CHILD PROTECTION SYSTEMS

MAPPING AND ASSESSMENT TOOLKIT

Users' Guide

Acknowledgments

This Toolkit was prepared by Maestral International, under the supervision and guidance of UNICEF's Child Protection Section in New York (Kendra Gregson). Numerous individuals and organizations contributed to the development of this Toolkit, which drew from intensive and substantive engagement with UNICEF, other UN agencies, multilateral and bilateral development agencies, international and national NGOs, government partners, and other national, sub-national and community representatives. Seven field visits were undertaken (to Bangladesh, Cambodia, the Democratic Republic of Congo, Guatemala, Kenya, Kyrgyzstan, and Tunisia), and those required a remarkable level of coordination and participation by the respective UNICEF users and their partners. The Toolkit also benefited from the extensive comments of a Reference Group representing some of the most experienced specialists and practitioners in the field of Child Protection. While it is not possible to name everyone who contributed to the development of this Toolkit, the following individuals made noteworthy contributions:

UNICEF Child Protection Section, New York: Susan Bissell, Kendra Gregson, Aaron Greenberg, Jennifer Keane

UNICEF Child Protection country teams: There is simply not enough space to name all of the UNICEF professionals and support staff who played such an important role during the seven field visits. The managers of these outstanding teams are Rose-Anne Papavero (Bangladesh), Souad al-Hebshi (Cambodia), Alessandra Dentice (Democratic Republic of Congo), Justo Solorzano (Guatemala), Birgithe Lund-Henrikson (Kenya), Elena Zaichenko (Kyrgyzstan), and Hela Skhiri (Tunisia).

Reference Group: Bill Bell, Susan Bissell, Neil Boothby, Philip Cook, Gary Cameron, Laurent Chapuis, Yvon Dandurand, Brigette DeLay, Kendra Gregson, Peter Gross, Sven Hessle, Alexander Krueger, Jean-Claude Legrand, Nankali Maksud, Robin Mama, Eileen Munro, Bo Viktor Nylund, Philip O'Keefe, Gabriella Olofsson, Monika Sandvik-Nylund, Nadine Perrault, Roelof Pouwels, Diane Swales, Joachim Theis, Jane Warburton, Cornelius Williams, John Williamson, Rachel Yates.

Others: Priscilla Akwara, Anne Grandjean, Ghazal Keshavarzian, Dominique Sbardella, Denise Stuckenbruck, Susu Thatun, Fred Wulczyn

Maestral International Team (authors): Philip Goldman (Team Leader), Martin Guggenheim, Cassie Landers, Rosemary McCreery, and David Tobis, with support from Dana Johnson, Molly Morton, Vikas Srinath, and Msgr. Robert Vitillo.

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Section

1

Toolkit Introduction

The Mapping and Assessment Toolkit

In June 2008, UNICEF's Executive Board adopted a new Child Protection Strategy.[1] The Strategy introduced an approach to child protection that went beyond a prior "issue/response" focus, to lead instead towards the creation of a protective environment and the strengthening of child protection systems. The Strategy described child protection systems as "a set of laws, policies, regulations and services, capacities, monitoring, and oversight needed across all social sectors – especially social welfare, education, health, security, and justice – to prevent and respond to protection related risks." In June 2008, a consultation was held in Bucharest, Romania to develop a preliminary systemic diagram and a minimum package of child protection services and to identify key capacities and competencies that needed to be in place.[2] Subsequently, the minimum package approach was modified to focus on identifying key benchmark interventions which countries should strive to put in place as a basis for system-building.

This **Mapping and Assessment Toolkit** aims to provide a practical and user-friendly method to enable participants in the child protection mapping process to identify the main country child protection risks within the rights framework, and to examine the scope and capacity of the existing child protection system (ranging from formal to informal), accountability mechanisms, and resource mobilization approaches. Between September 2009 and January 2010, the Toolkit was field tested in a wide variety of country settings, and modified to reflect the realities encountered in the field and the comments of UNICEF child protection teams and their governmental and non-governmental counterparts.

The ultimate objective of the Toolkit is to support the development of country-level comprehensive child protection systems, appropriately structured and resourced. The Toolkit is intended to help users to identify and prioritize actions which will contribute to building an integrated and strengthened child protection system. A successful mapping and assessment should:

- Provide key stakeholders with a clear picture of the structure and functions of the current child protection system;

- Describe the current legal and normative framework, noting strengths as well as outlining the country's future policy agenda in child protection;

- Highlight the key risks facing children, and prioritize data requirements for monitoring and evaluating child protection in the country; identify additional data needs on less visible themes.

- Drawing on global best practices, assess the capacity of key formal and informal structures (ministries, agencies, partners, communities, etc.) to develop, administer and implement effectively, monitor and evaluate their child protection responsibilities;

- Identify and prioritize opportunities to improve service delivery;

- Bring key players together to support the development of the child protection system; and

- Establish the financial and human resources required to implement the program.

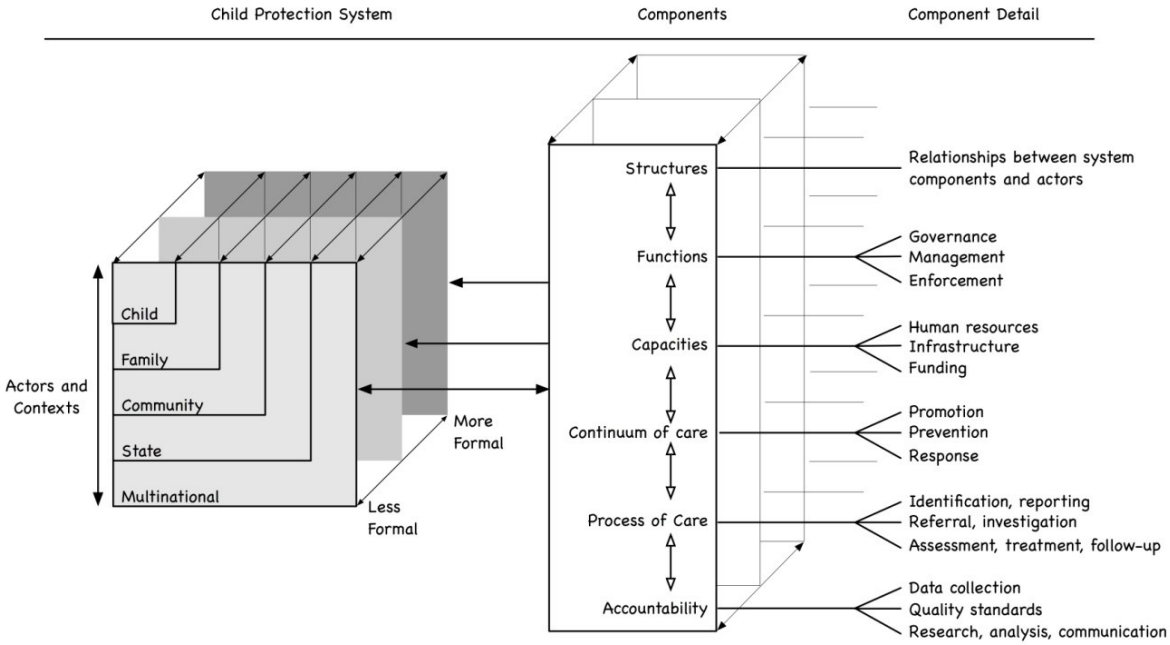
The Toolkit's content draws from an extensive array of materials representing the latest thinking in child protection, many of which are summarized in the Bibliography and Sources section at the end of the Toolkit. These include global conventions and instruments, a variety of supportive documentation for the global rights regime, global and national reports and studies on child protection and related areas, other relevant toolkits that have been developed or are under development, and a number of mapping and assessments of child protection systems in a range of countries. An initial draft of the Toolkit was field tested in seven countries -- Bangladesh, Cambodia, Democratic Republic of Congo, Guatemala, Kenya, Kyrgyzstan, and Tunisia. This process included intensive consultations with Government representatives, development partners, international and national NGOs, representatives of civil society, and community representatives and organizations working with children. Numerous changes were introduced as a result of the lessons learned from those visits, which provided the team with a unique perspective of the mapping and assessment needs 'on the ground.' Reference group comments were also used to strengthen the Toolkit, both deepening its content and streamlining some of its approaches.

