

Child Protection District Need Assessment Study (DNA)
Part I
Village Level Data Collection Tool

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ABBREVIATIONS

AG	Adult community group
AWW	Anganwadi worker
BDO	Block Development Officer
BEO	Block Education Officer
CDPO	Child Development Project Officer
CMPO	Child Marriage Prohibition Officer
CWC	Child Welfare Committee
CG	Childrens group
DCPP	District Child Protection Plan
DCPU	District Child Protection Unit
DNA	District Need Assessment
FGD	Focused Group Discussion
GP	Gram Panchayat
IDI	In-Depth Interview
ICPS	Integrated Child Protection Scheme
JJB	Juvenile Justice Board
MWCD	Ministry of Women and Child Development
SJPU	Special Juvenile Police Unit
SJPU	Special Juvenile Police Unit
SCPS	State Child Protection Society

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A tool for collection of Village level primary data

1. INTRODUCTION

The Ministry of Women and Child Development (MWCD) introduced The Integrated Child Protection Scheme (ICPS), in 2009. It recognizes the importance of creating a protective environment for children through establishing preventive child protection systems, at the state, district and sub district level, and through the provision of a range of child protection services for children. It strengthens the implementation of the Juvenile Justice (care and protection of children) Act, 2000. ICPS emphasizes partnership between state and civil society as a key strategy for child protection.

The ICPS stipulates that every district must develop a comprehensive child protection plan based on an in-depth assessment which reflects the needs and vulnerability experienced by children and communities. A challenge is however, that very little data exists to facilitate understanding to base child protection planning on, to measure impact of programs or to measure change. And at the same time, child protection is a complex issue-not many understand what protecting children means, or how to protect children. There is therefore, a need to engage communities in dialogue, breaking down the issue to make them comprehensible, to make protecting children matter, and to enable communities to articulate issues, seek related services, and to work together with the government towards a caring and protective environment for children.

Keeping the above concerns in mind Leher in collaboration with PRAXIS Institute of Participatory Practices, with inputs from Sarvo Prayas Sansthan, developed a methodology for conducting the DNA and DCPD. This easy to implement tool kit is recommended SCPS and DCPD for use in conducting the DNA and for preparing DCPD. The tool kit has been tested in urban and rural settings, and using this toolkit, DNA and DCPD have been developed in the district of Morigaon, in Assam, and in Madhubani in Bihar.

This document contains Part I of the tool kit for collection of data from children, adult community members and duty-bearers at the village level, through a set of participatory activities. In each village FGDs are conducted with adult community members (AGs) and children (CGs). The evidence from CGs and AGs is presented to duty-bearers-teacher/AWW/ASHA and IDI are conducted with each duty bearer to obtain their feedback. The process is open, interactive and the duty bearers' evidence and comments are recorded against that of the AGs. A compilation of evidence for all villages is presented to the duty bearer at the block level. The Block level duty bearers' tool forms Part II of the tool kit.

The activities in the primary village tool obtains insight on the following: (a) Child protection issues as perceived by the community (b) Gender specific child protection issues (c) Extent of the problem as perceived by the community and reasons for the same (d) Social protection schemes and benefits available (e) Services available for children at the village level (f) Child protection mechanisms and structures available (g) Committees available to address development issues (h) Spaces that are safe, unsafe or inaccessible to children (i) Training received by the duty bearer specific to child protection

The tool is designed in a manner where evidence from CGs, AGs and duty bearers are juxtaposed with each other. It provides for the progressive build-up of evidence from communities (children and adults) and duty bearers from the village to the block level in a transparent manner and provides credible data and presents a picture of child protection in the community, which in turn informs child protection planning.

Each FGD with CGs, and AGs needs to take place separately, and takes 3 hours each. In addition organising and dispersing of each group takes an hour. The IDI with duty bearers takes about 1.5 hours. To conduct 2 FGD and 3 IDI in 1 village would require 2 days. Data entry into the computer takes 1 day per village. Therefore, 3 days needs to be budgeted to cover 1 village.

2. SAMPLE

The sample size is determined based on the size of the district and the financial resources available for conducting the DNA and DCP. It needs to be ensured that the blocks selected for the primary study are as representative of the unique characteristics of the district as possible. Demography, topography, rural-urban distinctions, socio-economic conditions, socio-cultural conditions, vulnerability, marginalization and access to resources are factors to be considered while finalizing the blocks and villages to be covered by the study.

