

Section 3: Note to Users

Although there are many different ways of learning about communities, this section features ethnographic methods since they enable learning about children's lived experiences, bring forward the views of local people, and build the deeper levels of trust and respect that are needed for community-led work on child protection.

The tools were developed and used in Sierra Leone (with some modifications) but can be adapted to many different contexts. The Sierra Leone emphasis is presented here in order to show a contextually specific adaptation of learning tools.

Although this section focuses specifically on the early phase of learning about (and with) the community, the tools from previous sections are relevant as well. It can be useful to think through how the people who will be collecting information in communities might benefit from first using several tools related to empathy (FAC 4), asking probing questions (FAC 6), and enabling inclusive dialogue (TRN 7), among others.

LNG 2. Sample Workshop Agenda for Training Data Collectors

Ethnographic Phase of Action Research on Strengthening Community-Based Child Protection Mechanisms in Sierra Leone

January 17–28, 2011

Note: This workshop was used in 2011 to prepare data collectors for the learning phase of community-led work in Sierra Leone. This kind of workshop has been conducted in multiple countries in Africa and Asia, with adaptation to the local context. This workshop has a different focus, with more attention to ethnographic methods, and a different set of participants than did the previously presented training workshop for facilitators (TRN 11). However, there is some crossover in content, as both facilitators and learning phase data collectors need to learn how to enable inclusive dialogue in groups, manage conflicts that arise, and so on. There may also be crossover in regard to the participants if the facilitators had also served as data collectors during the learning phase. In adapting the trainings to your own context, it is useful to think in advance about how the trainings might connect, the sequencing, and the division of labor between them.

Purpose, Methodology, and Outcomes

Rationale and objectives

Community-based child protection is essential for the protection and well-being of children and also for the construction of effective national systems of child protection. An interagency study⁴ that reviewed 160 evaluations of community-based child protection mechanisms (CBCPMs) indicated that too often, CBCPMs are initiated externally (for example by NGOs), without understanding or building on the mechanisms and processes that are already present in communities. As a result, these mechanisms have limited effectiveness and sustainability, and some have caused unintended harm.

⁴ Wessells, M. (2009). *What are we learning about protecting children? An interagency review of the evidence on community-based child protection mechanisms in humanitarian and development settings*. London, UK: Save the Children.

To strengthen community-based child protection in Sierra Leone, interagency action research will document the functioning of existing CBCPMs and test whether and how CBCPMs can be made more effective by strengthening their linkages with other components of the national child protection system. The functioning of existing CBCPMs, whether indigenous or externally facilitated, will be documented through rapid ethnography and related qualitative research methods in February 2011.

The purpose of this workshop is to prepare the prospective national researchers to collect quality data in an ethical manner during the ethnographic phase of the research. The objectives are to: (1) build the capacities of prospective national researchers to collect quality data using rapid ethnographic and related tools; (2) increase the sensitivity of participants to issues of research ethics and child safeguarding and prepare them to conduct research in a safe, ethical manner that respects the participants' dignity and human rights; and (3) review collectively and finalize the methodological tools.

Key questions

The key questions to be answered through the research in the ethnographic phase are presented in Tool LNG 4.

Methodology

The workshop will use a participatory methodology designed to develop skills in using the various methods in appropriate, creative ways. The primary methods will be group discussion and problem-solving, observation and reflection, role-plays, scenario analyses, and practice using different tools, with coaching and mentoring. Working closely with the prospective national researchers will be key members of the Sierra Leone National Research Team—Dora King (Lead National Researcher) and David Lamin (Moyamba Research Team Leader)—and international researchers from the Columbia Group for Children in Adversity—Drs. Kathleen Kostenly, Lindsay Stark, and Mike Wessells.

Expected outcomes

By the end of the workshop, prospective researchers will:

- Understand the purpose, phases, key questions, and methodology of the action research
- Understand the roles and responsibilities of the researchers
- Demonstrate appropriate skill in using the various ethnographic and qualitative tools and in recording quality data to answer the key questions listed above
- Understand and be willing to adhere to the child safeguarding policy

- Be more aware of the ethical issues associated with this research and be prepared to make sound decisions in regard to these issues
- Have increased understanding of how the data will be analyzed
- Help to finalize the methodological tools

Working Schedule

Day 1: Monday, January 17—Foundations and Context

9:00–10:40	Introductions, Purpose of the Action Research and Workshop
10:40–11:00	Coffee break
11:00–12:30	What is child protection in the Sierra Leone context?
12:30–1:30	Lunch
1:30–3:10	Phase 1 findings on CBCPMs, ethical and practical issues, implications
3:10–3:30	Coffee break
3:30–5:30	Linking CBCPMs with national child protection systems

Day 2: Tuesday, January 18—Design and Methods

9:00–10:40	Design of the action research and key questions, methods
10:40–11:00	Coffee break
11:00–12:30	Ethnographic methods
12:30–1:30	Lunch
1:30–3:10	Participant observation
3:10–3:30	Coffee break
3:30–5:30	Participant observation

Day 3: Wednesday, January 19—Methods

9:00–10:40	In-depth interviewing
10:40–11:00	Coffee break
11:00–12:30	In-depth interviewing, key informant interviews
12:30–1:30	Lunch
1:30–3:10	Functional network analysis
3:10–3:30	Coffee break
3:30–5:30	Informed consent, note taking and record keeping

Day 4: Thursday, January 20—Ethics and Child Safeguarding

9:00–10:40	Child safeguarding policy
10:40–11:00	Coffee break
11:00–12:30	Child safeguarding policy implementation, and ethical considerations in the action research ⁵
12:30–1:30	Lunch
1:30–5:30	Field learning: participant observation

Day 5: Friday, January 21—Methods and Gender Issues

9:00–10:40	Debriefing on field learning
10:40–11:00	Coffee break
11:00–12:30	Field learning discussion
12:30–1:30	Lunch

⁵ Note that ethics issues will be discussed throughout the workshop.

1:30–3:10	Gender issues
3:10–3:30	Coffee break
3:30–5:30	Gender issues

Day 6: Monday, January 24—Methods

9:00–10:40	Learning about children’s development
10:40–11:00	Coffee break
11:00–12:30	Timeline planning discussions
12:30–1:30	Lunch
1:30–3:10	Note taking
3:10–3:30	Coffee break
3:30–5:30	Data analysis

Day 7: Tuesday, January 25—Methods

9:00–10:40	Group discussions
10:40–11:00	Coffee break
11:00–12:30	Group discussions
12:30–1:30	Lunch
1:30–3:10	Note taking and record keeping
3:10–3:30	Coffee break
3:30–5:30	Note taking and record keeping

Day 8: Wednesday, January 26—Field Work

Morning	Field learning
Afternoon	Field learning and debriefing

Day 9: Thursday, January 27—Methods and Planning

9:00–10:40	Skills building
10:40–11:00	Coffee break
11:00–12:30	Skills building
12:30–1:30	Lunch
1:30–3:10	Skills building and planning
3:10–3:30	Coffee break
3:30–5:30	Skills building and planning

Day 10: Friday, January 30—To be decided and Wrap-up

9:00–10:40	Skills practice, open space for discussion
10:40–11:00	Coffee break
11:00–12:30	Skills practice, open space for discussion
12:30–1:30	Lunch
1:30–3:10	Skills practice, open space for discussion
3:10–3:30	Coffee break
3:30–5:30	Wrap-up and closing