The Toolkit consists of two versions, which gives countries an option of how to proceed with a mapping and assessment. The first is a **Comprehensive Toolkit** that allows countries to undertake a thorough mapping of their child protection systems, and to obtain a much clearer picture of the strengths and gaps in those systems. The second is a **Core Toolkit** that provides for a more concise mapping and assessment of a country, focusing on key elements of the system. This version is particularly appropriate for countries with very limited capacity or difficult emergency contexts. Both versions are fully consistent with one another, and each can be customized to the country's context (see next section).

Child Protection Systems

Building on its own work and the work of its partners, including Save the Children and UNHCR, in 2009 UNICEF HQ commissioned a study by Chapin-Hall (a research institute in the University of Chicago) to achieve conceptual clarity on child protection systems.[3] Drawing from the Child Protection Strategy, Chapin-Hall notes that "by definition, a child protection system has certain structures, functions, and capacities, among other components that have been assembled in relation to a set of child protection goals." (p. 18). The system, which is illustrated by Chapin-Hall in Figure 1 below, "operates at several levels (ranging from the formal to the less formal), involves several nested contexts, and relies on different actors." (p. 21). The actors include children, the family, the community, and the state, and they can operate at one or more levels. Structures, functions and capacities are the "building blocks" of a child protection system, while "the continuum of care delineates the specific ways in which the system responds to rights violations, whereas the process of care specifies the procedures that are followed when the system engages children, families and communities… the process of care also incorporates assessment strategies, case planning, treatment, and follow up, with the specific processes shaped by whether the underlying services are promotion, prevention, or response." (p. 22). The interested reader is referred to the study for more details. In 2009, UNICEF HQ contracted with Maestral International to develop this Mapping and Assessment Toolkit to operationalize the new systems approach at the country level.

Figure 1. Child Protection Systems: Actors, Contexts and Components



Source: Chapin-Hall, p. 22.

Why a Toolkit?

Do you want to see better coordination of child protection services? What is the quality of your child protection programs and services? Would you like other ministries to work more closely with you for the protection of children? Do you know how much money is spent on protecting children in your country?

The Toolkit's systemic approach will help partners obtain a common understanding of the current system, its strengths and weaknesses, agreement on a division of labor among ministries, and agencies and their roles in redefining and strengthening the system. It will also generate immediate next steps and set priorities. Applying this mapping and assessment process will help achieve the following:

- Consensus building around key child protection system priorities;
- Policies, legislation, implementing regulations, customs and practices that are in accordance with global rights conventions and instruments;
- Improved system organization and coordination, with clearly defined roles, responsibilities and accountabilities;
- Enhanced management and administration of the system;
- Expanded access to high quality services, with gaps in needed care identified and addressed;
- Increased and better informed participation by children, families and communities in child protection related areas;
- Greater visibility of the system, supported by improved data and information for decision-making; and
- Resources that are adequate, sustained over time, well coordinated, and efficiently utilized to support child protection (across all systemic areas – policy development, service delivery, public information and education, administration and monitoring, and many other areas).

Developing a toolkit that would be useful in any country setting regardless of location, income level and economic development, population, emergency or conflict status, norms and culture, history, language, sub-regional differences, and other variables is an initially daunting task. This Toolkit lays out very important questions, benchmarks and standards for assessing child protection systems in any country, and offers a user-friendly, Excel-based approach that encourages:

- Customizing the Toolkit to address country contexts (by adding or deleting questions, adding or deleting sections, or changing existing questions);
- Translation of the Toolkit once customized (versions of the draft Toolkit have already been translated into French, Arabic, Russian and Khmer);
- Management of information through Excel-based formulas, collation, graphs and charts;
- For those in need of more information, the ability to access numerous databases, conventions, reports and other materials through hyperlinks both in the main forms and the bibliography;
- The choice between a core and comprehensive mapping and assessment; and
- Ease of sharing the results of the Toolkit once completed.

In order to ensure an effective mapping and assessment process, one of the key challenges is to obtain the endorsement of key stakeholders as well as their consistent and active participation throughout the process. It is important to note that this Toolkit assumes that a country is able to mobilize individuals with expertise and sound professional judgment in the child protection sector which are essential for collecting valid data, and use and interpretation of the information generated. Countries will have to decide how best to undertake a mapping and assessment. It should be clear that this process is not only a statistical compilation of data, but rather the Toolkit enables a mapping and analysis of the current situation and generates a strategy that sets goals and targets. The philosophy behind this Toolkit is to (i) synthesize what is already known, looking at child protection from a systems perspective; (ii) draw on existing knowledge and expertise to reach some conclusions about the child protection system through the mapping and assessment; and (iii) develop and strengthen a coordinated effort or program within a country to strengthen the system, ultimately leading to much enhanced child protection efforts.

The Toolkit was developed in Excel 2007. ***It is essential that it be utilized with this or later versions of Excel in order not to lose functionality in some of the programming.*** Basic instructions on using Excel to modify the Toolkit are available later in this Guide, but countries are encouraged to have somebody with facility in Excel manage the collation of information for the mapping and assessment.

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1 UNICEF Child Protection Strategy, Executive Board Annual Session, 2008. E/ICEF/2008/5/Rev.1

2 "Summary of Highlights: UNICEF Global Child Protection Systems Mapping Workshop" (Bucharest, Romania: 11-13 June, 2008).

3 Wulczyn, Fred, Deborah Daro, John Fluke, Sara Feldman, Christin Glodek, and Kate Lifanda, "Adapting a Systems Approach to Child Protection: Key Concepts and Considerations," (Chapin Hall at the University of Chicago: Chicago, 2009).

Section 2

The Mapping and Assessment Process

The Toolkit

The **Mapping and Assessment Toolkit** is outlined in detail in Section 3. It consists of 20 inter-related tools with a number of questions embedded in each tool. These tools are organized into five sections in the Comprehensive Toolkit version. Those sections include (1) General Country Information, which establishes a context within which the system operates including the global legal and policy frameworks, the policy and legislative framework, and the specific risks that children face within a country; (2) System Overview, including system structures, functions, capacities, and the children and justice sector, with tools assessing the community context and role of civil society; (3) Continuum of Care, which assesses the protective environment, including norms and attitudes; (4) Resource Mobilization and Fiscal Accountability, which assesses the human and financial needs of the system and how well child protection is reflected during the budget process, and (5) Moving Forward on System Development, which allows users to frame and cost a program to develop the child protection system drawing on the results of the mapping and assessment.

Creating a Mapping and Assessment Process

The **Mapping and Assessment Toolkit** should be viewed as the starting point for launching a process of evaluating a child protection system. The process of carrying out a mapping and assessment exercise is as important as the information that is gathered. It is particularly important that **each country determine its own approach towards mapping and assessing the system.** It is impossible to design an approach that can be applied globally or even regionally in a uniform way. However, users should in all cases seek to establish a **consultative** process that is not only aimed at filling out the sections, but that leads to an **enhanced and continuing dialogue on child protection, including country coordination, priorities, strategies, action plans and human and financial resource requirements.**

How Much of the Toolkit Should We Customize?

The Toolkit sets important benchmarks for mapping and assessing a system, and draws on decades of work that have led to the creation of global regimes, methodologies, 'best practices,' guidelines, and numerous other instruments supportive of child protection. It sets important standards on what should be present in a well functioning system. Changes in the Toolkit should be carefully deliberated through a consultative process before being introduced – while some might be obvious (e.g., a country without child marriage might remove those sections), others might be more sensitive (e.g., how might domestic abuse be reflected?).