While the number of blocks and GP to be covered by the study can vary, within each GP, the primary study must cover 3 villages. In each village there needs to be 1 FGD with CGs, 1 FGD with AGs, and IDI with 1 AWW, 1 ASHA and 1 teacher. Outlined below is a summary of activities covered in the FGDs with the CGs, AGs and IDI with duty bearers. The size and profile of participants of FGDs' is also specified in the table. Each activity is described in detail in Table 1 below. All activities have to be conducted in each village unless indicated otherwise.

Table 1: Summary of activities to be conducted at the village level

	CG	AG	DUTY BEARERS
SAMPLE	<ul style="list-style-type: none"> 10 children of the community for each FGD Age profile: 13-18 years 2 girls groups and 1 boys group per GP 	<ul style="list-style-type: none"> 15 adult members of the community per FGD Mixed group of men and women (7 individuals between 25-35years, 5 individuals between 35- 50 years, 3 above 50 years) 	<ul style="list-style-type: none"> Teacher Anganwadi Worker ASHA
ACTIVITIES	Identification of prevalent issues that affect protection of children	Identification of prevalent issues that affect protection of children	Identification of prevalent issues that affect protection of children (only comments/feedback against those raised by AGs, and listing additional issues, if any)
	Listing of gender specific child protection issues	Listing of gender specific child protection issues	Listing of gender specific child protection issues (only comments/feedback against those raised by AGs, and listing additional issues, if any)
	Discussion of cases	Discussion of cases	Discussion of cases
	Village Mapping	Village Mapping (only comments)	

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	Child Protection Systems and structures (only column 1)	Child Protection Systems and structures	Child Protection Systems and structures
	Committees (only column 1)	Committees	Committees
		Social protection schemes targeted at families/households	Social protection schemes targeted at families/households (comments against what the AG has raised)
		Problem Tree (only 1 per Panchayat)	Duty Bearer – Role, Challenges & Training

3. GENERAL INSTRUCTIONS TO THE RESEARCH TEAM

- 3.1. The data collection tool will be administered by a team comprising two members – (i) A facilitator to initiate and guide the FGDs conduct interviews and (ii) A documentor to record the information/ additional discussions/evidences/notes etc in the tool. The data collection team should begin with a short introduction of themselves, and provide brief information about the study and its purpose.
- 3.2. In a particular village, the FGD is first administered with CG, followed by AG and then the duty bearers.
- 3.3. Each team needs to carry with them the following:
 - ✓ A hard copy of the tools on A-4 paper for quick reference .
 - ✓ A complete set of picture cards with the cue questions printed behind them. Plastic lamination of the same will protect them from wear and tear.
 - ✓ Chart paper on which the tables for each activity have been enlarged and reproduced in the local language for each activity. The team must take note that though the FGD will be conducted separately for CG and AG, the evidence given by both groups is recorded in different columns within the same table, on the same sheet of chart paper.
 - ✓ Small chart cards (1 sheet of chart paper cut down to 10 pieces) to document reasons, voices, additional notes, and case studies. The team may find it convenient to assign a specific colour card to the different stakeholders (CG, AG, duty-bearer)
 - ✓ Sticker set prepared for the for the village mapping exercise
 - ✓ Stationery kit comprising sketch pens, ball pens, glue-stick, sticking tape, stapler and pins
- 3.4. The team should have undergone the 3 day training on data collection and must be familiar with the tool, and the cue questions. Each team member should have studied the tool and must be prepared for the activities.
- 3.5. Every chart needs to be labelled- Name of the block, GP, village name, date and names of the team members collecting the data
- 3.6. The small chart cards need to be labelled-the name of the village, specify which respondent (CG/ AG/ duty bearers), date and names of the data collection team.
- 3.7. While conducting each activity the team needs to ensure that:
 - ✓ All the questions in the columns are asked from the respondents.

- ✓ Before the documentor notes down the responses of the group on each issue, the facilitator must take a consensus amongst the respondents
- ✓ While facilitating the discussion the facilitator and the documentor must coordinate with each other, to ensure that the entire discussion is captured.
- ✓ The documentor carefully fills in each column, so as to avoid incorrect documentation and data errors.
- ✓ All the chart cards carrying qualitative comments, notes, and case studies, are stapled to the main sheet of chart paper after completion of every activity.

3.8. The team should be careful and not enter into any sort of confrontation with the respondents, or attempt to correct the respondent or demand action.

