Creating Partnerships in Community Child Protection and Quality Improvement

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Overview of this Morning

- Introductions
- Objectives and Findings of the Alliance/Partnership
- Objectives and Findings of the project Partnerships in Community Child Protection
- Key Learning from 4 countries
- Ways Forward
Objectives

- Create an alliance between existing African organizations to provide technical leadership in the area of quality child protection and care.
- Increase technical and organizational capacity of alliance organizations
- Through the alliance, develop an integrated quality approach towards protection and care of children, one that aligns national policies and community practices, and ensures a protective environment for children, through prevention, response, and advocacy.

Creating a partnership

- In 2012, posted a solicitation for regional organizations to subcontract on QI project.
- Based on a previous survey of regional organizations focusing on children or QI, we invited four organizations to come together for an exploratory meeting in Kampala in September 2012.
- Three organizations met in Kampala
  - Regional Psychosocial Support Initiative (REPSSI)
  - ANPPCAN (African Network for Prevention and Protection Against Child Abuse and Neglect (ANPPCAN)
  - African Child Policy Forum (ACPF)
Capacity building

Assessment

- Organization staff completed Organizational Capacity Assessment (OCA) and Technical Organizational Capacity Assessment (TOCA)

- Self Assessment of areas needing to enhance capacity
Capacity building

Workshops
Quality Improvement
- REPSSI 36 staff/9 countries
- ANPPCAN 35 staff/11 countries + 3 ministry

Research
- REPSSI 37 staff Qualitative focus
- ANPPCAN 24 staff Strategic Use of data

Leadership and Management “Capacity to Sustainability”
- 10 participants from both ANPPCAN & REPSSI (October 2013)

Knowledge Management Deep Dive
- 1 person from REPSSI and ANPPCAN (March 2013)

Knowledge Management Deep Dive – Francophone
- 1 person ANPPCAN (June 2013)
Building the Partnership in Community Child Protection in Africa

- Objective
  - To examine the process of building an African-led partnership
- Methods
  - Naturalistic approach
  - Observation, iterative in-depth interviews
  - 2012 – 2014

“I am a little black African woman who wants to lead”. Appreciation for the way in which HCI/ASSIST brokered the partnership, “understanding and acknowledging that the partners have something to contribute”.

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Building the Partnership in Community Child Protection in Africa

Continued support for:

- Capacity around improvement
- Maturing the partnership

Partnerships in Community Child Protection (PCCP)

Objectives

- Organize a regional action-oriented community of learning around standards-based and evidence-based child and family protection systems.
- Implement improvement activities at the community and district levels.
Overview of the PCCP

1. Initial planning meeting of REPSSI, ANPPCAN, HCI

Overview of PCCP

2. Regional meeting – stakeholders of Kenya, Swaziland, Tanzania, Uganda

3. National meeting in each country (4)

4. District meetings in each country (7)
Overview of PCCP

5. Community conversations in each district (16)

6. District QI workshop in each country (6)

7. National meeting in each country (4)
Community Conversation – Making our Community Safe

- Developed as an Action Workshop in REPSSI’s Journey of Life series
- Uses picture codes to stimulate conversations in communities about issues affecting children that they are able to address
- Has a component for adults and for children so that issues are considered from the perspective of both groups and there is dialogue to come to a common understanding of what can be done to address the issues.
Steps in the Conversation – basic concepts

- **Step 1**
  - Understanding what violence, abuse and neglect are
- **Step 2**
  - Understanding that different children may need different approaches to keep them safe
  - Children of different ages
  - Boys and girls
  - Children of different abilities
- **Step 3**
  - Everyone in the community has a role to play in making the community safe

Steps in the conversation – What are the danger points?

- **Step 4**
  - Mapping where children and youth go in a normal week
- **Step 5**
  - Mapping which points are dangerous
  - Mapping where the points of support are
- **Step 6**
  - Sharing the adult's and the children’s maps and agreeing together where the points of danger are as well as what resources exist in the community
Steps in the Conversation – Developing an Action Plan

- **Step 7**
  - Ranking the issues that make children unsafe
  - Considering the resources that are available deciding which of the most critical issues can be tackled first
  - Deciding what resources, support is needed from district and national levels to tackle other issues
  - What needs to be done differently to have a safer community?
  - Who needs to be involved that maybe was not part of the conversation and how can they be brought into the conversation?