How Detailed Should We Be?

A mapping exercise that attempts to reproduce all that is known will be both infeasible and ineffective, quickly losing the engagement and energy of the key stakeholders. Users should aim to synthesize what is known in a few sentences at most, using cross referencing to more detailed reports or studies as appropriate. Gaps in information will be highlighted as the mapping process is undertaken, but they don't necessarily need to be filled as a part of the process.

A good analogy is a geographic map. Much information can be conveyed at lower levels of detail, while an extremely detailed map may overwhelm a user seeking information.

Most countries will also have many blanks in their answers. Those gaps are useful information in their own right.

There is, of course, some professional judgment needed in determining what information needs to be included. A good basic guideline is whether design of a (hypothetical or real) policy or program would require knowledge of a particular item of information. If so, it should be included.

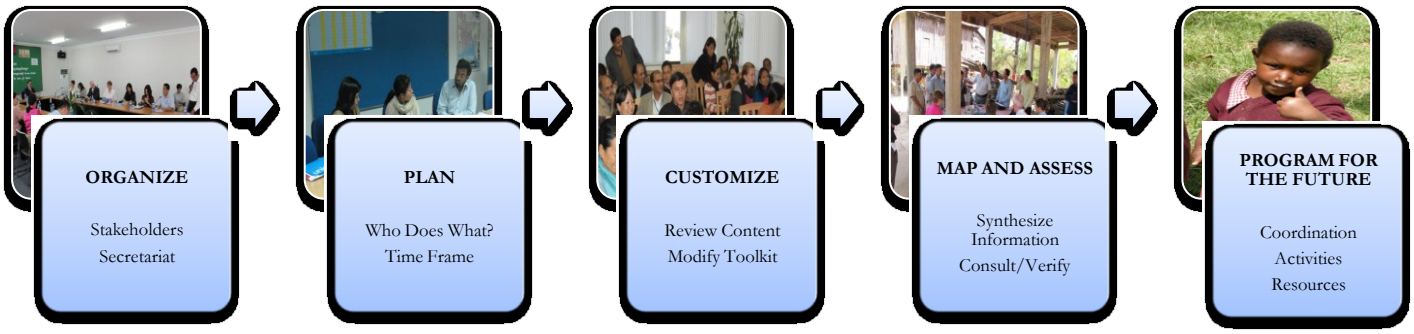
A possible approach for proceeding might be:

Launch: Initial meetings between key stakeholders in child protection on the systems approach and the overall toolkit;

Orientation session: A more formal orientation session with key stakeholders present -- while the Toolkit is by no means difficult, it will be important for the users to become familiarized with its structure and content as well as the individual tools. This will help to establish a common base of understanding between all of the key stakeholders on the Toolkit and the mapping and assessment process. The timing of an orientation session will depend on country circumstances, but will generally precede (and thereby inform) the decisions the stakeholders will make on organizing the process (see next bullet);

Options for organizing: Development of an inter-agency committee or task force to undertake the mapping and assessment, chaired by a high level representative from an appropriate Government agency, and with members from government, development partners, NGOs and civil society, and sub-national authorities. The annex at the end of this Users' Guide provides draft Terms of Reference for one model of a task force to support the exercise. An alternative to a single Inter-agency Task Force is to establish a number of coordinated, smaller task force/working groups to complete portions or segments of the toolkit. For example, the following smaller working groups comprised of members with specific expertise might be useful: policy context and background data ministerial mapping, children and justice, and continuum of care. Each working group would be responsible for reviewing and adapting the assigned tools, and identifying appropriate data collections methods. Depending upon the type of information requested in the assigned tools, data collection methods could be suggested. Data collection methods include desk review of existing, key informant interviews, focus groups and case studies analysis. Excel based technical support for data input and management would be made available to the group as needed. Completed tools might be submitted to the Secretariat (see next bullet) for review and consolidation.

Figure 2. System Mapping and Assessment



- *Secretariat:* Identification of an individual or an organization to play a secretariat role in the mapping and assessment exercise. The annex at the end of this Users' Guide provides draft Terms of Reference for one model of a secretariat to support the exercise;

- *Process:* Establishment by the committee or task force chair of a process for completing the toolkit. It is often advisable to establish smaller working groups within a task force responsible for reviewing and completing different tools. Each country should determine the amount of time it will take to complete the toolkit. As this is not a data collection exercise, but a synthesis of already available information, it should be completed within three to five months, if possible;

- *Customization:* Determination of what is to be mapped/assessed (system scope), and appropriate modification of the Toolkit;

- *Geographic Focus:* Another consideration is sub-national mapping processes in particularly large countries or where there is wide variation within regions of a given country. In these situations, a country should determine a process for conducting sub-national mapping and assessment processes as well as for harmonizing sub-national and national priorities. The Toolkit could be customized accordingly;

- *Implementation:* Toolkit completion, answering questions with a few sentences synthesizing and cross- referencing knowledge. Cells that cannot be completed would be left blank or with designations that information is not applicable or not available;

- *Consolidation:* Consolidation of the findings and information gathered into a coherent mapping and assessment of the child protection system; and

Modifying the Toolkit

The Toolkit can be modified in many ways ranging from small to large changes. For example a small change might be replacing words, such as using "regional" rather than "district" or redefining a word in the terminology section, such as "formal" structures. A larger change might be in the Basic Information tool, to add a question on the geographic distribution of child labor or in the Core Ministry tool to add a column to have an additional category of sub-national governments for the listing of the number of staff deployed. Also one could eliminate a section of a tool that gathers data that are not applicable to the country – is child marriage an issue? A larger change still might be to not use an entire tool such as the Summary of Charts and Tables, though eliminating an entire tools should be done after careful consideration and a broad consultation.

Dialogue/Review/Planning: A final dialogue on the overall system, the development of a joint basic strategy for moving towards a child protection system, a plan of action and time-frame for implementation and the identification of resource requirements.

Identifying priorities for building the child protection system

The Toolkit is intended to help users to identify and prioritize actions which will contribute to building an integrated and strengthened child protection system. These priorities will guide the development of a strategy for system development. The Toolkit contains twenty tools divided into five sections. The table shown below appears at the end of all the tools from the Policy Context tool through the Resources tool and is intended to collect and analyze priorities as they emerge in each tool as it is completed.

Users are encouraged to limit to a total of three to five priorities which are noted in each tool. Depending on the tool, a priority for A) laws, policies, standards and regulations might be to: "create legislation to strengthen the publicly supported and regulated foster care system..." Similarly, a priority for B) cooperation, coordination, collaboration might be to "establish an inter-ministerial body to coordinate child protection activities among Government agencies." Limiting the number of priorities will require reaching consensus on them among the group involved in completing the tool. Some categories are more relevant than others to the various tools. For example, there may not be any system building priority in the "service provision" category resulting from completion of the Policy Context tool, nor any "Data collection, research and analysis" priorities in the Legal and Policy Framework tool. In other tools (for example the Continuum of Care tool) priorities might be generated in any of the seven categories.

As users work their way through the Toolkit, the priorities identified in one tool are automatically carried forward to the Summary of Priorities tool at the end of the Toolkit, where they are grouped into the seven system-building categories. In the Summary of Priorities tool, users can then identify overlaps and

duplication among the priorities, and consider what potential exists to address the priority actions as system-building begins. Short and long term priorities might be determined at this stage. It should be noted that the Toolkit does not automatically identify priorities. The users of the Toolkit identify the system building priorities. The Toolkit then automatically reproduces the identified priorities to the System Strategy tool that gathers and lists all priorities that have been identified throughout the Toolkit.

System Building Priorities

There are seven major elements which go towards building an effective child protection system (see Users' Guide). They are:

A. Laws, Policies, Standards and Regulations
B. Cooperation, Coordination and Collaboration
C. Capacity Building
D. Service and Service Delivery Mechanisms
E. Communication, Education and Mobilization for Change
F. Financial Resources
G. Accountability Mechanisms

Please identify 3-5 priorities at most in the following categories (not 3-5 in each), which are the ones deemed applicable to this section (from a system building standpoint).