4. ACTIVITIES TO BE COVERED IN THE FGD and IDI

4.1. IDENTIFICATION OF PREVALENT ISSUES THAT AFFECT PROTECTION OF CHILDREN

The purpose of this activity is to identify and enlist the prevalent issues and phenomena which impact child protection, based on the perceptions of the children and adult community members. The activities also capture information such as incidence, if complaints were made and to whom.

4.1.1. Materials required for the activity

- The Chart paper with the table prepared as detailed in Table 2 below
- A complete set of picture cards with cue questions printed at the back of each. The complete set with cue questions is placed at Annexure 5.1.

Table 2- Identification of prevalent issues that affect protection of children

Listing issues and phenomena that impact child protection																	
Block	GP						Village										
Date	Team Members																
Picture Card	Have heard (Yes/No)		Have heard, but not from our village		Know of cases from our village		Recent incidence (last 1 yr)		To whom did you complain		Does it need attention		Evidence/ Notes/ Comments				
	CG	AG	CG	AG	CG	AG	CG	AG	CG	AG	CG	AG	CG	AG	Duty Bearer		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Child labour...																	
.....																	

4.1.2. **To facilitate the discussion with children and community members:**

- Present one issue card at a time before the CG/ AG and ask the respondents the questions posed in Table 2. The cue questions provided behind the picture cards must also be asked.
- Ensure that
 - All discussions/comments/ cases are documented on small chart cards (column 13-17)
 - A note of other issues not presented (in picture card form) before the CG but identified by the respondents are documented on separate blank cards

4.1.3. **To facilitate the discussion with duty bearers**

- The information received from the CG and AG is summarized and presented to the duty bearers. They are asked if they agree/disagree with the information reported by CG/ AG and to supplement the evidence with additional information.
- Comments made by the duty bearer and other additional details as in 3.6 need to be documented on chart cards.

4.2. **GENDER SPECIFIC CHILD PROTECTION ISSUES**

4.2.1. The purpose of this activity is to identify and enlist gender specific child protection issues that affect both girls and boys. This exercise is conducted with CG and AG. The duty bearers are asked to comment on the information provided by the CG and AG and add to it if necessary

4.2.2. **Materials**

- Small chart cards to record notes or cases
- List of cue questions to probe gender specific issues
- Chart paper with the table prepared as detailed in Table 3 below

Table 3- Gender Specific issues

GENDER SPECIFIC ISSUES					
Block		GP		Village	
Date		Team Members			
CG	AG	DUTY BEARER			
		Teacher	AWW	ASHA	

4.2.3. **To facilitate discussions with CG and AG**

- Use the cue questions as a guide for eliciting information from both CG and AG
- List down issues raised by each group specific to girl and boy children in the village

4.2.4. To facilitate discussions with duty bearers

- The duty bearers need to be asked if they agree/ disagree with the comments made by the CG/ AG by substantiating with evidence.
- Document the comments made by the duty bearers in columns for duty bearers in the Table 3 above.

4.3. DOCUMENTATION OF CASES

4.3.1. While conducting the various activities within the FGD and IDI with CG, AG and duty-bearers, a number of cases of child protection violations and other anecdotal information would be provided by them. This information must be carefully recorded and stored for use in the final report.

4.3.2. Materials

- Chart paper with the table prepared as detailed in Table 4 below

Table 4 - Template for documentation of case studies

CASES				
Case Description/ Incident	Age	Gender	Reasons	Comments (Indicative)
				<ul style="list-style-type: none"> • Was a complaint made in the case? if yes, to whom was the complaint made? • What was the action taken on the complaint? • What's the status of the case now? • Has there been a change in the community attitude?

4.4. VILLAGE MAPPING-SAFE AND UNSAFE SPACES FOR CHILDREN

4.4.1. The purpose of this activity is to understand from children's perspective the spaces they transit through during the normal course of living to undertake her/his routine activities of school, play, etc. and to understand the level of safety they feel while reaching / in these spaces. The activity is conducted with CG, and is presented to the AG for their feedback and comments.

- Village Mapping identifies the absence/presence of various services in the village and their adequacy/inadequacy as perceived by children.
- This activity is primarily conducted with children. Additionally, AGs are asked to comment on the information provided by the CG with respect to safe/unsafe spaces and adequacy/inadequacy of services/facilities.

