natural, though ensure all questions are answered. By following the young person's lead, you will be able to glean greater meaning and contextual understanding of what it is they are saying.
- Review the notes from the previous activities, identifying any gap areas or areas where you need further information.
- Conduct the interview in a place where the person feels safe and comfortable, ensuring their privacy is respected.

Instructions:

Facilitating one-on-one interviews:

1. Start by checking in with the person and having a light and open conversation. You may want to share something about your day and ask them to share something about theirs.
2. Take the time to explain about the interview process, what the person should expect, and how you plan to use the information. Reassure them that whatever they say will be held in confidence and will not be shared with others unless they share information about abuse, in which case you are obligated to report. (If you plan to use a recording device, be sure to inform the young person and obtain their consent.)
3. Remind the person about the concrete supports that are available to them in their community and through the project, in case they need someone to talk to after the interview, and engage them in a discussion about who in their own life is supportive.

4. Use the templates at the end of the activity description as a guide for your conversation. Ideally print out a sheet for each interview or use an electronic form that you can input their answers directly into.
5. Allow time for the person to ask you any questions she/he has. Thank them for their participation.
6. Reassure them that everything they said will be held in confidence, and any comments you record will remove any reference to them as an individual.
7. Wrap up the activity by asking the young person the following reflective questions:
 - a. Were there any questions that were missed?
 - b. Do you have any questions for me/World Vision?

Key Informant Interview Documentation Form

Category: Most Vulnerable Families Involved in WV Sponsorship Programs

Interviewer: _____ **Note Taker:** _____

Date: _____ **Location:** _____

Questions:

1. Please introduce yourselves
2. Please describe your own situation and challenges as a family (probe for specific risks for individual children in their family)?
3. What strengths do you have as a family?
4. Please describe the situation of vulnerable children in your family?
5. Please describe the situation of vulnerable children in your community?
6. How has the WV Monitor supported you through sponsorship as a vulnerable family?
7. What are the key supports the WV Monitor has provided for you as a family?
8. What would help you in having more supports?
9. Are you aware of child protection programs in this community?
10. (Choose one of 2 questions based on response to Qu. 8) Why are or aren't you participating in these programs?
11. Are other vulnerable families able to participate? – Why or why not?
12. Probe for other issues of family vulnerability and support?

Thank you!

Key Informant Interview Documentation Form

Category: Most Vulnerable Families NOT Involved in WV Sponsorship Programs

Interviewer: _____ **Note Taker:** _____

Date: _____ **Location:** _____

Questions:

1. Please introduce yourselves
2. Can you please describe your own situation and challenges as a family (probe for specific risks for individual children in their family)?
3. What strengths do you have as a family?
4. Can you please describe the situation of vulnerable children in your family?
5. Can you please describe the situation of vulnerable children in your community?
6. Who are the key social supports for you as a family?
7. What would help you in having more supports?
8. Are you aware of child protection programs in this community?
9. (Choose one of 2 questions based on response to Qu. 8) Why are or aren't you participating in these programs?
10. Are other vulnerable families able to participate? – Why or why not?
11. Probe for other issues of family vulnerability and support (e.g. role of culture, specific issues of poverty, gender, role of unique social supports or existence of local factors causing social exclusion)?

Thank you!

Key Informant Interview Documentation Form

Category: **Most Vulnerable Children NOT Involved in WV Sponsorship Programs**

Interviewer: _____ Note Taker: _____

Date: _____ Location: _____

Questions:

1. Please introduce yourself and tell us a little about your life and current situation
 2. What are the main challenges or problems you face?
 3. How does this relate to your family (i.e. is the vulnerability affecting the whole family or just the child)?
 4. How is your situation different from that of other children?
 5. Do you go to school? Why or why not?
 6. Where would you go if you needed help?
 7. What people or things help you to do well? Please give an example(s).
 8. How do you play or spend time with friends?
 9. Who are the key people in your family supporting you?
 10. Do community members try to help you and support you or do they make your life difficult? Please give an example.
 11. Have you heard of World Vision and the activities they help to organize for children?
 12. Do you participate in those activities? Why or why not?
 13. What could be done to improve your situation?
 14. What are your future goals?
- Thank you

Key Informant Interview Documentation Form

Category: **Most Vulnerable Children Involved in WV Sponsorship Programs**

Interviewer: _____ Note Taker: _____

Date: _____ Location: _____

Questions:

1. Please introduce yourself and tell us a little about your life and current situation
2. Please describe your family, friends etc. (child's general life situation) – probe for risk and protective factors in child's life?
3. Please describe your participation in WV sponsorship program(s)?
4. What has been the most significant change for you in participating in this program?
5. Can you describe in detail what the change was, how it helped to protect you or your family (ask the child to recount in a narrative, story format)?
6. How has WV helped other vulnerable children in this community (probe for girls and boys depending on the child's gender)?
7. What are your future goals?
8. How has this program assisted you in reaching your goals?
9. What would you like to see in future support for vulnerable children in this community?
10. Would you like to share anything else with us?

Thank you!