Data Reliability and Validation Process

Reliability of the information that goes into the Toolkit is a challenging aspect of the mapping/assessment process. Countless individuals, organizations and governments have wrestled with the problem of data reliability. A variety of situations in the mapping and assessment exercise increases the difficulty of gathering reliable information including the limited availability of reliable data, a stakeholder wanting to present itself in the most positive light, or a government with limited tolerance for criticism.

Although there is a risk that some of the information in the mapping/assessment exercise may be unreliable, several approaches can be suggested to increase the reliability of the data and to verify its accuracy. These include:

- Create an interagency task force to undertake the mapping/assessment exercise, as noted above. In addition to the government participants, the task force could include significant representation from civil society, UNICEF and other UN agencies, NGOs, and bilateral and multilateral donors in the field of child protection who would bring an independent perspective to the exercise.

- Establish a secretariat for the mapping/assessment exercise from an independent research centre or other non-governmental organization with specific expertise in statistical analysis as well as program monitoring and evaluation. Staff from the independent secretariat would be responsible for data collection and maximizing data reliability.

- Use focus groups with representatives of civil society including service users and service providers to verify official information. . Use multiple methodologies to obtain information on specific issues.

- Include service users--parents and children--who are trained and supported to present their perspective and experience.

- Have a variety of sources of information. For example, a particular ministry should not be the sole source of information about the strengths and weaknesses of that ministry.

After all the information has been gathered by the secretariat, it should be reviewed by the broad-based task force to ensure that it represents the most reliable information available and most closely approximates the empirical situation. These approaches will help to reduce the margin of error for the information used in the mapping/assessment exercise.

Involving Families and Children

A core principle of child welfare is that families and children have a right to participate in the decisions that affect their lives. It is important that parents, children and adolescents participate in the mapping/assessment process in a meaningful way at all stages of the process: design, mapping (data gathering), assessment (recommendations) and the final report. For parents, children and adolescents to participate in a meaningful way, they should receive training about the mapping and assessment exercise, and participate in sufficient numbers so that they are comfortable expressing their views and that their voices are given greater weight. Strategies to encourage their participation can include more focus groups, membership of an advisory panel or of a working group for the mapping/assessment process, or by participation in the interagency task force.

Frequency of mapping and assessment

The Toolkit mapping and assessment process for the child protection system should be part of a country's periodic development of a national plan of action or other planning process. It is recommended that the mapping and assessment process be undertaken periodically, perhaps every three to five years. It is recommended that the exercise be linked to mid-term review processes and situation analyses that partners may

be conducting as a part of their work programs. Repeating the exercise will enable a country to see the progress that has been made and identify the areas that continue to require additional attention.

Child protection themes

The systemic approach seeks to move away from issues. This approach has two key advantages: (i) it supports a more holistic view of the child, who likely faces or experiences multiple risks; and (ii) it by nature focuses on long term capacity building, so that countries can increasingly 'stand on their own feet' with respect to developing the organization, management, administration, information, and services needed to protect children.

However, every system responds to issues. For example, education systems will include structures to address different educational levels and curricula groups, while social protection systems will organize differently around social insurance, social assistance, and other programs.

Child protection systems are currently organized around a number of themes. This is evident in global legal frameworks and conventions, national policies and laws, government structures, NGO and civil society projects, and informal practices. The Toolkit breaks these themes down to (i) birth registration; (ii) child labor; (iii) harmful cultural practices (e.g., female genital mutilation/cutting, child marriage, discrimination); (iv) physically, sexually, and psychologically abused and neglected children; (iv) children without adequate family care or alternative care, (vi) child mobility and child trafficking; (vii) commercial sexual exploitation; (viii) children and justice; and (ix) child protection in emergencies/armed conflict. Using these themes as a way to gather information on what exists, enables the user to begin the process of creating an integrated systemic approach. In essence the themes become the building blocks of an integrated system.

These issues give 'meaning' and a practical dimension to the systemic work; policymakers and practitioners are less likely to engage on an abstract discussion of a system that does not address how the system is addressing problems. The above themes in the Toolkit are likely to need some modification in each country (many, for example, do not experience child marriage or FGM/C). While reflecting the fact that the current system is likely to be organized around issues, users should endeavor to find ways to break down the barriers between the issues, and to introduce approaches (e.g., in policy, social work practices, and services) that are more holistic and cross cutting in nature.

Section 3

The Toolkit

Overview

The **Mapping and Assessment Toolkit** gathers information, provides hyperlinks to sources of information, and organizes information for easy use. The Toolkit performs some tasks automatically to make users' lives easier. For example, once users indicate priority indicators in need of collection in the Risk Profile, those indicators are automatically highlighted in red and listed in the Data for Decision-Making tool. The Toolkit also generates a Dashboard to summarize the country's overall child protection situation. This Dashboard can be modified by users to add (or delete) tables and data. In addition, the Toolkit includes links to many resources that can be accessed easily with the click of a mouse. These links also are designed to make it easy to fill out certain sections by providing instant access to information and data that are relevant to the country.

The Comprehensive Toolkit has 20 tools divided into five sections, plus two financial annexes and a bibliography. These are:

Section 1: General Country Information

1a. Terminology
1b. Basic Info and Risk Profile
1c. Global Context
1d. Policy Context
1e. Data for Decision-making
1f. Summary Charts and Tables

TIP: To move between the tools, click on the tabs at the bottom of the screen. There are left and right arrows at either side of the tabs that allow you to scroll through the tools.

Section 2: System Overview

2a. Structures, Functions, Capacities
2b. Specific Ministries
  2b(i). Core Ministry Mapping
  2b(--). Secondary Ministry Mapping
  2b(--). Ministry Strategy and Priorities
2c(i). Children and Justice
2c(ii). Justice Process
2d. Community Structures, Functions and Capacities
2e. Civil Society

Section 3: Continuum of Care

Section 4: Resource Mobilization and Fiscal Accountability

Section 5: Summary and Strategy Development
- 5a. Summary of Priorities
- 5b. Moving Forward on System Development
- 5c. Sector Costing Tool

Annexes
- A1. Capacity Building Costing
- A2. Bibliography and Sources

The Core Toolkit is derived from the comprehensive Toolkit. The following sections apply to that Toolkit, but the number of questions asked will be substantially fewer, and limited to core issues to review and address.

Working Section by Section

Users should start by quickly looking at the different sections of the Toolkit which can be accessed via the tabs at the bottom of the screen. Once the user has become familiar with the overall format of the Toolkit, he or she should review each of the tools. Below is a brief description of each of the tools.

TIP: All written answers should be CONCISE! The point of the mapping is to synthesize what is known – not to reproduce it. Excel is limited in how much text it can accept -- use no more than a few sentences, using cross references as needed.

Section 1: General Country Information

1(a) Terminology

The Toolkit provides some conceptual definitions, while others are left undefined in view of the continuing global dialogue on definitions. Terminology can be adapted to the particular country circumstances. Each country team will need to determine its own conceptual approach and terminology as it works through the Toolkit. The Toolkit allows the users to examine a system from many different directions, much as one might look at an object through different facets of a prism. Whatever terminology a country adopts, it should be based on a consensus of understanding among those engaged in the Toolkit exercise and useable for framing a clear vision and strategy for helping children. Users are encouraged to modify these definitions to suit local circumstances, but with some care! For example, the concept of 'family' is fundamentally different depending on cultural and regional contexts, and the same can be said of many other concepts. However, numerous definitions are drawn from global regimes (the references are clearly stated), and those should only be changed for compelling reasons. If changes are made, the process that led to the revised definition should be noted. .