4.4.2. Materials

- A set of chart papers
- Small chart cards to document any discussion with CG/ AG
- Set of sketch pens
- A sample of set of symbols for mapping various services/facilities/structures (stickers) is placed at Annexure 5.2

4.4.3. To facilitate developng the map with children

Taking the entry point of the village you are mapping as a reference point on the map, begin plotting various services and facilities (indicative listing):

- | | | |
|----------------------------|--------------------------------|---|
| ○ Anganwadi center | ○ Police station | ○ Ration shops |
| ○ Houses (habitations) | ○ Main road | ○ Gram Panchayat office |
| ○ Primary school | ○ Bus stand | ○ High ground (safe place) |
| ○ Middle school | ○ Rickshaw stand | ○ Dam |
| ○ High school | ○ Local bazaar | ○ Bridge |
| ○ <i>Maidan</i> | ○ Weekly bazaar | ○ <i>Zamindar/</i> money lender's house |
| ○ Children's group | ○ Alcohol shops | ○ Tea stall |
| ○ Health sub center | ○ Tobacco/cigarette shop | ○ or any other |
| ○ Primary health center | ○ Other small shops for basics | service/facility/structure that |
| ○ Temple/ Mosque/any other | ○ Water bodies | children access on a regular basis. |
| religious place | ○ Fields | |
| ○ Madarassa | ○ Community center | |
| ○ <i>Chowkidar's</i> house | ○ Post office | |

4.4.4. Ensure that:

- Routes to the above services, facilities and structures are marked in one colour
- Once the map is prepared, ask the respondents to mark/indicate the unsafe spaces by using the red stickers from the kit. Similary, ask the respondents to mark/indicate the safe spaces by using green stickers
- Also ask the respondents to rate the services/facilities as adequate by using the yellow stickers or inadequate by using the orange stickers
- Discussions/ additional notes need to be documented on chart cards.
- The Map is labelled as specified in 3.6 above.

4.4.5. Make use of the cue questions provided below to help children to identify and map safe/ unsafe spaces and adequate/ inadequate services/ facilities. This is an indicative listing.

1. Please indicate/identify the places where you go to take bath/for toilet.
2. Which are the lanes where you feel unsafe (face difficulties)? Specify the nature of difficulties that you face (eve-teasing/ abduction/ assault)
3. Have you heard of any such incidents? Please share the details
4. At what time of the day are these lanes/ roads unsafe?
5. Is there any particular person/ group of persons who make you feel unsafe?
6. Do you feel safe in your school?
 - a. Are there any tobacco/cigarette shops around your school?
 - b. Does your school have separate toilets for girls and boys?
 - i. **Only to be asked from girls** -Where do you go if your school has no provision for toilet facilities and what happens on the days you menstruate?
 - c. Do you feel discriminated in your school? (on the basis of caste/ class or due to any other reason)
 - d. have there been any cases of abuse/punishment in your school? Share the details.
7. Do you face any difficulty in accessing any service? (health care/ school/Anganwadi)
8. What do you do in the absence of a facility/service (health/bank/police) in your village?
9. How far do you go to avail these facilities?

4.4.6. Facilitation of feedback discussion with adults

- After completion of this exercise with the CG, the AG need to be asked if they agree/ disagree with the comments made by the CG specific to safe/unsafe spaces and adequacy/inadequacy of services by substantiating with evidence.
- The feedback and comments of AG need to be documented in a small chart card which also need to be labelled as per 3.6 above.

4.5. CHILD PROTECTION SYSTEMS & STRUCTURES

- 4.5.1. The purpose of this activity is to understand if the respondents are aware of child protection complaint mechanisms and have approached them or any competent authority in case of any perceived/ real child protection violation. It is also to understand whether protection systems and services which exist at the district level are able to reach children/ communities at the village level. This activity is conducted with CG, AG and duty bearers. Please make a note that only the awareness component of this activity is carried out with CG.

4.5.2. Materials

- Chart paper with the table prepared as detailed in Table 5 below
- Small chart cards need to be labelled as in 3.6 above.

4.5.3. Facilitating discussion with children

- Taking each CP structure mentioned in Table 5 ask CG if they are aware of the existence of CP structures.