Activity 5: Focus Groups

Objective:

- To explore in more depth the information collected from key local adults about the specific research questions
- To learn more about how these issues affects young people's lives
- To learn more about out how families are building social supports
- To better understand the role of local stakeholders and government protection workers in the child protection process

Application:

Time: 1 hour

Number of participants: 15-25

Target: One FG with a Multidisciplinary Team and another with a group of Families per community

Tools Required:

- Questions for discussion (see below)
- Note paper and pens
- Flip chart and markers
- Camera

Outputs:

Detailed qualitative notes on session of risk and protection factors for children in the community, existing formal and non formal systems, the role they are playing and ideas on how they can be more effective in addressing MVC/MVF.

What should I remember?

- Feel free to ask your own questions that relate to the themes, strengths and challenges that you have learned from the children and youth, keeping in mind the guiding questions of the project.
- It is not our role to offer solutions, but **it is our role to encourage children and the community to come up with ideas and solutions of their own.**

Instructions:

1. Invite participants to sit in a large circle and open the session by thanking everyone for coming and introducing the activity and letting them know roughly how long it will take.
2. Explain to the group that you would now like to talk more about some of the things we have discussed over our time together. We want to have a group conversation to get a deeper understanding of their lives and the Home Visiting Program. This will help World Vision when we are working together to develop action plans to further strengthen our community.
3. Emphasize that when we are having group discussions we want everyone to have the opportunity to talk and share. Let people know that we want to hear everyone's opinions. It is also okay if everyone doesn't agree, but please respect other people's opinions and give them time to share. Remind them that there are no right or wrong answers.
4. Pose the following questions to the group. You may want to ask other questions about things you are interested in learning more about. You also don't need to ask them in this order but do ensure all the questions are asked.
Be flexible but keep the session focused.
5. Once the groups have finished invite discussion on any key themes that emerged from the discussion.
6. Closing the activity: Thank participants for sharing their thoughts and ideas.

Ask probing questions: ***Why?***
How? This will help you go deeper!

FOCUS GROUP Documentation Form

Category: Multidisciplinary Team Members

Interviewer: _____ **Note Taker:** _____

Date: _____ **Location:** _____

Questions:

1. General questions about the Multidisciplinary Teams

This brief section will provide useful background information and help the group to 'warm up.' Please reiterate that there are not right or wrong answers, and we would like to hear from each person. Note that the interviewer should deliberately invite the participation of different people (women as well as men) and insure that no one dominates.

- a. Who are the members of the MT and how were they selected?
- b. What are the main activities of the MT?
- c. What are the roles and responsibilities of the MT?

2. Strengths or Successes

- a. What are the successes or things that are going well for the MT? Could you please give an example (involving a family, girl, or a boy)?
- b. What steps were involved in this example--what happened, who was involved, what outcomes were achieved?
- c. What made this example a success? What enabled the success?

4. Challenges

- a. Are there gaps or challenges you encounter in your work with the MT? Could you please give an example?
- b. Provide an example: For this example, it is valuable to ask what could be done to address this challenge

5. Child Protection Issues & MVC

- a. Who are the most vulnerable families and children and what causes them to be most vulnerable?
- b. Are the sources of harm the same or different for girls and boys? Please explain.
- c. Are the sources of harm the same or different for children of different ages? Please explain.
- d. How do MTs support or not support MVF/MVC? What could CPCs do better in regard to MVC?
- e. What is the role of the Child Protection unit in this process?

6. How does the MT support MVF/MVC and Linkages

- a. When does the MT make referrals and to whom? Please describe the process.
- b. How does the MT support MVF/MVC through the referral process?
- c. How is the MT strengthening social support for MVF/MVC?
- d. If this is happening, please provide an example

7. Ownership

- a. What does 'community ownership' mean for child protection and the MT?
- b. How would you describe the level of community ownership of child protection at the moment? What could be done to increase the level of community ownership?

FOCUS GROUP Documentation Form

Category: Family Members receiving HV's involved in WV Home Visiting Programs

Interviewer: _____ Note Taker: _____

Date: _____ Location: _____

Questions:

1. General questions

Please reiterate that there are not right or wrong answers, and we would like to hear from each person. Note that the interviewer should deliberately invite the participation of different people (women as well as men) and insure that no one dominates.

- Who are the members of the family?
- What are the roles and responsibilities?

2. Strengths or Successes

- What are the community's greatest strengths in supporting and protecting children? Please rank from most to least?
- What are the families' greatest strengths in supporting and protecting children? Please rank from most to least?
- What made these a success? What enabled the success?

3. Challenges or Risks

- What are the specific risks/challenges to children in the community?
- Can you rank order them from most to least risk

4. Child Protection Issues & MVC

- Who are the most vulnerable children (is this different for girls and boys, younger and older children)?
- Are certain traditional practices harmful to children? Can you explain why?
- Are the sources of harm the same or different for girls and boys? Please explain.
- Are the sources of harm the same or different for children of different ages? Please explain.
- How are children and youth using protective mechanisms in the family and in the community?
- Who are the key adults that children would go to when in need of protection? Is this different for boys and girls? Please explain

5. Role of formal and non formal

- What are the benefits of the multidisciplinary team? What are some of the most significant changes that have been achieved?
- How can these formal and informal supports help to protect children?
- How can children and families use these structures to support their community?