1(b) Basic Information and Country Risk Profile

TIP: Start Here and Insert Basic Information Such as Country Name (Which Replicates Throughout Toolkit)

The users should start by completing the Basic Information page, which can be accessed via the tab at the bottom of the screen. Once a country is entered, this page will automatically generate important information for the rest of the toolkit, from titles and headers to establishing tables for the **Dashboard.** The page is designed to give users a basic, 'macro' picture of the country situation with a focus on child protection. **Please note that there are hyperlinks to the data available for any country, and thus ALL the available country data required to complete this tool should be accessible via those hyperlinks**. In this tool, users are recommended only to use data provided by the hyperlinks.

The **Country Risk Profile** section of this tool describes the overall context within which the child protection system operates, while highlighting what is known and what key data are missing. The country team need not fill out or develop each and every indicator – indeed, many indicators are presented that have been developed by child protection specialists in past work (much of which is accessible by clicking on the links of the tool), but that are currently collected only in a few countries. Users may wish to use this list as the basis for a dialogue on what information is more urgently needed in a country, and which information is less important or irrelevant. Indicators can be easily added or changed in each cell. Many indicator definitions and sources are provided in comment boxes – simply pass your mouse over the cell to access the definition.

A collaborative process for ranking priority indicators in need of collection or improved data sourcing and frequency is suggested. Indicators that are ranked as a priority are immediately highlighted in red, and are also automatically listed in the **Data for Decision-making** tool to ease later review.

1(c) Global Context

TIP: Quick to complete! Simply click on each convention or instrument, so as to be brought to the list of signatories.

The **Global Context tool** is a short, self-explanatory exercise that presents the country's current status with respect to key international conventions. This provides a framework for assessing the country's degree of adherence to the global rights regime, as well as an opportunity to reflect any country reservations. Deviations from the global rights regime may provide context for how a child protection system is developing, and identify obstacles to its development. Clicking on the cell for each covenant will link the user to the signatory sites on the web to facilitate completion. Please note that the Toolkit automatically collects this information and places some of it in the Dashboard.

1(d) Policy Context

The **Policy Context tool** allows users to view the core provisions of the global child rights regime and to reflect the adherence of national policy to that regime. The assessment is done by child protection theme, as this is how policy legislation is often prepared, defined and coordinated. Child protection provisions from key global instruments are outlined in the left column, and hyperlinks are provided to key instruments in the event more details are needed. The user is also given a tool to reflect any inconsistencies between legislation that has a bearing on child protection, e.g., key definitions or policy inconsistencies. The users are asked to develop a prioritization of system needs at the end of the tool.

1(e) Data for decision-making

> **TIP:** Note that the Tool automatically collects the priority indicators from the Risk Profile, so they are easily at hand here!

This tool gathers information about data, research, analysis and communication as they relate to child protection. To ensure accountability for child protection, data must be collected and research carried out in priority areas. The results of these exercises need to be analyzed and used for policy development and planning for children. This tool maps the entities involved in data and research (whether national or international, governmental or non-governmental) and the systems and sources of data. It allows the user to assess the quality of those systems as well as the way in which data and research results are used in policy-making. It also assesses the capacity of those who use the data. In addition, this tool automatically gathers together the priorities for data and information identified in the Risk Profile tool. Users should indicate key data sources in the 'Sources' sections within each category, including relevant surveys, research and reports. The 'Other Observations' sections allows users to comment on the data provided, assess its strengths and gaps, highlight efforts underway or in the pipeline to collect data, and to provide other pertinent information.

1(f) Summary Charts and Tables

This section includes a graphic presentation of the key child protection indicators for a country. The indicators presented in the Dashboard are automatically presented from the data entered in the Basic Information and Risk Profile tool. These **Charts and Tables** can be modified by users to add other indicators or delete ones that are not appropriate or significant for the country.

Section 2: System Overview

2A. Overall System Structures, Functions, and Capacities

This tool highlights the strengths and gaps in the structures, functions and capacities of the state sector, and is followed by a series of related tools. The first sheet (2a) provides space for an organogram to describe the formal child protection sector in a visual way at the national, regional and local levels. It is followed by questions on coordination above the level of ministries, among different ministries, at regional and local levels, and by themes. Those sections are followed by questions about accountability to individuals, the relationship of child protection and social protection, human resources allocated to child protection and the training of social workers. Information is then gathered on a series of cross-cutting issues including adoption, kafalah, foster care, kinship care, the relationship of HIV/AIDS and child protection, and the role of the formal sector in emergency contexts. The tool ends by asking the user to identify system building priorities. The priorities that are identified are then automatically transferred to Section 5a and aggregated with other system building priority recommendations identified in other tools of section 2.

TIP: Many countries may choose to map and assess one lead ministry, and to reflect secondary ministries in the next tool – but this depends on country context.

2b. Specific Ministries

2b(i) Ministry/Agency Mapping and Assessment

These tools map each Ministry or Agency that has a major involvement in and responsibility for child protection. The users should therefore create a separate mapping sheet for each Ministry/Agency responsible for child protection in the country (using the appropriate Ministry/Agency label for each sheet). This can be done at the national and/or regional level. Simply right click on the tab at the bottom of the sheet to access the commands for copying the sheet.

These tools allow for a comprehensive mapping and assessment of the structure, functions, capacity and accountability of a given ministry or agency in delivering its child protection functions. The tool for the ministries/agencies also includes some questions about the emergency context. These questions map and assess roles and responsibilities in the national capacity to plan for and respond to a crisis, including both armed conflict and natural disasters. The answers too many of the questions in the first column describe the formal responsibilities and requirements for the ministry. The second column describes the strengths and gaps in the system as it currently operates.

TIP: Instead of the Excel organogram, a nicer chart can be generated in Word and easily inserted here. The Tool tells you how right above the organogram.

2b(--). Secondary Ministry Mapping

This tool allows for a simplified mapping and

assessment of the structure, functions, capacity and accountability of a ministry that has only a secondary role in child protection but plays some role in overall promotion, prevention, and response in child protection. The first column asks questions about the formal responsibilities and requirements for the ministry. The second column asks for information about the strengths and gaps in the system as it currently operates. The reference number given to these tools depends on how many major Ministries or Agencies have been mapped. If, for example, three ministries have been mapped by tool 2b (i), they will have the numbers 2b (i), (ii) and (iii), and the numbering of the secondary Ministry tools will begin at 2b (iv).

TIP: Use this sheet for ALL of the ministries that are mapped and assessed. It will automatically feed into Tool 5 (a) below.

2b(--). Ministry Priorities

This tool allows the users to summarize the system building priorities that relate to ministries that have been identified in each of the tools in section 2b. See the note above for the numbering of this tool.

2c(i). Children and Justice

This tool gathers information similar to that gathered in the preceding tools for other ministries (structures, functions, capacities) but allows the user to include in one tool all the ministries, courts, police and prison services, or other entities involved in the complex area of children and justice. The tool also includes questions which address both the formal and informal judicial systems. In this tool, the term "Children and Justice" is intended to cover the spectrum of interactions between children and the justice system: children as perpetrators of crime; children as victims of crime; children as witnesses of crime; and children whom the justice system must intervene to protect (for example, children at risk of violence or exploitation).

2c(ii). Justice Process

This tool describes the roles and responsibilities of each key ministry, court or other agency at each stage of the justice process (from arrest to post detention) and for each category of child (child in conflict with the law, victims, witnesses, or children in need of care and protection, e.g. from abuse). The tool asks for an assessment of the strengths and weaknesses in the justice process. Rename the names of the key ministries and agencies as appropriate by retyping in those cells. As with previous tools, the tools conclude with the identification of the 7 system building priorities. Once identified, these priorities are automatically transferred to Section 5a and aggregated with previously identified system building priority recommendations.