4.5.4. Facilitation of discussion with adults and duty bearers

- Taking one child protection system/structure at a time, ask the respondents the questions posed in the Table 5 below – whether the respondents are aware of child protection systems and structures enlisted in the table below; whether the respondents have approached them anytime.
- Ask the respondents to substantiate with comments/experiences/cases in case they have approached any of these systems.
- Ensure that:
 - All child protection systems and structures listed in the table below are covered. Any additional systems/ structure informed by the CG/ AG/ duty bearer needs to be documented
 - Evidence/comments made by the AG/ duty bearer need to be documented on separate small chart cards

Table 5- Child Protection systems and structures

CHILD PROTECTION SYSTEMS & STRUCTURES													
Block				GP					Village				
Date				Team Members									
	Awareness (yes /No)					Approached (Yes/No)				Evidence/ Notes/ Comments			
	CG	AG	Duty Bearer			AG	Duty Bearer			AG	Duty bearer		
			Teacher	AWW	ASHA		Teacher	AWW	ASHA		Teacher	AWW	ASHA
Police													
CMPO													
CWC													
JJB													
SJPU													
CHILDLINE													
In case of child rights violation who would you approach													

4.6. IDENTIFICATION OF DEVELOPMENT RELATED MONITORING/REGULATORY COMMITTEES AT THE VILLAGE LEVEL

- 4.6.1. The purpose of this activity is to understand the kind of development related monitoring/ regulatory committees' existent at the village level and the issues addressed by these committees. This exercise identifies the different committees that function at the village level and the knowledge of the respondents on the same. Information on the functioning of these committees is also gathered. The exercise is conducted with AG and duty bearers
- 4.6.2. **Materials**
- Small chart cards
 - Chart paper with table prepared as detailed in Table 6
- 4.6.3. **To facilitate discussions with AG and duty bearers**
- List the common committees that exist at village level in the district prior to the tool being administered.
 - Taking one committee at a time, ask the respondents the questions posed in the Table 6 below – whether the respondents are aware of the committees; whether these committees are functional and the issues raised in these committee meetings.
 - Ensure that additional information/discussions are documented on separate small chart cards for AG and duty bearers

Table 6- Identification of development related monitoring/regulatory committees at the village level

COMMITTEES													
Block	GP					Village							
Date	Team Members												
Name of Committee	AWARENESS (yes / no)					FUNCTIONALITY							
	CG	AG	Duty Bearer			Formed but does not meet				Formed meets regularly			
			Teacher	AWW	ASHA	AG	Duty Bearer			AG	Duty Bearer		
							Teacher	AWW	ASHA		Teacher	AWW	ASHA
1.....													
2.....													

4.7. SOCIAL PROTECTION SCHEMES TARGETED AT FAMILIES/HOUSEHOLDS

- 4.7.1. The purpose of this activity is to understand the availability, accessibility, and the quality of services/ schemes/ facilities especially for children provided by the state. The availability, accessibility of the services/ schemes/ facilities are understood in terms of their availability and quality. The responses of the community are supported with comments and reasons for the same. This activity is conducted with adult community members. Additionally, the duty bearers are asked to comment on the information provided by the AGs and supplement the evidence given by the AG with additional information.
- 4.7.2. **Materials**

- Small chart cards to document notes/comments/evidence

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- Chart paper with table prepared as detailed in Table 7

4.7.3. To facilitate discussions with adult community members

- List the different services/schemes and facilities that should be available in the village prior to administration of the tool
- Taking one service at a time, ask the respondents the questions posed in the Table 7 below
- Request the respondents to substantiate/ provide evidence to their response between 1- 12 in column 13. Record/ make note of this evidence on small chart cards, indicating the kind of service being substantiated about on the card.

Table 7 -Social Protection Schemes targeted at families/households

SERVICES, FACILITIES AND SCHEMES																
Block				GP						Village						
Date				Team Members												
Type of Facility/ Institution	Availability			Accessibility			Quality						Evidence			
	Availa ble to all	Available to some	Available to none	Satisfactory	Not so Satisfactory	Bad	Attitude of staff			Service						
							Satisfactory	Not so Satisfactory	Bad	Satisfactory	Not so Satisfactory	Bad				
													A G	Duty Bearers		
														Teacher	AWW	ASHA
	1	2	3	4	5	6	7	8	9	10	11	12	13			
Anganwadi Centre																
Mid Day Meal																
MNREGA																
BPL CARD																

4.7.4. To facilitate discussions with the duty-bearers

- Present the evidence provided by AG to the duty bearers. The duty bearers need to be asked if they agree/ disagree with the comments made by the AG by substantiating with evidence
- Note all qualitative evidence provided by the duty-bearers need to be documented with the additional details as in 3.6

4.8. PROBLEM TREE

4.8.1. The purpose of this activity is provide the community an opportunity to analyse 3 issues that affect their children that they would accord priority and action to and to understand their perceptions of causes and solutions to the problems. This activity is conducted with AG. One problem tree is developed per GP.