Kenya, a case example

- Initial meeting of National TWG
- Meeting of local TWGs in 2 districts, Embakasi and Dagoretti
- Conducted “community conversations” in 2 communities per district
The process of community conversation

- The community conversation tool was modified in the context of Kenya
- Identified and trained 10 facilitators and note takers from the District TWG/AAC members to undertake Community conversations, DOVCS(District OVC Coordinating Committee)
- Mobilized and identified 5 target groups for community conversations: parents, teachers, children and youth and community leaders
- Groups gender and context sensitive
- Each category developed work plans to address key issues identified
- The communities identified certain capacities to handle child protection concerns and challenges at the local level

Findings of community conversations

- Children: The violations include drug and substance abuse, child labour, defilement, irregular or non-attendance of school, lack of basic needs, medical care, insecurity due to high crime rate, poverty, early marriage (girls) and corporal punishment.
- Parents: HIV/AIDS, child labour, child neglect, lack of legal documents, namely birth certificates, early marriage (including children marrying children), sexual abuse including bestiality, defilement and sodomy.
- Teachers: Malnutrition, insecurity (Child gangs), homosexuality, lack of public schools, lack of playgrounds, pornographic dens and stores, poor parenting – shelter, drug and substance abuse and commercial sexual exploitation of children (CSEC)
- Community leaders: child labour, denial of education, sexual abuse, drugs and substance abuse, child neglect, children in criminal gangs, child prostitution/exploitation
District Quality Improvement workshops

- Shared findings of community conversation with the district
  Issues that communities could not handle were taken to the
district level e.g. corruption of Volunteer Children Offices (VCOs).
- QI training addressed principals of QI approach, specific
  challenges that delay service delivery in the community
- The barriers and bottle necks were identified while providing
  services in the community and process maps illustrated to
  overcome the delays and increase efficiency. Process mapping
  was used to develop work plans at district level.
- The model of improvement at the district level was taken up
  positively by (AAC/DOVCS) and changes that can be made to
  improve service delivery.
- After District meeting, took learning back to the national level
  For example, issue that could not be handled at the district level
  e.g., child gangs, Charitable Children’s Institutions (CCIs) were
  taken to the national level.

System = sum of all elements (inputs & processes) that interact

together to produce a desired outcome

- INPUTS
  Resources necessary to carry out a process

- PROCESS
  Series or sequence through which inputs are transformed
  into outputs

- OUTCOMES
  The outputs (services/products) and outcomes that result
  from the inputs and processes
Community System

- Savings & Credit Group
- Local Government
- Women's Group
- Local Health Clinic
- Religious Community
- Schools

Model for improvement

- What are we trying to accomplish?
- How will we know that a change is an improvement?
- What changes can we make that will result in the improvements we seek?

Act
Plan
Study
Do

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Langley et al. 1996
Key Learning, Kenya

- Child gangs a significant concern
- Volunteer children’s officers
- Low accountability with volunteers
- Many people already trained in QI, can build on
- Time for media to come on board
Key Learning, Uganda

- Corruption is a significant problem
- Workforce issues
- Lack of CP strategy
- Roles and responsibilities not clear

Key Learning, Tanzania

- In communities where child protection teams in place, situation looked really different
- Corruption clearly an issue
- Need structures from community to district to national that allow sharing of learning
Key Learning, Swaziland

- Real cry around community based workers
- NCCU disbanded, there is a huge vacuum
- Training of community level caregiver
- Linkages between community and district

Promising elements of this approach

- Voices of children, parents, teachers, community members, district government, are taken up in a meaningful manner
- Governments in all 4 countries took a lead role in planning and follow up on issues and demonstrated successful coordination at the national, district and community levels. Commitment
- Significant involvement of local government and district staff partnering with community
- Focus on sharing across levels of the system,
- Multi sectoral approach and engagement of key players in the TWGs shows concerted effort in child protection
- Informal and formal mechanisms of protection were incorporated as part of same system
Promising elements of this approach

- The communities demonstrated capacity to analyze and address certain child protection concerns and challenges at the local level (work plans developed, roles)
- Lessons from Community conversations brought home the need to engage with the communities first before drawing interventions
- Involvement of chiefs and traditional leaders is critical to success
- Considerations of gender, culture and context critical.
- No parallel structures created, built on existing government structures
- Activities not project driven, included stakeholders across the system
- QI provided tools for analyzing and changing processes – driver diagrams, process maps
- Natural spread occurring

Way forward with PCCP

- Through Community conversations key issues came up and work plans were developed that then need to be implemented and followed
- The community conversation as a tool was found to be very effective and this model could be replicated in other communities
- Information generated from community conversations needs to be synthesized and shared at different levels for different actors to take action
- Complex issues emerged at all levels that require advocacy at high level.
- Follow up on cross learning using local structures
**Way forward with PCCP**

- It was evident from working with the communities that many policies and laws are not flowing to the community from the national level – develop materials and media
- Develop mechanisms for district level to track data. Quality performance hinges on the ability to collect data to see if improvement is happening
- Develop guidelines for district and community partnering, i.e., district staff holds community conversations, certain days available to community members
- Develop guidelines that include roles and responsibilities of various stakeholders at community level. Reduce barriers and bottlenecks
- Invest in communities and districts to implement the action plans they have developed
- Don’t just rely on informal, make into systematic structure

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**Way Forward for Building Leadership in Quality Improvement**

- Made significant investment in building capacity for quality improvement in 2 organizations working across all levels of the CP system
- Continuous learning
- Opportunities to do it:
  - Holding workshops, learning sessions on quality of protection
  - Developing improvement aims and testing in community, resulting in evidence-based change packages. Go back to communities
- Widen scope of organizations included