2d. Community Structures, Functions and Capacities

This tool maps and assesses community capacity to respond to child protection needs. It also enables users to map the spectrum from the less to the more formal. Responses should focus on community leaders, community based groups, grassroots organizations, local religious groups, etc. Also note the interface with formal structures (e.g., government offices at the local/community level). Only relevant questions should be answered. . Please note that tool 2a will capture many of the functions in child protection that are administered at the community level by a government agency. If a category or question is Not Applicable (N.A.) to that organization, please record N.A. If the organization is not a Ministry, the question can be edited as needed. . If there are different types of community structures to be reflected, e.g., in different regions or cultural contexts, the tool can be copied and relabeled to reflect those different structures. This can be done at the national and/or regional level. Simply right click on the tab at the bottom of the sheet to access the commands for copying the sheet.

2e. Civil Society

TIP: Note the worked example of this Tool in Appendix 3.

This tool maps and assesses the role of civil society organizations in responding to child protection issues. These organizations include international non-governmental organizations (INGOs), national non-governmental organizations (NGOs), faith-based organizations, community-based organizations, trusts, foundations, charitable organizations, support groups, and similar organizations or groups that operate in the child protection arena. Please answer the questions that are relevant. Because there may be many civil society organizations operating in the country, please focus on the activities of the major ones on the national and local levels.

Section 3: Continuum of Care

This tool gathers information about the protective environment for children. The promotion of positive attitudes towards child protection and open discussion of child protection issues are part of this environment, together with services to assist families, communities and countries to prevent violence, exploitation, abandonment and abuse. National or local child protection services and systems, protective social practices, the knowledge and capacity of communities, families and children, supported by research, good oversight and monitoring, all contribute to building the protective environment. When children are at risk or already victims of violations of their protection rights, the continuum of care is completed by the responses and interventions provided.

This tool sets out to describe and assess the continuum of care, and to identify possible gaps and shortcomings. There are 4 different section of the tool each focusing on a different stage along the care continuum.

3a. Attitudes Customs and Practices, and Open Discussion

This section asks a series of questions regarding attitudes, customs and practices which have a negative effect on child protection? Is there open discussion of sensitive child protection issues? Users are asked to briefly describe what activities or projects designed to combat these harmful attitudes and promote open discussion, who is involved, the geographical coverage of the activities/projects and their quality and impact.

3b. Children's Life Skills Knowledge and Participation

In this section users are asked to consider existing programs/activities to promote children's life skills, knowledge and participation. It captures for example, programs designed to teach children at home/school about children's rights; opportunities to participate in children's parliaments or to involvement in the design and monitoring of child protection services.

3c. Protective and Preventive Actions/Services

This section of the tool asks users to briefly describe existing services to protect vulnerable children and prevent violence, exploitation, abuse and abandonment. Are there social or financial programmes to help families prevent crisis and protect their children; programmes for children living in the street to help protect them from abuse and exploitation for labour; early childhood development projects which help provide protection for vulnerable children? For each a project/program identified, users are asked to briefly describe the services provided, as well as who is involved, the geographical coverage and scale, quality and impact.

3d. Responses and Interventions

This tool captures the existing interventions available for children at imminent risk of abuse, exploitation or violence. The tool identifies responses/ interventions from identification of a child at risk through the assessment of the risk, to the provision of services for the child and family including the provision of alternative care, and eventual reintegration of the child into his/her family. The interventions already set out in the tool can be modified if required to fit the local context, but should not be deleted. The user completes the tool by describing the role and responsibilities of those involved in providing these responses and interventions, assessing whether the interventions and responses are informal or informal in terms of the entities involved, noting their geographical coverage and assessing their quality and impact by using a rating scale.

Additional guidance as well as several illustrative examples are included in Annex 1 of the Users' Guide.

Section 4: Resource Mobilization and Fiscal Accountability

This tool asks cross cutting questions about child protection financing and budgeting. The tool focuses on the government's annual budgeting process and the role and activities of donors. These are by far the largest components of financing and expenditure, and the data on these components are somewhat transparent. A discussion on financing and sustainability of child protection financing starts here. However, they are not the only ones – off budget financing and foundation/third party financing may be present, but are not captured by this tool. If those components are significant, the user can add related questions and information by modifying the tool appropriately. The tool ends by asking the user to identify system building priorities. The priorities that are identified are then automatically transferred to tool 5a, Summary of Priorities, and aggregated with other system building priority recommendations that have been identified in other tools.

Section 5: Summary and Strategy Development

5a. Summary of Priorities

This tool automatically collects and reproduces the priorities that have been indicated in each of the prior tools, which can be referenced conveniently during the program design process in Tools 5 (b) and 5 (c). The priority recommendations are grouped into the same seven systemic areas that have been assessed during the completion of each tool.

TIP: Currencies can be easily changed to local currencies in Excel. Feel free to modify this worksheet to suit local budgeting practices.

5b. Moving Forward on System Development

Some countries may find it useful to establish the basis for a program to strengthen the child protection system by following the format in the tool. The tool moves from a summary diagnosis of the problems to the development of a vision for change and then guides the user to identify a strategy to reform the system.

5c. Sector Costing

This tool allows the users to review public financing in child protection and to develop a sector wide costing. It is suggested that this be completed after the final assessment and the development of a system strategy. The sector wide costing should cover all key ministries and agencies, and will likely require some expertise to complete. The simple budget model

TIP: This tool is ultimately aiming to position child protection during the budget process – often neglected, but a system requires adequate human and financial resources to function properly.

can be modified to national circumstances to provide an overall budget cost for a sector-wide child protection program (the table does not cover off-budget programming). This table should draw directly from locally relevant policy, programming and project materials, and should also feed into (and draw from) the country's overall budget cycle. It can be expanded easily to include details on sub-national and/or local budgets, with some more work required to adapt to decentralized budgets/block grants that vary widely by country.

It is important to consider a variety of different approaches when costing. If the country has a budgetary framework (e.g., a Medium Term Expenditure Framework), it would be helpful to review that to (i) assess the scope for the overall budget to accommodate budget increases; and (ii) identify programs that are already being supported that have child protection related elements. It would also be useful to examine the social protection program (cash and non-cash/services) to examine the existing and potential fit with child protection and the related budgetary implications. Since few (if any) countries have a distinct line item budget for child protection, the following exercise takes the proposed sector-wide approach -- which is more complex than budgeting within a sector, but unavoidable given child protection's cross cutting nature.

Included Annexes

A1. Program Costing

This simple costing model allows the user to take a proposed new program and assess the public finance and aid costs of that program. By adding rows and changing algorithms, it can quickly be adapted to a particular program cost structure. It is designed to look at the public costs of the overall child protection program, as well as at the specific costs of capacity building through technical assistance, training, equipment and other investments.

A2. Bibliography and Sources

The bibliography lists documents that are referenced throughout the Toolkit. Clicking on references that are underlined will link to the document itself. The bibliography is organized by the sections and tools of the toolkit.

Technical Issues

Using Excel

The following information may prove useful to the Toolkit user, particularly the user seeking modifications.

PROGRAM: Excel 2007 (do NOT use earlier versions of Excel, or damage to the model will result).

SHEET PROTECTION: Sheets are protected, so that some cells cannot be edited. Protection can be removed by going to the "Review" menu and selecting "Unprotect Sheet." No password is required.

FONT USED: Garamond, 10 point

PAPER SIZE: A4

FORMATTING: Most cells where input is required use 'Wrap Text,' left and top formatting. These are all available via the 'Home' tab, Alignment commands.

MOVING BETWEEN TOOLS (TAB) TO THE NEXT TOOL. Each tool has a corresponding tab on the bottom of the page. Simply click on the tab to access the tool. There are arrows on the right and left sides of tabs at the bottom. Those arrows will move the tabs right or left so that other tools become visible. There is also an arrow with a slash by it … the left arrow/slash goes to the first tool, and the right arrow/slash goes to the last tool.

TIP: The model employs 'picklists' in key tools, such as Data for Decisionmaking and the Continuum of Care tools. Simply click on the cell, and you can select from the choices provided, helping to ease Toolkit completion while standardizing answers.