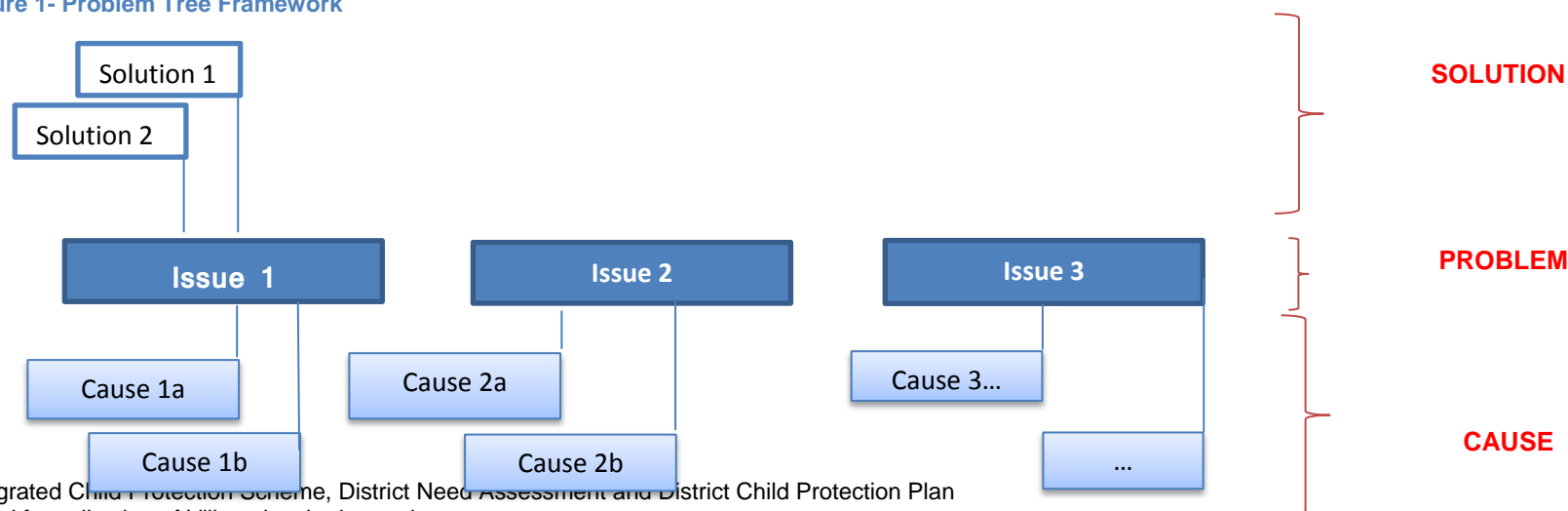
4.8.2. Materials

- Small chart cards to records any notes or cases and additional details as in 3.6 above.
- Chart paper prepared as per Figure 1 below:
 - Keep a set chart paper, small chart cards, sketch pens etc ready to document notes/comments/evidences.
 - Take a chart and divide it into 3 equal parts. Title the bottom part of the chart as “cause/ reason”, the middle part as “problem/issue” and the top part as “solution”.

4.8.3. To facilitate discussions with adult community members

- Identify the 3 most serious child protection issues emerging from the activity 4.1 conducted with the CG and AG.
- Put down these core CP issues identified in the middle slab (problem slab) one at a time
- Taking one CP issue at a time, ask the AG to identify
 - The causes to the problem. These causes need to be documented in the bottom slab
 - The solutions to the problem. These solutions need to be documented in the top most slab.
- Take time to allow respondents to express/ explain their feelings and reasoning. Ensure that the discussion/comments/incidents if any are documented on the small chart card

Figure 1- Problem Tree Framework



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4.9. ROLE, CHALLENGES AND TRAINING (DUTY BEARER)

- 4.9.1. The purpose of this activity is to understand the role of the duty bearer in terms of the activities he/she conducts, the training he/she as a duty bearer has received and the challenges he/she faces from community and the department under which the duty bearer works. This activity needs to be conducted with the village level duty-bearers-ASHA, AWW and teacher.
- 4.9.2. **Materials**
- Multiple small chart cards labelled as in 3.6 above and to record the responses of the duty bearers.
 - Separate cards for role, challenges and training.
 - Separate cards for each stakeholder to be interviewed.
- 4.9.3. **To facilitate discussions on role training and challenges**
- Make use of the cue questions provided below in Table 8 to initiate discussion and probe further on role, challenges and training of the duty bearers.