CAUTIONS: The Toolkit is completely customizable, but note that there are links between the following workbooks that will be disrupted if editing occurs:

1. Title Page, Summary Charts and Tables, and County Information and Risk Profile, Global context
2. Country Information and Risk Profile and Data for Decision-making
3. Summary Strategy page and the prioritization exercises at the bottom of many tools

Operation	How to Accomplish
1. To add a workbook, e.g., to duplicate the Tool for mapping each Ministry/Agency	1. Right click on the tab on the bottom. 2. Select "Move or Copy" 3. Select where you want the new sheet to b located, and click the box "Create a Copy"
2. To delete a row or column	1. Right click the row or column number 2. Select 'Delete'
3. To add a row or column	1. Right click the adjacent row or column 2. Select 'Insert' 3. To continue to add rows, click "CTRL Y"
4. To add an organogram	1. Select the 'Insert' menu 2. Select 'Smart Art' 3. Choose the style desired, likely under the 'Hierarchy' list
5. To print	1. Select 'Page Layout' 2. Select 'Breaks', and insert or remove page breaks as needed. 3. Select 'Print' from upper left menu 4. Select 'Entire Workbook' from lower left menu, if desire is to print entire workbook 5. Click OK
6. To see if a cell is linked to another cell be deleting it	1. Select 'Formulas' 2. Select 'Trace Precedents' to see if data fro another cell is being imported to this cell 3. Select 'Trace Dependents' to see if data fr this cell is being exported to another cell

APPENDIX 1: TEMPLATE OF TERMS OF REFERENCE FOR ONE MODEL OF A TASK FORCE TO SUPPORT THE MAPPING AND ASSESSMENT OF CHILD PROTECTION

Background

[ ] is preparing to undertake a mapping and assessment of its child protection system, utilizing a Toolkit that was developed with support by UNICEF Headquarters in New York. The Government will be establishing a Task Force [Working Group] to oversee the mapping and assessment exercise. The Task Force [Working Group] will be chaired by [ ]. It will consist of other representatives of the Government, development partner representatives, and civil society representatives. The entire mapping and assessment exercise is expected to last [three to five months]. The Toolkit is being translated into [ ] and will also be completed in [ ].

A Secretariat will support the implementation of the mapping and assessment exercise. It will provide all services outlined below to ensure the highest level and quality of support to the Government and its partners as this work proceeds. Draft Terms of Reference have been prepared for the Secretariat and are attached to this document [note: see Annex 3]. The Secretariat will be established at [ ], and is under the direct supervision of the Chair of the Task Force [Working Group].

Objective

The Task Force [Working Group] will oversee implementation of the mapping and assessment of [country's] child protection system, ensuring that it (i) is completed in an effective and timely fashion; and (ii) leads to a forward looking [five year] program supporting the strengthening of the country's child protection system.

Roles and Responsibilities

The Task Force [Working Group] will:

(1) Coordinate the overall implementation of the mapping and assessment of the child protection system with the support of the Secretariat;

(2) Promote and facilitate collaboration, consultation, discussion and information sharing among key government and non-government stakeholders working on the mapping and assessment;

(3) Participate in a launch meeting overseen by the Chair of the Task Force [Working Group], and which would include all key members of the Task Force [Working Group], where said members would review the content of the Toolkit and provide feedback on its content, wording and structure to ensure that it is fully appropriate to [country's] circumstances;

(4) Identify which members of the Task Force [Working Group] will participate in which parts of the mapping and assessment work, for example, by establishing working groups for each section as it deems appropriate;

(5) Convene and participate in the working and focus groups for each section, as organized by the Secretariat;

(6) Convene one or more review meetings on the overall findings of the mapping and assessment once a draft Toolkit has been completed;

(7) Reach agreement on a child protection program utilizing the Toolkit, outlining the key vision, strategy, and program for [country] for the [five] years commencing in [year], and also indicating the resources required to implement that program; and

(8) Agree on next steps for presentation of the mapping and assessment to the full Government, the development partners, and civil society.

Time Line

With the assistance of the Secretariat, the Task Force should develop a timely implementation plan for completing its assigned sections within three to five months, or whatever timeframe it might establish.

Meetings

The Task Force [Working Group] will meet as often as needed. All meetings shall be presided over by the Chair, or in case of the Chair's absence, by a Task Force [Working Group] Vice-Chair duly appointed by the Chair. Task Force members who cannot attend meetings should endeavour to appoint a replacement to ensure that they are represented during the mapping and assessment process. The Chair may choose to invite representatives from the Government, its development partners, and/or civil society as deemed necessary.

APPENDIX 2: TEMPLATE FOR TERMS OF REFERENCE FOR ONE MODEL OF A SECRETARIAT TO SUPPORT THE MAPPING AND ASSESSMENT OF CHILD PROTECTION

Background and Objective

The Government and civil society partners its civil society partners are preparing to undertake a mapping and assessment of its child protection system, utilizing a Toolkit that was developed with support by UNICEF Headquarters in New York. A [Task Force] will be established to oversee the mapping and assessment exercise. The objective of this assignment is to support the [Task Force] to implement the mapping and assessment exercise, so that it is completed in an effective and timely fashion, and leads to a five year program supporting the strengthening of the country's child protection system.

Activities

As a part of this assignment, the Secretariat will:

(1) Organize a launch of the mapping and assessment, which would include all key members of the [Task Force], and which would allow them to review the content of the Toolkit and provide feedback on the content, wording and structure of the Toolkit (including, for example, reaching agreement on which specific ministries will be mapped);

(2) Based on the feedback presented, introduce revisions in the Toolkit as necessary to the given circumstances;

(3) Undertake the implementation plan for completing the mapping and assessment, including assisting in the convening of and reporting on any [Task Force] sub-working groups that have been established to complete the various Toolkit sections;

(4) Convene and participate in the sub-working groups for each section; organize focus group discussions, desk reviews, case studies, and key informant interviews as requested by the [Task Force] and/or its sub-working groups; and complete the Toolkit sections based on the outputs from each sub-working group;

(5) As the completion of the Toolkit proceeds, assist the [Task Force] to convene one or more review meetings on the overall findings of the mapping and assessment;

(6) As requested by the [Task Force], assist with the facilitation of one or more meetings to reach agreement on the recommendations on the key vision and strategy based on the findings of the mapping and assessment and indicating a process for costing and mobilizing the resources required to implement that program;

(7) Organize the consultative meeting on the findings of the mapping and assessment that would include relevant Government ministries and agencies, development partners, and civil society; and

(8) Draft a summary report for the [Task Force] indicating the overall findings from the mapping and assessment exercise and recommending next steps for presentation to the full Government, the development partners, and civil society.

Reporting Arrangements

The Secretariat would report to the Chair of the [Task Force].

Time Line

The Secretariat should propose an appropriate and efficient time line for the completion of the mapping and assessment activities for [Task Force] consideration. A suggested timeframe for the mapping and assessment process is approximately three to five months.

Background and Experience

The Secretariat would require the following skills:

-- Overall facilitation and administration: The Secretariat will need the skills to (i) facilitate a wide array of inter-agency and working group sessions on the mapping and assessment exercise; and (ii) administer the entire exercise, from convening sessions and locations to preparing any reports, verbal or written, required by the Chair of the [Task Force];

-- Excel 2007: It is essential that all work on the Toolkit be undertaken only in Excel 2007, or a later version. The Secretariat will need highly developed skills in the use of that program; and

-- Analysis and Report Presentation: the Secretariat will require high level analytical and reporting skills to compile all of the information collected, and to prepare and present clear interim and final reports that are suitable for presentation to the highest levels of the Government, its development partners, and civil society.

APPENDIX 3: TOOL 3 – CONTINUUM OF CARE – ADDITIONAL GUIDANCE

Additional guidance on completing tool 3 is provided in this annex, together with a partially worked example of sections 3 (a) and 3 ().

Notes on completing Tool 3, sections 3 (a), 3 (b), and 3 (c).

In the issues analysis in 3 (a), 3 (b) and 3 (c), the term "extent" is used to denote the degree to which children are likely to be affected by the particular issue. For example, if all or the vast majority of people approve of corporal punishment, the term "universal" could be used. If, on the other hand, negative attitudes to birth registration are only held by certain ethnic groups, this can be indicated with an estimate of the percentage of the population affected. The term "impact" is used to describe the consequences of the attitude or issue.

Informal – formal rating scale: Child protection actions occur along a spectrum from the least to the most formal. Informal actions or services include those instigated by children, parents or local communities, acting largely without external guidance or support (for example, a group of parents organizing spontaneously to provide after-school activities for vulnerable adolescents: traditional community leaders arranging for children in crisis to be cared for by members of their extended families). Formal actions or services would be those initiated by "external" actors, including governments with or without the partnership of funding sources such as multilaterals or international NGOs (for example, a national police training scheme on child rights designed by a Ministry of the Interior and funded by the UN: a pilot foster-care program sponsored by the national child protection agency and funded by an NGO and UNICEF).

Based on the users' knowledge of the project/activity or service being described, a numerical rating to denote the degree of formality of the project/activity should be assigned, ranging from 1 to 5, with '1' completely informal (no formal accreditation or approval at all) to 5 (project or service provided by government).

The notion of informal and formal will often differ by country. Additional information about the formal/informal rating can be provided in the "Comments" column if necessary.

Quality and impact rating scale: Wherever possible, and based on the collective knowledge of the team engaged in completing the toolkit, users should assign a value based on a five-point scale to indicate the quality and impact of the activity or project being described, using a number (with 1 as the highest and 5 as the lowest) to denote quality and a letter (with A as the highest and E as the lowest) to denote impact. Thus, a high-quality project reaching only 10% of vulnerable children could be assessed as 1/D. A moderately successful project to raise awareness using national radio with very high listenership could rate as 3/A, and a low-quality local pilot project to train teachers about children's rights could rate 4/D. This

rating exercise is intended only to ensure that users remain aware of the wide variation in quality and impact in child protection activities and projects, and to help identify gaps or inadequacies.

3 (a) Attitudes, Customs and Practices, and Open Discussion: Illustrative Example

A. Are there attitudes, customs in the country and practices which are contrary to child protection? If so, briefly describe them and their extent and possible impact. Please comment on whether it is possible in the specific context of the country to discuss these issues openly at various levels? If there are barriers to open discussion, please identify them. Identify your sources of information and analysis wherever possible.

Issue	Description	Extent	Impact	Open discussion?
Child marriage	Coastal peoples generally accept marriage of girls from age 10, with engagements happening from age 5	Affects about 20% of the overall population	Girls' primary school enrollment and attendance is 25% lower among these ethnic groups than the national average. Early pregnancy is common with little use being made of prenatal services	Some constraints among affected populations arising from traditional beliefs about privacy, but there has been some recent discussion in national print media (accessible to only a small minority of the population)
Child labor	Urban populations commonly employ boys from age 8 as domestic servants (often rural boys who are related to them)	Confined to middle- and upper-income urban populations: 2005 survey indicated their numbers at approx. 2,500	Boys employed as servants do not attend school and are often subject to violence: rejected by employers once they reach puberty and often become homeless	
Child labor	Traditional industries (esp. carpet making) employ bonded female children from age 5	Problem in decline since [country] acceded to fair trade conventions	Children employed in carpet-making do not attend school and suffer severe health problems	Discussion more among educated consumers and middle class than among those actually employing children
Corporal punishment	Corporal punishment is accepted as a form of discipline throughout the school system	Present in all boys' schools and the majority of girls' schools	Actual physical harm is caused to a small number of children, but corporal punishment is thought to be a major cause of poor attendance esp. among adolescent boys (Voices of Youth survey, 2007)	
Negative attitudes towards women in	In rural societies, women play only a minor role in community life: for	Most rural communities (about 60% of the population) tend to	Women are unwilling to come forward at the informal local level to complain of or give evidence against abusers.	

public life	example, a woman who gives testimony against an abusive spouse or family member in a traditional justice proceeding is unlikely to be believed	uphold traditional gender roles	In rural areas, people have little or no access to the formal justice system. The overall effect is that few abusers are ever brought to justice in rural communities	

B. What is being done to combat these harmful or negative attitudes, and to promote open discussion with a view to changing minds? Briefly describe what activities or projects are under way, who is involved, the geographical coverage of the activities/projects and their quality and impact.

Activity/project	**Description**	**Coordinating agency**	**Impl. partners**	**Formal/informal (picklist)**	**Geog. Coverage**	**Quality and impact (rating scale)**	**Comments**
Religious leaders' campaign against child marriage	Leaders are sensitized to harmful effects of child marriage and requested to discuss this with their communities	NGO X + Ministry of Religion	Local NGOs and religious training colleges	3	Coastal provinces (5 out of total of 23)	3/D	
Action against child domestic labor	TV spots describe the harmful effects of child domestic labor	Ministries of Information and Labor	TV advertising and distribution companies provide pro-bono services	4	Major cities with TV services from national TV station	2/D	TV campaign spots are broadcast at times when TV viewing is at its lowest
Combating the use of corporal punishment in schools	All teacher training colleges now include CRC as part of the curriculum:	Ministry of Education + National Child Rights Commission	Teacher training colleges; local child rights NGOs to provide	3	Introduced nationally in t.t. colleges in 2007: inspectors trained in 2008.	2/B	No formal follow-up as yet to inspector's reports. NHO campaign with parents needs to move to a much

	school inspectors include assessments of corp. P in their school evaluation reports		monitoring and to assist in charging parental attitudes through contact with parents' groups		NGOs/parent activities in 7 provinces (out of 23)		broader scale

Notes on completing section 3 (d), Responses and interventions

In this section, a typical series of responses/interventions (leading from the identification of a child at risk through the assessment of the risk, to the provision of services for the child and family including the provision of alternative care, and eventual reintegration of the child into his/her family) is already set out in the tool. If there are additional responses or interventions which are being provided, the user can add these. The interventions already set out in the tool can be modified if required to fit the local context, but should not be deleted. If a particular intervention/response does not exist for children at risk, or is provided only at a minimal level, this should be noted. The user completes the tool by describing the role and responsibilities of those involved in providing these responses and interventions, assessing whether the interventions and responses are informal or informal in terms of the entities involved, noting their geographical coverage and assessing their quality and impact by using a rating scale (see notes above).

3 (d), Responses and interventions: (illustrative example)

What are the roles and responsibilities of the different actors who respond to child protection needs through various interventions (i.e., the interventions that need to be made when a child is recognized as being at imminent risk of abuse, exploitation or violence, or when he or she has already been the subject of a violation of his/her protection rights)?

Briefly describe who does what when interventions are required, the geographical coverage of the interventions and their quality/impact. In some cases, there may be more than one set of actors involved in the same type of intervention (for example, identification of children at risk might be done mainly be teachers at the local/district level but mainly by social workers in urban areas. In those cases, describe each separately if necessary. Flow-charts can also be sued to illustrate how interventions are carried out and by whom.

Nature of intervention or response	Entity or entities primarily responsible	Coordinating authority (if any)	Others involved	Formal/informal	Geog. Coverage	Quality and impact (rating scale)	Comments
Identification of child in need of protection: reporting of case and referral of case	Community-level identification by teachers, health service personnel: report to local branch of Child Protection Agency. CPA social workers reports on home visits identify children at risk	National Child Protection Agency	Police for follow-up.	2	National	3/C	Community figures still need confidence to come forward with cases of children in need of protection; greater confidentiality required at level of police. Number of trained CPA social workers very limited (5 per 100,000 population
Investigation of identified child: is the child in danger? If so, why?	CPA social workers	National Child Protection Agency working at sub-national level	CPA social workers (where available) investigate cases jointly with police	3	Local: social workers only working in a few provinces so far	3/C	