Table 8: Cue Questions for duty bearers on role, training and challenges



Duty bearer	Role	Training	Challenges
Teacher	<ol style="list-style-type: none"> 1. Till what class do children attend school before they get married? 2. What steps do you take when you hear that a student is getting married? 3. How do you discipline children/students in your school/class? 4. What do you do when a child is absent for a long time (more than 3-4 days)? Do you enquire 5. Are children provided information on sex education, disaster management, abuse....? 6. Are children provided information on who they can approach in case of difficulties/ existent complaint mechanisms? 	<ol style="list-style-type: none"> 1. What is the training you have received 2. Has your training covered <ol style="list-style-type: none"> a. How to identify indicators of abuse b. Existent complaint mechanisms c. How a child below 14 yrs is not supposed to work d. The importance of education (RTE) e. Positive reinforcement methods of disciplining f. The legal age for children to get married g. On how to communicate/ sensitize children on sex education, disaster, abuse, trafficking.... 	<ol style="list-style-type: none"> 1. What are the difficulties you face as a teacher from <ol style="list-style-type: none"> a. Children b. Parents c. Panchayat d. Dept of education
AWW	<ol style="list-style-type: none"> 1. Describe your daily routine as an AWW <ol style="list-style-type: none"> a. What time do you come to the centre? b. What do you do at the centre? c. How many children do you cater to- 	<ol style="list-style-type: none"> 1. What is the training you have received 2. Has your training covered <ol style="list-style-type: none"> a. How to identify indicators of abuse b. Existent complaint mechanisms 	<ol style="list-style-type: none"> 1. What are the difficulties you face as a AWW from <ol style="list-style-type: none"> a. Parents b. Community



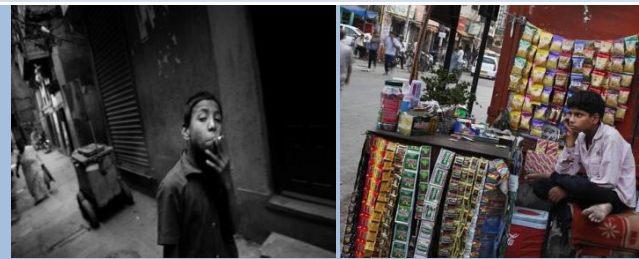

	<ul style="list-style-type: none"> i. How do you select the children you provide the anganwadi service for? ii. What happens to those children who are left out/ how are their needs fulfilled? <ul style="list-style-type: none"> 2. Do you provide any kind of awareness to the adolescent girls and young women in your village <ul style="list-style-type: none"> a. If so, what do you cover 3. How do you monitor the growth chart <ul style="list-style-type: none"> a. How many children have you referred to the NRC? 	<ul style="list-style-type: none"> c. On how to communicate/ sensitize adolescents on sex education, reproduction, abuse, trafficking 	<ul style="list-style-type: none"> c. Panchayat d. Dept of Social Welfare
ASHA	<ul style="list-style-type: none"> 1. Describe your daily routine as an ASHA <ul style="list-style-type: none"> a. How many home visits do you make b. How do you monitor deliveries 2. Are you aware of any sex selective abortions from this village? 3. Have you observed any difference in health status between the girls and boys in the village? 4. Do you counsel adolescents on the impact of child marriage on health? 	<ul style="list-style-type: none"> 1. What is the training you have received 2. Has your training covered <ul style="list-style-type: none"> a. How to identify indicators of abuse b. Existent complaint mechanisms c. On how to communicate/ sensitize adolescents on sex education, reproduction, abuse, trafficking 	<ul style="list-style-type: none"> 1. What are the difficulties you face as a ASHA from <ul style="list-style-type: none"> a. Parents b. Community c. Panchayat d. Dept of Health




5. ANNEXURE

5.1. ANNEXURE- PICTURE CARDS

Following are a set of images and probing questions for the activity- - Identification of prevalent issues that affect protection of children. These images should be enlarged and printed on postcard sized cards. Plastic lamination is recommended as it would protect them from wear and tear. The cue questions for each issue should be printed at the back of the image(s). Please note that image(s) of any other issue can be added or any of the image(s) on existing issues can be removed from the tool kit depending on the profile and the issues that commonly exist in the community where the tool is to be administered. When adding additional images, ensure that they are tested in the field to see that children and adults are able to identify the issue correctly.

Issue	Image	Cue questions
<i>Child Labour</i>		<ol style="list-style-type: none"> What are the different occupations that children engage in <ol style="list-style-type: none"> Girls boys Where do children go for work (outside the village/ block/ district / state)? How old are these children who are working?
<i>Child Marriage</i>		<ol style="list-style-type: none"> What grade at school do children attend at the time of marriage? Do they immediately go to their marital home when they get married? Where do children go when they get married (same village/ outside the village/ outside the district)? Do they continue their studies after marriage – boy and girl?

Corporal Punishment			<ol style="list-style-type: none"> 1. What are the different forms of punishment given to your child? 2. Do you think giving such punishments is right or wrong? 3. Do you think there is any difference in punishment for girls and boys <i>or</i> on the basis of caste?
Female Foeticide			<ol style="list-style-type: none"> 1. Where do people go to abort the girl child? 2. How do you feel <i>about</i> with this practice?
Drug Addiction			<ol style="list-style-type: none"> 1. Do children here like to smoke/chew tobacco/gutkha? 2. Where do children get their smokes/ gutkha all from? 3. How old are the children when they start?
Migration			<ol style="list-style-type: none"> 1. What is nature of migration? 2. Do families migrate...or is it just a few members.....do children accompany the parents...If children go, do they continue education? 3. Where do they migrate? 4. What is the nature of work they engage in when they migrate?

Gender specific issues		<ol style="list-style-type: none"> 1. How do the girls/boys help in the house? 2. Who is more educated-your girl or boy? 3. Who eats first – son or daughter 4. When son or daughters fall ill what treatment do they get?
Disaster (Flood)		<ol style="list-style-type: none"> 1. Does it flood every year 2. Do schools/ anganwadi shut during this time 3. What are the nature of illnesses that children get 4. Do children get separated/ orphaned and what happens to them? <i>Substantiate with cases.</i> 5. Where do you go when there is a flood? 6. How do you manage – food/ shelter/ medical help (pregnancy)/ basic essentials/ sanitation 7. Who do you go to for help?
Disability		<ol style="list-style-type: none"> 1. What are the different forms of disabilities you see in your village? 2. Do these children go to school? 3. What are the benefits they get?

Malnutrition



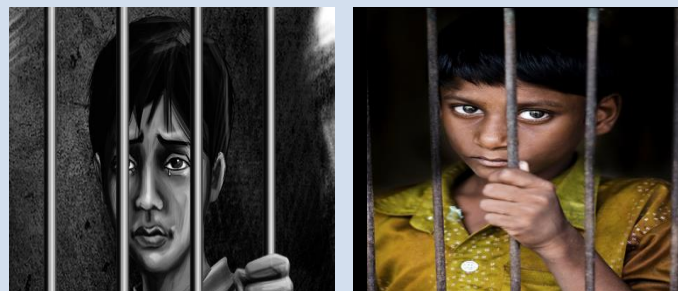
1. Do you think your children are healthy?
2. Have you been informed on healthy *infant and young child care* practices?
3. Has anyone told you that your child is underweight/ undernourished?
4. What do you do to provide your children healthy food?

Abuse



Give a case that the community can relate with.





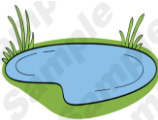
Children in Conflict with law





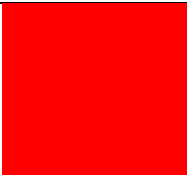




1. What are the kinds of cases that children get implicated in?
2. Are children accused *with adults* in cases that get registered here?
3. Where are these children kept??
4. In which court *are* the children is presented?

5.2. ANNEXURE- SYMBOLS

Outlined in the table below are a set of symbols to map services/facilities/structures in the village for Village Mapping-safe and unsafe spaces for children Activity. It is preferable if these are printed in bulk and made into stickers. The stickers are printed on stickers of dimension 1X1 inch. Please note that these are a set of a few basic services/facilities/structures. More symbols may be added to this list.

SERVICE/ FACILITY/ STRUCTURE	SYMBOL	SERVICE/ FACILITY/ STRUCTURE	SYMBOL	SERVICE/ FACILITY/ STRUCTURE	SYMBOL
Anganwadi Center		Industry		Health Subcenter/Community Health Center	
Authorickshaw Stand		Local/Weekly Market		Police	
Fields		Water Body		Home	

Handpump		School		Railway Station	
Bus Stand		Safe		Unsafe	
Adequate		Inadequate			

Website: www.leher.org
Email: contact@leher.org



Leher is a child rights organization working to make child protection a shared responsibility. We envision a society where caring families, alert communities and responsive governments come together to ensure the rights and protection of all children.